

ASHEBORO CITY BOARD OF EDUCATION

June 14, 2018

7:30 p.m.

Asheboro High School

Professional Development Center

6:00 p.m. – Policy Committee

6:45 p.m. – Finance Committee

I. Opening

- A.** Call to Order
- B.** Moment of Silence
- C.** Pledge of Allegiance – Lindley Park Elementary School Students
- D.** Approval of Agenda*

II. Special Recognition and Presentations

- A.** Community Spotlight – Randolph Community College Partnership – Ms. Carla Freemyer
- B.** Board Spotlight - 1839 Asheboro Female Academy – Mr. Ross Holt
- C.** Recognition of the 2018 Classified Employee of the Year – Ms. Carla Freemyer
- D.** Recognition of the 2018 Instructional Assistant of the Year – Dr. Aaron Woody
- E.** Recognition of Suzanne Benhart, Recipient of the Central District Bandmasters Award of Excellence – Dr. Julie Pack
- F.** Recognition of Duke University Talent Identification Program (TIP) Recipient – Dr. Julie Pack
- G.** Recognition of the 2018 U.S. Presidential Scholar Nominee – Dr. Julie Pack
- H.** Recognition of Ms. Amy Day, retiring Principal from Guy B. Teachey Elementary School – Dr. Terry Worrell

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 – May 10, 2018
- B.** Approval of Amended Budget Work Session Minutes 4-12-18
- C.** Policies Recommended for Approval:
 - Policy 2670 – Business Advisory Council
 - Policy 3110 – Innovation in Curriculum and Instruction
 - Policy 4124 – Transfer of Students to Other School Districts
 - 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
- D. Application for Career and Technical Education (CTE) State/Federal Funding for 2018-2019
- E. Articulation Agreement Between Asheboro City Schools and Randolph Community College
- F. North Carolina Association for Supervision and Curriculum Development Whole Child Resolution
- G. Summer Food Service Contract – Sodexo
- H. School Nutrition Procurement Plan
- I. Budget Amendment S-03
- J. Budget Amendment F-02
- K. Interim Budget for 2018-2019
- L. Overnight Field Trip Request, Asheboro High School Yearbook Staff, July 23-25, 2018, Wrightsville Beach, NC
- M. Overnight Field Trip Request, Asheboro High School Womens Basketball Team, June 21-24, 2018, University of North Carolina – Chapel Hill
- N. Overnight Field Trip Request, Asheboro High School FFA Chapter, October 24-27, 2018, Indianapolis, IN
- O. Personnel

V. Information, Reports, and Recommendations

- A. Policies Recommended for 30-Day Review – Dr. Drew Maerz
- Policy 3565/8307 – Title I Program Comparability of Services
 - Policy 4700 – Student Records
 - Policy 5010 – Parent Organizations
 - Policy 5070/7350 – Public Records – Retention, Release, and Disposition
 - Policy 5220 – Collections and Solicitations
 - Policy 6520 – Use of Equipment, Materials, and Supplies
- B. Summer Programs Update and Reading and Math Standards – Dr. Aaron Woody
- C. Advanced Manufacturing Pathways Camp (AMP) – Dr. Julie Pack
- D. Social Emotional Curriculum Review – Dr. Sean McWherter
- E. Telephone System Update – Mr. Anthony Woodyard
- F. Teacher Leadership Academy Update – Dr. Terry Worrell
- G. Proposed Calendar Changes

VI. Action Items

- *A. Appointment to Randolph Community College Board of Trustees – Chairman Lamb
- *B. Graduation Guarantee – Dr. Terry Worrell

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, June Update – Dr. Terry Worrell

VIII. Board Operations

- A. Important Dates to Remember
- B. 2018-2019 Board of Education Meeting Dates

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

June 14, 2018

7:30 p.m.

Asheboro High School

Professional Development Center

Agenda Addendum

6:00 p.m. – Policy Committee

6:45 p.m. – Finance Committee

I. Opening

II. Special Recognition and Presentations

B. 1839 Asheboro Female Academy – PowerPoint Added

III. Public Comments

IV. Consent Agenda*

E. Articulation Agreement Between Asheboro City Schools and Randolph Community College -
Moved to Information, Reports, and Recommendations

P. Overnight Field Trip Request, South Asheboro Middle School 8th Grade, March 6-8, 2019,
Washington, D.C. – Added

V. Information, Reports, and Recommendations

E. Telephone System Update – Support documentation – Added

G. Proposed Calendar Changes – Terminology – Updated

H. Articulation Agreement Between Asheboro City Schools and Randolph Community
College – Moved from Consent Agenda

VI. Action Items

VII. Superintendent's Report / Calendar of Events

B. Calendar of Events – Updated

VIII. Board Operations

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

X. 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
Special Recognitions and Presentations
June 14, 2018**

Community Partner Spotlight:

We are honored this evening to recognize Randolph Community College for the many ways they support our students.

Board Spotlight:

- Updates on the 1839 Asheboro Female Academy will be provided.

Classified Employee of the Year:

This award is presented annually during our Retirement and Service Award Breakfast, to be held on Monday, June 11th. This award recognizes outstanding performance and positive contributions to his/her work site. Criteria includes: at least three years of full-time experience in ACS, demonstrated leadership, integrity, and respect for others, professionalism, builds positive relationships, role model for others, and strives to grow professionally.

Instructional Assistant of the Year:

This award is presented annually during our Retirement and Service Award Breakfast, to be held on Monday, June 11th. This award recognizes outstanding performance and positive contributions to his/her work site. Criteria includes: at least three years of full-time experience in ACS, demonstrated leadership, integrity, and respect for others, professionalism, builds positive relationships, role model for others, assists the supervising teacher to instruct students, and strives to grow professionally.

Recognition of Suzanne Benhart:

Mrs. Suzanne Benhart, AHS Band Teacher, was named the 2018 recipient of the "Award of Excellence" from the Central District Bandmasters Association. This prestigious award is given to a director who has, over a significant amount of time, demonstrated musical and teaching excellence and has served the district and its students with distinction.

Duke University Talent Identification Program (TIP) Recipient:

Rebecca Leveille, has received special recognition through TIP. The Duke University Talent Identification Program is a nonprofit organization that supports academically talented students in grades four through twelve. Through above-grade-level testing, enrichment resources, year-round learning options, residential summer programs, online courses, need-based financial aid, and original research into the needs of gifted students, TIP strives to support and nurture students' talents.

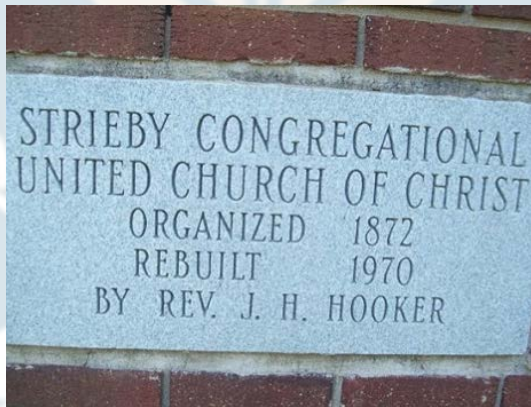
2018 U.S. Presidential Scholar Candidate Recognition:

Tommy Huynh, AHS senior, was one of 20 students in North Carolina, selected to represent ACS and the state in the national U.S. Presidential Scholars Program. Nomination criteria included high academic success while overcoming obstacles.

Retirement recognition of Ms. Amy Day, principal at Guy B. Teachey Elementary School:

We honor Ms. Amy Day this evening for her thirty years of service to children. Throughout her career she served as a classroom teacher, reading recovery teacher, curriculum facilitator, assistant principal, and principal. She has been with Asheboro City Schools for five years, two as the assistant principal, and three as the principal at Guy B. Teachey.







§ 160A-400.5. Designation of landmarks; adopt criteria for designation.

Upon complying with G.S. 160A-400.6, the governing body shall from time to time amend or repeal an ordinance

§ 160A-400.6. Required landmark designation.

As a guide for the identification and evaluation of historic landmarks, the governing body shall undertake, at the earliest possible opportunity, an inventory of historic landmarks and resources available to it.

§ 160A-400.7. Historic Preservation Commission.

Before it may designate one or more landmarks, the municipality shall establish or create a commission. The municipal governing board shall establish the commission, which shall be composed of not more than five members, which shall be no greater than five in number. The commission shall have demonstrated expertise in history, architecture, and the arts. The members shall reside within the territory of the municipality. The commission shall be established pursuant to G.S. 160A-400.7. The commission shall be composed of the following bodies and committees as

Ordinance Creating the Randolph County Historic Landmark Preservation Commission

An Ordinance Creating the Randolph County Historic Landmark Preservation Commission:

WHEREAS, natural heritage and related historical landmarks are some of Randolph County's most valued and important assets; and

WHEREAS, the conservation and preservation of historical landmarks can enhance the quality of life for residents and can foster economic development by helping to sustain heritage tourism resources; and

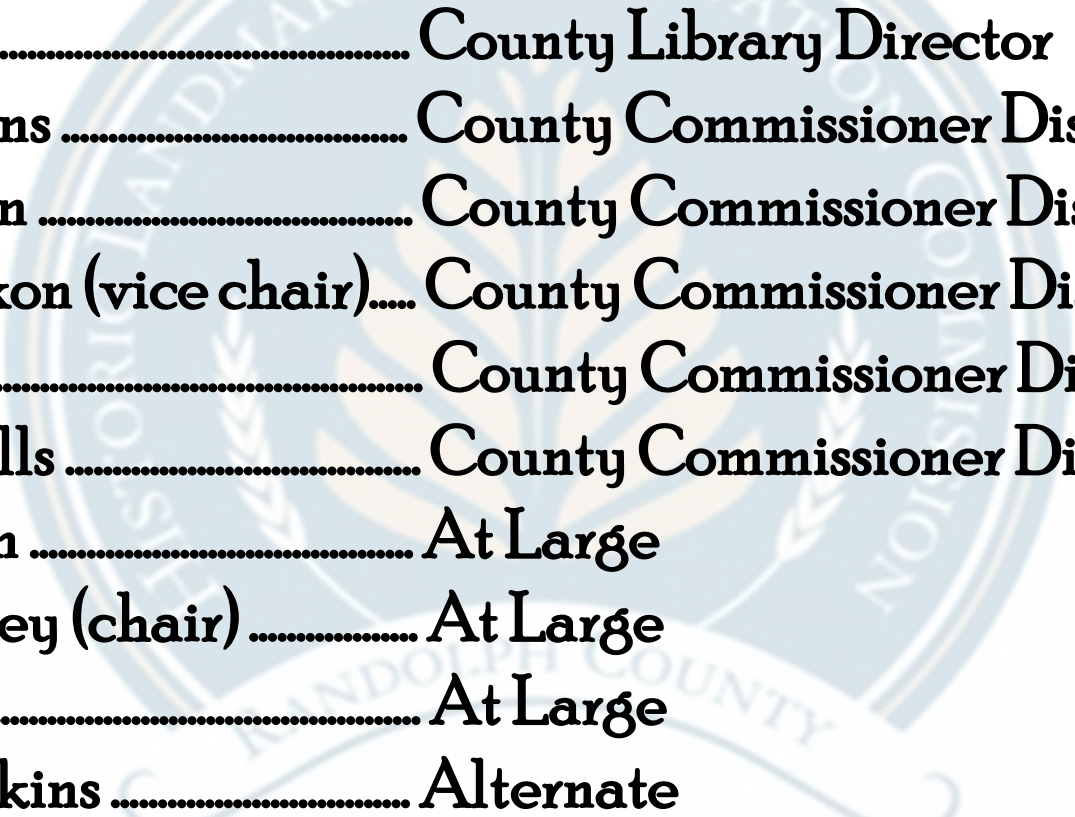
WHEREAS, the North Carolina General Statutes authorize local governments to safeguard historic landmarks that embody important elements of the county's culture, history, architectural history, or prehistory, and to promote the use of historic landmark preservation for the education, pleasure, and enrichment of the residents of the county and state as a whole; and

WHEREAS, the Randolph County Board of Commissioners has received recommendations from the Randolph County Heritage Committee and petitions from the Randolph County Historical Society requesting that a Randolph County Historical Preservation Commission be established; and

WHEREAS, the Randolph County Board of Commissioners does therefore desire to create a Commission to be known as the Randolph County Historic Landmark Preservation Commission to perform those duties of designating and regulating historic landmarks pursuant to North Carolina General Statutes as related to Historical Landmarks and the provisions of this Ordinance.

NOW, THEREFORE, BE IT ORDAINED BY THE RANDOLPH COUNTY BOARD OF COMMISSIONERS, AS FOLLOWS:

Commission Members

The seal of Randolph County, North Carolina, is a large, faint watermark in the background. It features a central emblem with a plow and a sheaf of wheat, surrounded by the text "RANDOLPH COUNTY, NORTH CAROLINA".

Ross Holt	County Library Director
Don Simmons	County Commissioner District 1
Dan Warren	County Commissioner District 2
Warren Dixon (vice chair)....	County Commissioner District 3
Hal Pugh	County Commissioner District 4
Lynne Qualls	County Commissioner District 5
Bill Johnson	At Large
Mac Whatley (chair)	At Large
Bill Ivey	At Large
Robyn Hankins	Alternate



Sunset Theatre



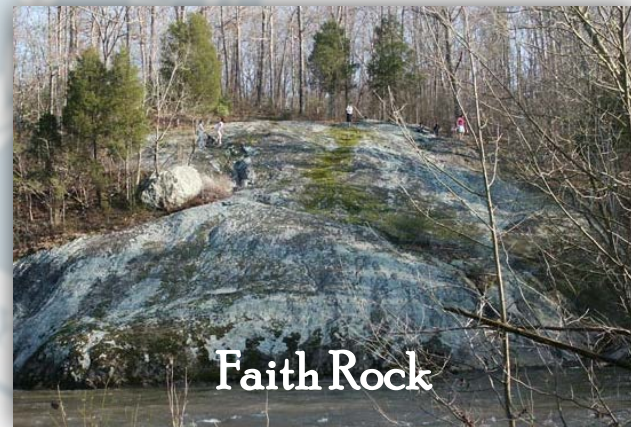
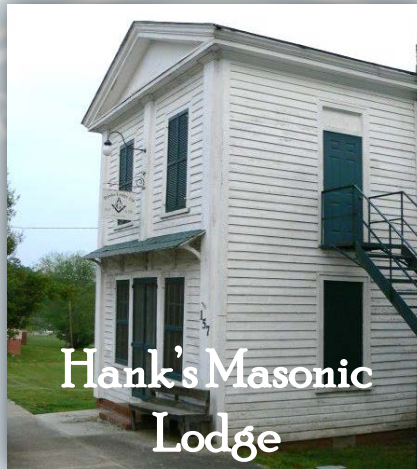
Asheboro Municipal Building



Marmaduke Robins
Law Office



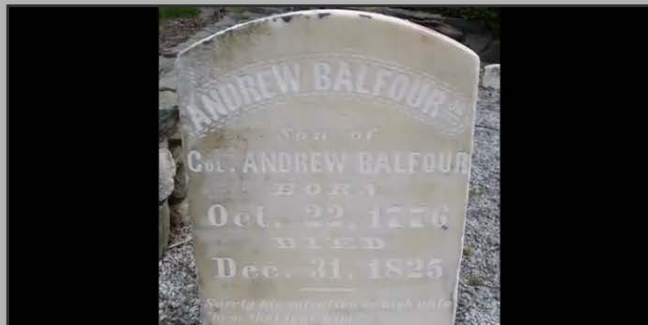
The Gatekeeper's House



Randolph County, NC

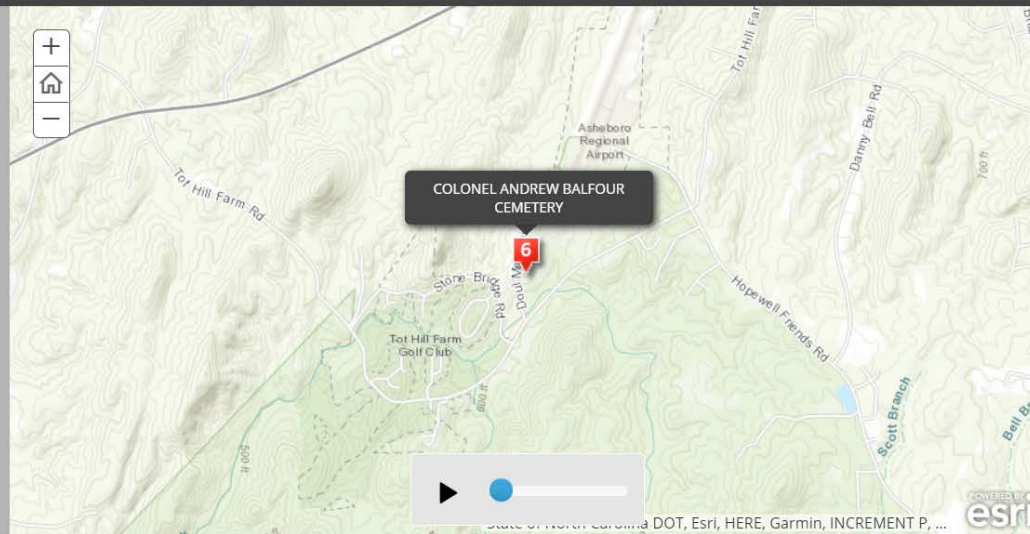
Historic Landmarks

Randolph County Historic Landmark Preservation



COLONEL ANDREW BALFOUR CEMETERY

History of the Andrew Balfour Cemetery
The 1782 Colonel Andrew Balfour Cemetery consists of five graves of Balfour family members in their original layout with no additional burials since 1825. The cemetery,



COLONEL ANDREW BALFOUR CEMETERY



PISGAH COVERED BRIDGE



MT. SHEPHERD ARCHEOLOGICAL POTTERY



SUNSET THEATRE ca 1929



CHARLES W. MCCRARY HOUSE ca 1929



J. FRANK MCCRARY HOUSE ca 1933



1850 HANKS MASONIC LODGE #128



ASHEBORO MUNICIPAL BUILDING, 1938



AUSTIN LAWRENCE HOUSE ca 1848



J.C.



Historic Landmarks

Mount Shepard Pottery, 1775-1800

Andrew Balfour Cemetery, 1782

Faith Rock, ca. 1782

Sandy Creek Primitive Baptist Church, 1822

Franklinville Manufacturing Co., 1838

Austin Lawrence House, 1848

Trinity Museum/Winslow House, 1855

Hanks Lodge No. 128 AF & AM, 1850

Marmaduke Swaim Robins Law Office, ca. 1860

St. Paul's Methodist Episcopal Church, 1879

The Gate Keeper's House, ca. 1888

Randolph County Courthouse, 1909

Pisgah Covered Bridge, 1911

John Wesley's Stand, 1921

Old County Rest Home, 1922

Sunset Theatre, 1929

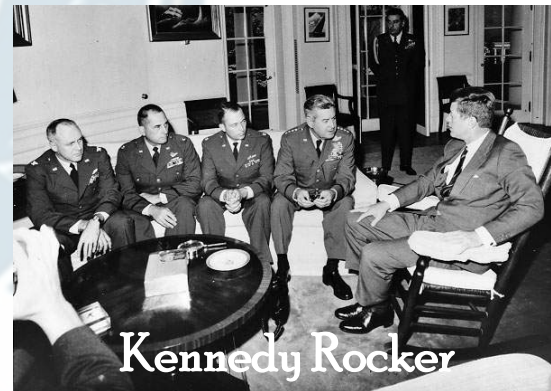
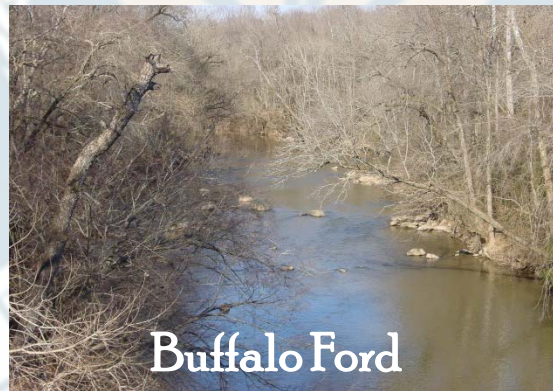
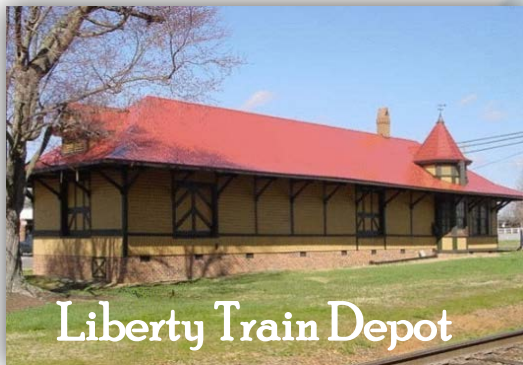
Charles W. McCrary House, 1929

J. Frank McCrary House, 1933

Asheboro Municipal Building, 1938

Petty Enterprises, 1949

Cultural Heritage Sites & Objects



Cultural Heritage Sites & Objects

Buildings

Asheboro Female Academy
Liberty Train Depot
Patterson Cottage Museum
Randolph High School

Objects

1838 Courthouse Belfry Bell
Randolph Hornets Flag
Weights and Measures
Kennedy Rocker
Corporate Seal of Randolph County

Sites

Buffalo Ford
Harmon Cox Mill Site
Mill Creek Friends Meeting
and Cemetery
Odd Fellows Cemetery
Raymond Cox Mill
Richland Lutheran Church
and Cemetery
Ridges Mountain
Searcy's/Waddell's Ford/Ferry,
Waddell Memorial Cemetery
Strieby Congregational Church,
School and Cemetery

Monuments


Billy Trogon Cemetery
McMasters Cemetery
Old Asheboro Cemetery



Courthouse Bell



Randolph



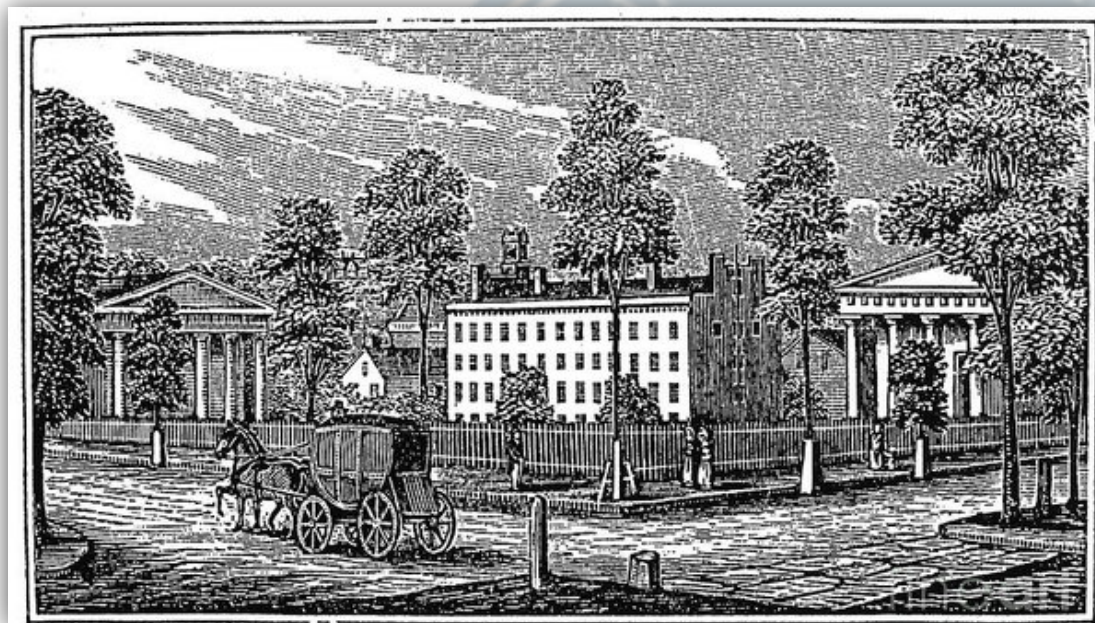
Female Academy.

THE friends of female education (and we hope they are many) in this section of country will be gratified to learn that the citizens of Asheboro have agreed and pledged themselves to erect a female Academy at this place. A suitable building for the purpose is to

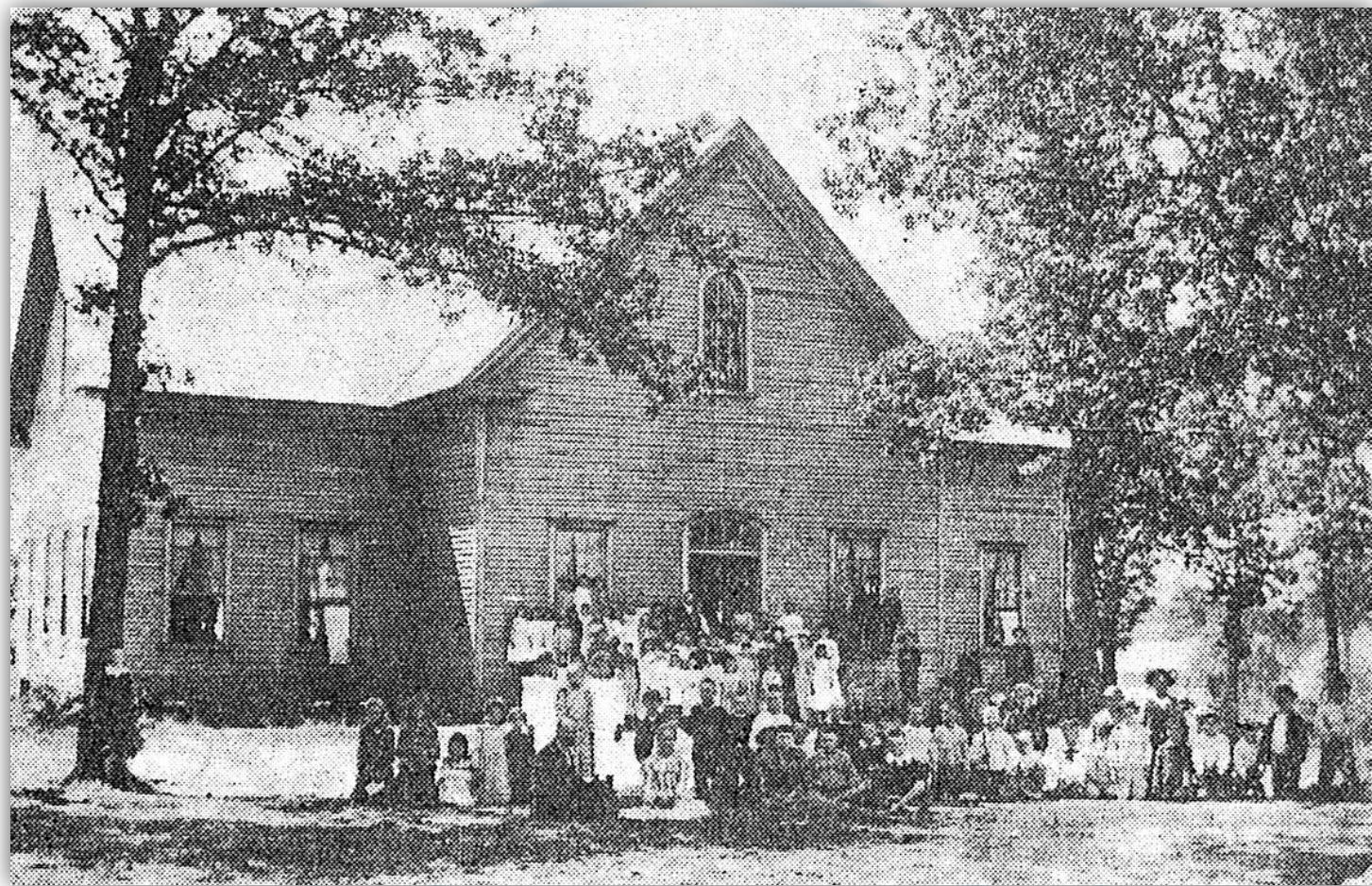




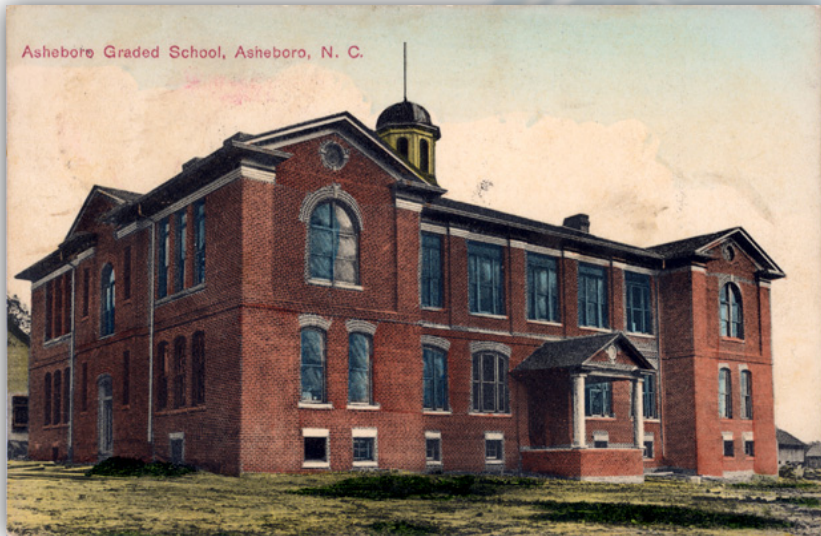








Asheboro Graded School, Asheboro, N. C.



RANDOLPH COUNTY





**6 p.m. Wednesday,
June 27**

**2nd Floor Meeting Room
Historic 1909 Courthouse
145 Worth Street**

rchlpc.org

randolphlibrary.org/afa.pdf

youtube.com

[treesnc female academy](#)



**Board of Education Meeting
May 10, 2018**

Policy Committee

Staff members present:

Dr. Terry Worrell
Carla Freemyer

Dr. Aaron Woody
Dr. Drew Maerz

Dr. Sean McWherter

Board members present:

Gidget Kidd
Michael Smith

Kyle Lamb

Phillip Cheek

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

- Policy 3565/8307 – Title I Program Comparability of Services
 - Added language to address the requirement that an LEA have procedures that include the measure and process used to determine whether schools are comparable
- Policy 4700 – Student Records
 - Updated legal references
- Policy 5010 – Parent Organizations
 - Language and clarification to strengthen the requirements for parent organizations to operate
 - Section added covering funds management
- Policy 5070/7350 – Public Records – Retention, Release, and Disposition
 - Updates duties of Records Officer and section on electronic mail
 - Minor language updates and legal reference updates
- Policy 5220 – Collections and Solicitations
 - Updated legal references
- Policy 6520 – Use of Equipment, Materials, and Supplies
 - Updated cross references to reflect current policy titles

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

In compliance with G.S. 135-8(f)(2)(f) and G.S. 128-30(g)(2)(b), Superintendent Worrell reported to Board of Education members in attendance that notification has been received that one employee has been identified as being eligible to retire within the next 13 months. Based on this finding, Asheboro City Schools may be required to pay an additional employer contribution should the employee elect to retire in the next 13 months. In accordance with the General Statutes, a copy of this report will also be provided to the Board of County Commissioners of Randolph County, North Carolina. A copy of this report will be filed and maintained by the Finance Department of Asheboro City Schools.

With no further business, the meeting was adjourned at 7:07 PM.

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
Gwen Williams

Phillip Cheek

Baxter Hammer

Staff members present were:

Dr. Terry Worrell

In compliance with G.S. 135-8(f)(2)(f) and G.S. 128-30(g)(2)(b), Superintendent Worrell reported to Board of Education members in attendance that notification has been received that one employee has been identified as being eligible to retire within the next 13 months. Based on this finding, Asheboro City Schools may be required to pay an additional employer contribution should the employee elect to retire in the next 13 months. In accordance with the General Statutes, a copy of this report will also be provided to the Board of County Commissioners of Randolph County, North Carolina. A copy of this report will be filed and maintained by the Finance Department of Asheboro City Schools.

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

Board of Education

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

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

Phillip Cheek, Vice Chair
Baxter Hammer
Archie Priest, Jr.

Gustavo Agudelo
Gidget Kidd
Michael Smith

Staff members present:

Superintendent Terry Worrell
Dr. Drew Maerz
Dr. Sean McWherter
Robin Harris

Dr. Aaron Woody
Carla Freemyer
Michael Mize

Anthony Woodyard
Dr. Julie Pack
Dr. Cayce Favasuli

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

Following a moment of silence, the Presentation of Colors was conducted by the Asheboro High School JROTC Team composed of Camaggio Brady, Shivan Clifford, Troy Brigman, and Riley Goodwin. Cadet Major Braden Bunner led the Pledge of Allegiance.

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

Special Recognition and Presentations

Community Partner Spotlight: Ms. Carla Freemyer recognized members of the Village of Barnabas for their service as mentors to students at Asheboro High School during the 2017-2018 school year. Accepting the award were Village of Barnabas members Melvin "Pete" Marley, Gene Woodle, Jackie Woodle, Melanie Marley, Quinton Louris, and Sherry Louris.

Board Spotlight: Mr. Brian Saunders, Principal of Asheboro High School, recognized the Asheboro High School JROTC. Members Daniela Salinas Leon, Edith Mata Torres, Marybeth Barnes, and Braden Bunner presented information regarding their competitions and accomplishments.

Ms. Courtney McGowan, Asheboro High School Career Development Coordinator, introduced Ian Coggins, Joshua DeFreece, Jorge Martinez, Alejandro Tzintzun Ramirez, and Alexander Jacome, students selected to participate in Apprenticeship Randolph internships. The students shared information regarding their jobs obtained through the program and their future career goals.

Mr. Brian Saunders introduced the following students who have been awarded prestigious college scholarships based on their outstanding academics and personal integrity:

- Carson Wright, Madison Chisholm, and Averi Ridge – Randolph Community College Presidential Scholarships
- Karen Duran Valdes – Opportunity Scholarship from Christian Brothers University
- Ben Carroll – Goodnight Scholarship from North Carolina State University
- Will Britt – Levine Scholarship and Belk Scholarship from the University of North Carolina at Charlotte

The following students were recognized by Dr. Sean McWherter as representatives of the many Exemplary Students in the Class of 2018: Victoria Johnson, Kalynn McNair, Destiny Houghtalen, and Daniel Ruiz-Ruiz. These students shared information about their experiences at Asheboro High School as well as their future plans.

Dr. Julie Pack recognized Ms. Callie Everett who was selected as the Asheboro City Schools NCCTM Outstanding Secondary Math Teacher of the Year. Ms. Everett teaches math at South Asheboro Middle School.

Ms. Carla Freemyer recognized Ms. Mireida Perez-Cortez, the 2018 Apple of Excellence Outstanding First Year Teacher. Ms. Perez-Cortez teaches math at Asheboro High School.

Mr. Anthony Woodyard introduced the winning STEAM Competition Teams from Donna Lee Loflin Elementary School for the elementary division and South Asheboro Middle School and Asheboro High School who tied in the secondary competition.

Dr. Julie Pack recognized the following individuals who participated in the Career Focus Friday: Gayle Higgs, Assistant Principal at Asheboro High School; Courtney McGowan, Career Development Coordinator, Asheboro High School; and Jennifer Smith, Guidance Counselor at Asheboro High School. These individuals visited local companies and industries to obtain information regarding area career opportunities which can be shared with students when discussing career goals.

Dr. Julie Pack introduced Zoey Little, an Asheboro High School junior, who has been selected to attend the 2018 North Carolina Governor's School this summer.

Public Comments

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

Consent Agenda

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

- A.** Minutes – April 12, 2018 Board of Education Meeting 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:

I. NON-CAREER STATUS TEACHERS RECOMMENDED FOR CONTINUED EMPLOYMENT - 1 YEAR CONTRACT

LAST	FIRST	SCHOOL	SUBJECT
Agüero	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
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
Johnson	Pamela	CO	EC Program Facilitator (pt)
Newman	Sara	CO	EC Lead Program Specialist
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
Baker	Robbin	DLL	Art
Boozer	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
Little	Tracy	ECDC	Exceptional Children
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
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
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
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

II. NON-CAREER STATUS TEACHERS RECOMMENDED FOR CONTINUED EMPLOYMENT - 2 YEAR CONTRACT

LAST	FIRST	SCHOOL	SUBJECT
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
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
Hollingsworth	Dana	CO	EC Program Facilitator
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
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
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
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
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
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
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

III.RESIGNATIONS/RETIREMENT/SEPARATIONS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE DATE
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
Mondragon	Jose	SAMS	Exceptional Children	6/13/2018

IV. APPOINTMENTS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE DATE
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
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

V. ADMINISTRATIVE CONTRACTS

Harris	Robin	CO	Director of Federal Programs/ELL	
Pack	Julie	CO	Director of Secondary and CTE	7/1/2018-6/30/2022

VI. 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

***D.** Overnight Field Trip Request – Asheboro High Zoo School FFA Chapter, June 19-21, 2018, State FFA Convention, Raleigh, NC

*A copy is made a part of these minutes.

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

Action Items - None

Superintendent's Report/Calendar of Events

*A. Ms. Carla Freemyer shared the *Points of Pride* and *Calendar of Events* noting the next Board of Education meeting will be on June 14, 2018.

B. Superintendent Worrell presented the following updates on the 2017-2018 Board Goals:

- Under Goal II, our virtual academy is now being developed.
- On April 26th, 2018, all elementary schools hosted the Cap and Gown Runway for the graduating Class of 2018.
- Bearik Bigelow, Lindley Park Elementary School student, was selected to perform his original composed melody "Pharoah's Tomb" with the Greensboro Symphony Orchestra. In partnership with UNCG, the symphony played the orchestrated melody for all Asheboro City Schools fourth and fifth grade students at the Performing Arts Center on April 13th.
- Charles W. McCrary Elementary School received a grant in the amount of \$4,911.00 from the CenturyLink Clark M. Williams Foundation Teachers and Technology Grant Program for the purchase of a Nureva Span System which will create a collaborative, hands-on, technology-based learning environment for all K-5 students.
- Asheboro High School Global Navigators Receive \$18,140 in Scholarship Awards and 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 and Education in Legon, Ghana
 - Laura Gomez Rodriguez - Tropical Biodiversity Conservation in Monteverde, Costa Rica
 - Amber Hunter - Italian Language and Culture in Ferrara, Italy
 - Nicholas Paschal - German Language and Culture in Berlin, Germany
 - Olivia Tyler - Creative Arts Studio in Prague, Czech Republic
- The Russell E. Murphy, Sr. Football and Cheerleading Camps will be held on June 15th and 16th, 2018. This event is free and many Asheboro High School students will be volunteering to assist.
- The Asheboro City Schools / Randolph County Schools Teacher of the Year Banquet held on May 8th, 2018, was a huge success. All Asheboro City Schools nominees (one from each school) were introduced. Ms. Molly Lyons, Asheboro High School English teacher, was selected as the 2018 Asheboro City Schools Teacher of the Year.

Board Operations

A. Chairman Lamb reviewed important upcoming events.

B. Chairman Lamb informed Board that the 2017-2018 Superintendent's Evaluation Timeline information was located in their meeting folder.*

*A copy is made a part of these minutes.

Adjournment

Upon motion by Ms. Kidd, seconded by Mr. Cheek, and unanimously approved, the Board moved to adjourn the meeting at 9:10 p.m.

Chairman

Secretary

**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.
- Superintendent's Budget Message.+

Upon motion by Mr. Hammer, seconded by Mr. Cheek, the Board unanimously approved the budget request which includes current expense, capital outlay, capital outlay projects, supplemental tax rate, and Superintendent's Budget Message.+

- 2018-2019 Asheboro High School addition/renovation project timeline.
- Asheboro City Schools Capital Projects – Project Budget.+

*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 Capital Projects – Project Budget.+

Adjournment

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

+ Items were added / amended to accurately reflect the budget presentation and action taken by the Board of Education.

Policies For Approval

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

A. COMPOSITION OF THE COUNCIL

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

B. APPOINTMENT OF BUSINESS AND INDUSTRY REPRESENTATIVES

1. Initial Appointment of Business and Industry Representatives

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

2. Subsequent Appointment of Business and Industry Representatives

a. Reasons for Appointment

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

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

b. Appointment Process

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

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

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

C. OPERATION OF THE COUNCIL

The business advisory council will operate in accordance with G.S. 115C-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:

INNOVATION IN CURRICULUM AND INSTRUCTION

Policy Code:

3110

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

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 11th grade may be released for the 12th 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

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

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.

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.

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

Asheboro City Schools
Application for Career and Technical Education (CTE)
State/Federal Funding
Fiscal Year 2018-2019

Executive Summary

PURPOSE OF THE APPLICATION: The Local Planning System (LPS) is the vehicle for strategic planning, managing performance, and assuring accountability for CTE. Part I of the LPS is a system overview and strategic planning tool. Part II is designed to attain and maintain performance excellence, as defined by the Carl D. Perkins Career and Technical Education Act of 2006. LEAs can analyze measurable performance based on trend information; analyze system and subsystem performance based on relevant subcategories crucial to stakeholders and customers; set rational short and long-term benchmarks; develop strategies based on the greatest opportunities for improvement (OFIs); and allocate resources based on the greatest OFIs. Finally, the LPS incorporates the requirements of all applicable state and federal laws which govern CTE in North Carolina. This application must be submitted to the Department of Public Instruction in order to receive and use state and federal funds for career and technical education programs and services in grades 6-12 for the 2018-2019 fiscal year. The application describes the manner in which we propose to use these funds in accord with the purposes mandated by state and federal legislation.

PROGRAMS AND SERVICES OFFERED THROUGH THESE FUNDS: Career and technical education (CTE) is conducted in both middle schools and the high school in Asheboro City Schools. Supporting Asheboro City Schools strong academic foundation is a diverse career and technical curriculum in which students are provided opportunities to make classroom instruction relevant to real world situations. Asheboro City Schools career and technical education courses provide students with a variety of options to fulfill the requirements for high school diploma endorsements as well as the graduation requirements for the Future-Ready, the Occupational Course of Study, and the North Carolina Academic Scholars Program. Student credentialing and certification opportunities as well as work-based learning opportunities are available in selected program areas. Career and technical education student organizations are an integral part of our CTE program. The ultimate goal of CTE is for our graduates to become successful in a career and contributing members in society. CTE serves middle school students in a career and technical education program that includes health sciences, agriculture, business education, and technology courses. CTE offers high school course offerings in nine program areas: Agriculture; Business, Finance & Information Technology; Career Development; Family & Consumer Science; Education & Training; Health Science; Marketing & Entrepreneurship; Technology Engineering & Design; and Trades & Industry. Selected CTE courses are eligible for honors credit for students who are on the standard course of study and meet the NC Honors Course Standards. Expanded CTE course offerings are available through a partnership with Randolph Community College under the Career and College Promise, which include an additional array of courses. Articulation agreements exist between the two institutions that allow certain high school Career and Technical Education courses to also qualify for college credit.

PROJECTED ACTIVITIES AND PRIORITIES: The major thrusts for CTE in Asheboro City Schools include providing appropriate high-demand career clusters opportunities for our region; offering credentialing for students and staff; meeting ESEA requirements; providing appropriate CTE courses for high school students from the North Carolina Standard Course of Study so that our students will be college and career ready; increasing career development activities and opportunities for students beginning in middle school; strengthening alignment between industry and postsecondary opportunities through the Pathways to Prosperity partnership and Apprenticeship Randolph; and continuing to develop the new Advanced Manufacturing program in our Trades & Industrial Education program area. We will be continuing our commitment to monitor student progress and achievement in technical competency and academic attainment within our career and technical education programs through our Instructional Management System. We will also be working to improve our performance relative to all state Performance Indicators adopted for career and technical education programs by the NC State Board of Education. We will continue to provide opportunities for professional growth for CTE staff and encourage and support National Board certification. Career and technical education will continue to support the Asheboro City Schools' Strategic Plan in our pursuit of excellence. Activities and priorities will support the mission of CTE which is to help empower students for effective participation in an international economy as world-class workers and citizens.

All programs, services, and activities administered through this local plan will be in accord with the assurances listed in Part IV, Assurances and Certification, of this application.

The plan in its entirety can be found at:

<http://ctelps.dpi.state.nc.us/>

Login as guest, password is guest

**2018-2019 LOCAL PLAN
APPLICATION FOR CAREER AND TECHNICAL EDUCATION (CTE)*
STATE/FEDERAL FUNDING FISCAL YEAR 2018-2019
FINAL SUBMISSION FOR OVERALL APPROVAL**

All programs, services and activities administered through this local plan will be in accord with the assurances listed in Part III of this application. The development of this application for state/federal aid for secondary career and technical education was coordinated by the director for career and technical education. This plan and the programs, services and activities offered are in accord with State and Federal guidelines. The information, data, and certifications included are accurate to the best of our knowledge and belief. The Assurances in Part III will be carried out.

<u>Asheboro City Schools</u>	<u>761</u>	<u>June 8, 2017</u>
Local Education Agency (LEA)	Number	Date

APPROVED BY:
Superintendent

Dr. Terry Worrell
Name

Board of Education

Kyle Lamb
Name of Chairperson

Signature

Signature

This Annual Application, when completed, approved by the local board of education and the superintendent of schools, becomes an agreement between the local board of education and the State Board of Education. This Annual Application is a necessary part of the State Board of Education's accountability to the General Assembly of North Carolina and the US Department of Education.

PREPARED BY:
Director, Career and Technical Education

Dr. Julie A. Pack
Name

336-625-5104
Telephone Number


Signature

*Career and Technical Education is the administrative name which encompasses vocational and technical education in North Carolina. In state and federal laws, however, the terms vocational and technical education are used. For the purposes of this plan, these terms are synonymous.

Asheboro City Schools

WHOLE CHILD RESOLUTION

WHEREAS, the observance of North Carolina Whole Child Month in October of each year provides a fitting opportunity to reflect on how to best address the needs of our children;

WHEREAS, recognizing that true student success entails more than just academic achievement, the nonprofit professional organization ASCD (Association for Supervision and Curriculum Development) launched the Whole Child Initiative in 2007; this comprehensive approach to education seeks to adequately prepare today's young North Carolinians for the demands of college, career, and good citizenship; and

WHEREAS, the initiative highlights five key elements that children need to become happy, productive members of society; that they are healthy, safe, engaged, supported, and challenged; and

WHEREAS the first element is that a child enters school healthy and learns about and practices a healthy lifestyle; and

WHEREAS, the second element is that each student learns in an environment that is physically and emotionally safe for students and adults; and

WHEREAS, the third element is that each student is actively engaged in learning and is connected to the school and broader community; and

WHEREAS, the fourth element is that each student has access to personalized learning and is supported by qualified and caring adults; and

WHEREAS, the fifth element is that each student is challenged academically and prepared for success in college or future study and for employment; and

WHEREAS, the North Carolina affiliate of ASCD (NCASCD) is the largest affiliate and provides professional development and networking opportunities for thousands of educators across our state; and

WHEREAS, the continued prosperity and vitality of our state depends on our children's achieving their full potential, which in turn requires educational policies that ensure young North Carolinians be successful; now, therefore, be it

RESOLVED, that this Board recognize October as North Carolina Whole Child Month and encourage parents, educators, and community members to support a whole-child approach to education.

Kyle W. Lamb, Chair

Date

Dr. Terry W. Worrell, Superintendent

Date

AMENDMENT

ASHEBORO CITY SCHOOL DISTRICT

AND

SODEXO MANAGEMENT, INC.

THIS AMENDMENT is between ASHEBORO CITY SCHOOL DISTRICT ("SFA" or "District") and SODEXO MANAGEMENT, INC. ("FSMC" or "Sodexo").

W I T N E S S E T H:

WHEREAS, FSMC submitted a proposal on May 5, 2014 ("Proposal") in response to SFA's Request for Proposal ("RFP") dated March 17, 2014; and

WHEREAS, SFA and FSMC entered into a certain Management Agreement, dated July 1, 2014 as amended ("Agreement"), whereby FSMC manages and operates SFA's Food Services operation in Asheboro, North Carolina;

WHEREAS, the parties now desire to further amend the aforesaid Agreement;

NOW, THEREFORE, in consideration of the promises herein contained and for other good and valuable consideration, the parties hereto agree as follows:

1. Sodexo agrees to supply unitized meals for District's Summer Food Service Program. It is further agreed that food service management company, pursuant to the provisions of the Summer Food Service Program regulations, will assure that Summer Food Service Program meals meet the minimum meal pattern requirements and dietary standards and will maintain full and accurate records that the Local Education Agency will need to meet its responsibility including daily production records containing the amount of food prepared and offered to eligible participants and the daily number of meals delivered by type.

These records must be provided to the Local Education Agency promptly at the end of the month. Food service management company agrees also to retain records required under the preceding clause for a period of three (3) years from the date of receipt of final payment under this Contract (or longer, if an audit is in progress); and upon request, to make all accounts and records pertaining to the Program available to representative of the North Carolina Department of Public Instruction, the U.S. Department of Agriculture and the General Accounting Office for audit or administrative review at a reasonable time and place.

The Summer Food Service Program shall commence on June 11, 2018 and continue through August 24, 2018.

Sodexo shall invoice District for each meal served at the Fixed Price per meal in effect at the time of service.

2. All other terms and conditions contained in the Agreement shall remain unchanged and in full force and effect, except by necessary implication.

IN WITNESS WHEREOF, the duly authorized officers of the parties have executed this Amendment, as of the date indicated in the first paragraph of this Amendment.

ASHEBORO CITY SCHOOL DISTRICT

By: _____

Name (printed): B. Harold Blair Jr._____

Title: Finance Officer_____

SODEXO MANAGEMENT, INC.

By: _____

Name (printed): _____

Title: _____

**ASHEBORO CITY SCHOOLS
PROCUREMENT PLAN
SCHOOL NUTRITION PROGRAM**

The procurement plan described on the following plan was adopted by the Asheboro City Schools Board of Education and will be implemented effective June 14, 2018 and from that date forward until amended. All procurement processes and activities will be consistent with the principles of free and open competition. The SFA will avoid unreasonable conditions that restrict competition. All reasonable efforts will be made to solicit bids, proposals and/or quotes from as many qualified vendors as possible; all qualified vendors are invited to respond to solicitations.

The procurement of all goods and services using School Nutrition funds will be carefully documented during each phase of the procurement process. The Board of Education shall award contracts to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed solicitation. The Board of Education will restrict awards, sub-awards and contracts with any party that is debarred, suspended or otherwise excluded from participation in Federal assistance programs or activities. All parties involved in the procurement process involving School Nutrition funds will comply with a written code of ethics/conduct, which includes a conflict of interest policy. Adherence with the code of ethics/conduct and conflict of interest policies is fundamental to the integrity of the procurement process.

Chair, Board of Education

Date

Superintendent of Schools

Date

(Rev. 10 - 2017)

ASHEBORO CITY SCHOOLS PROCUREMENT PLAN

The Asheboro City Schools (hereinafter referred to as the School Food Authority or SFA) plan for procuring goods and services for use in the School Nutrition Program is described in detail herein. The plan includes all Federal food-assistance programs administered by the SFA. Adhering with the procurement plan is intended to ensure free and open competition, in an environment that promotes transparency in all transactions, documented comparability for ethical decision-making, and adequate documentation to substantiate the allowable use of School Nutrition funds.

Part I: Code of Ethics/Conduct governing the procurement of goods and services using School Nutrition Funds

- A. The following conduct will be expected of all persons who are engaged in the award and administration of contracts supported by School Nutrition funds.
 - 1. No employee, officer or agent of the Local Education Agency (LEA) shall participate in the development of a solicitation, selection of a recipient, and/or administration of a contract supported by School Nutrition funds if a conflict of interest, real or apparent, would be involved.
 - 2. Conflicts of interest arise when a member of the LEA or SFA has a financial or other interest in the contractor selected for the award, conflicts of interest would include:
 - a. Any employee, officer or agent of the contractor;
 - b. Any member of the immediate family of the contractor;
 - c. The contractor's partner; and/or
 - d. An organization which employs or is about to employ one of the above.
 - 3. Employees, officers or agents of the LEA and SFA shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to sub-agreements.
 - 4. It is acknowledged that the penalty for violation of the Code of Ethics/Conduct may include any of the following:
 - a. Reprimand by Board of Education; or
 - b. Dismissal by Board of Education; or
 - c. Any legal action necessary.
- B. The Asheboro City Schools Code of Ethics and Conflict of Interest Policies are included in Attachment A.

Part II: Procurement Methods used to Purchase Goods and Services using School Nutrition Funds

A combination of formal and informal purchasing methods will be used to procure all goods and services on behalf of the non-profit School Food Authority (SFA). Formal purchasing methods will include the use of an Invitation for Bid (IFB) or a Request for Proposal (RFP). As required by 2 CFR 200.317 – 200.326 and NC General Statute, Article 8, Chapter 143, formal purchasing methods will always be used for any purchase that exceeds the lesser of the State's small purchase threshold of \$90,000.00 or the SFA's board-approved small purchase or simplified acquisition threshold. For purchases below the lesser of the State's simplified acquisition threshold of \$90,000 or the board-approved simplified acquisition threshold, informal procurement procedures involving a documented Request for Quote (RFQ) will be utilized when seeking competitive pricing. Micro-purchase procedures as defined in 2 CFR 200.320 may be used for goods or services reflecting separate or aggregate purchases in an amount equal to or less than \$3,500.00 in aggregate on an annual basis. Non-competitive negotiation or sole source procurement is rare and requires the prior written approval of the North Carolina Department of Public Instruction (NCDPI) prior to purchase and/or contract execution. Contracts will be awarded only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the base solicitation; consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance and financial and technical resources. All procurement transactions (formal, informal, sole source and emergency) will be thoroughly documented and available for review and/or audit by Federal, State and local authorities upon request.

The SFA will make all efforts to avoid the acquisition of unnecessary or duplicative items. Where appropriate, an analysis will be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach, including purchases made using existing contracts that were competitively procured by the State of North Carolina and in accordance with State General Statute. Where feasible, the SFA will consider the purchase of gently-used or surplus equipment in lieu of purchasing new equipment.

Overly-prescriptive specifications will be avoided to promote competition. When it is impractical to make a clear, definitive description, a "brand name or equivalent" description will be used as a means to define a product or service. In this case, the specific features of the named brand, which must be met by contractors, must be clearly stated. In order to ensure objective contractor performance, any potential contractor that develops or drafts specifications, requirements, statements of work or other solicitation documents or resources, will be excluded from competing for such procurements. All solicitation documents will identify the specific requirements which the contractor must fulfill and any other factors that will be considered when evaluating quotes, bids, or proposals.

A. Formal Procurement Methods

Formal methods of procurement including an Invitation for Bid (IFB) or a Request for Proposal (RFP) will be used for any and all purchases in excess of the SFA's simplified acquisition (or small purchase) threshold OR the State simplified acquisition (or small purchase) threshold of \$90,000.00, whichever is less.

The SFA's Simplified Acquisition Threshold is \$ 90,000; this amount will be used to determine whether formal or informal purchasing methods will be used.

Formal procurement methods will be applied on the basis of a/an:

- ☐ Centralized or administrative office purchase
- ☐ Individual school purchase
- ☐ Multi-School systems purchases
- ☐ Previously competitively-procured State contract
- ☒ X Combination of above: *Centralized system will be the basis for most categories. Individual School may be the basis for items such as equipment. Multi-school systems may be the basis when the Alliance has completed the bidding process and secured bids that are advantageous to Asheboro City Schools.*

An IFB will be used when the sole criteria for awarding a contract to the most responsive, responsible bidder is the cost of goods or services. A RFP will be used when other factors, objective and subjective, will be used to award the contract. When using an RFP, cost will be a significant factor in the contract award along with other evaluation criteria. The specific evaluation criteria will be provided as part of the original solicitation to enable all potential contractors to clearly understand the basis of the award.

Given the potential to purchase more products and services above the SFA's Simplified Acquisition Threshold of \$90,000 using School Nutrition funds, it will be the responsibility of the School Nutrition Director to document the specific cost of a purchase to determine and document which formal procurement method will be used and the justification for doing so.

The School Nutrition Director will perform a cost analysis for every procurement action in excess of the SFA's simplified acquisition threshold where formal procurement methods will be used; the documentation of the cost analysis will be kept on file with other procurement documents and will be subject to review and/or audit.

When a formal procurement method is required, the following procedures shall apply:

1. A public advertisement is required to solicit bids or proposals for all purchases over the Local Education Agency's (LEA) simplified acquisition (or small purchase) threshold of \$90,000. The announcement (advertisement or legal notice) will contain a general description of items to be purchased; specific procedures for submission of a bid or proposal; deadline for submission of sealed bids or proposals, and the address where complete specifications and

bid/proposal instructions may be obtained and the contact person to whom questions may be addressed.

An announcement of an Invitation for Bid (IFB) or a Request for Proposal (RFP) will be placed in local newspapers and/or online to publicize the intent of the School Food Authority to purchase needed items. The legal notice of advertisement for bids/proposals will be run in these media outlets for at least three days.

2. In an IFB or RFP, each vendor will be given an opportunity to submit a bid or proposal using the same complete, adequate and realistic specifications.
3. Specifications will be developed and provided to all potential contractors desiring to submit bids or proposals for the products or services requested. Vendors will be selected to receive the solicitation using the following methods:
 - a. Prior acceptable service with the SFA
 - b. Ability to meet specifications

Any party that assists the SFA in the development of the written specifications, product descriptions or services to be provided, will be disqualified from submitting bids or proposals for such products or services. Potential vendors are prohibited from developing or assisting in the development of specifications, product descriptions or services to be provided.

4. If any potential vendor is in doubt as to the true meaning of the specifications or purchase conditions, an interpretation will be provided by the School Nutrition Director. If a single vendor requests clarification on an item in an IFB, RFP, or other solicitation, a response will be provided to all potential vendors that originally requested and/or received the solicitation.
5. The IFB or RFP will clearly define the purchase conditions. The following shall be addressed in the solicitation and final contract documents:
 - a. Intent of the procurement activity
 - b. Contract period
 - c. SFA is responsible for all contracts awarded (statement)
 - d. Date, time and location of pre-bid or pre-proposal meeting (if any)
 - e. Date, time and location of bid opening and bid/proposal submission procedures with SFA contact information
 - f. How the vendor is to be informed of bid/proposal acceptance or rejection
 - g. Type of contract (i.e. fixed price with firm price for delivery, etc.)
 - h. Specific requirements potential contractor must fulfill in order for the bid or proposal to be evaluated
 - i. Statement indicating any and all bids or proposals may be rejected at the discretion of the SFA

- j. Benefits to which the SFA will be entitled if the contractor cannot or will not perform as required in accordance with the terms and conditions of the contract
- k. Statement regarding any contract extension or “rollover” options based upon the mutual agreement of both parties
- l. Statement concerning any intent for piggybacking should a reasonable need emerge
- m. Statement regarding the return of rebates, discounts and other purchase incentives to the SFA’s non-profit School Nutrition account
- n. Historically Underused Businesses (HUB) Statement to involve minority businesses where possible
- o. Remedy for non-performance/termination of contract; termination provisions and the basis for any settlement for all purchases and service contracts over \$10,000.00
- p. Non-collusion statement
- q. Assurance of ethical practices statement
- r. Bid/proposal protest procedures
- s. Provision requiring compliance with Executive Order 11246 entitled “Equal Employment Opportunity” as amended by Executive Order 11375 and as supplemented in the Department of Labor regulations required for all contracts over \$10,000.00
- t. Instrument to be used for obtaining goods or services (such as a purchase order or other system of ordering) to be described by the SFA in detail, including how the contractor will be notified using the purchase instrument
- u. Escalation/de-escalation clause for future contract renewal periods (should such be allowed) based on appropriate standard or cost index
- v. Statement of assurance of protection under Civil Rights laws
- w. Provision requiring access by duly authorized representatives of the SFA, State agency, United States Department of Agriculture, or Comptroller General to any books, documents, papers and records of the contractor which are directly pertinent to all negotiated contracts
- x. Method of payment (invoices, statements, etc.)
- y. Method of shipment or delivery upon contract award
- z. Delivery schedule and delivery requirements
- aa. Provision requiring contractor to maintain all required records for three years plus the current year (and any contract periods open as a result of unresolved matter) after final payment and all other pending matters are closed for all negotiated contracts
- bb. Bid/proposal Certification form
- cc. Specifications that are sufficient to obtain the exact goods or services needed, but not so detailed as to restrict competition
- dd. Product/service specifications to include approved brand or equivalent, quantity, quality, packaging, pricing (unit and extended), procedures for documenting/pre-approving any substitutions or deviations

- ee. Provision requiring the contractor to recognize mandatory standards and policies related to energy efficiency which are contained in the State Energy Plan
 - ff. Provision requiring the contractor to recognize mandatory standards and policies related to energy efficiency which are contained in the State Energy Plan issued in compliance with the Energy Policy and Conservation Act (PL 94-165)
 - gg. All contracts over \$100,000.00 will require compliance with the Clean Air Act issued under Section 306, Executive Order 11738
 - hh. Signed Certificate of Lobbying for all contracts over \$100,000.00
 - ii. Signed Statement of non-collusion
 - jj. Signed Debarment/Suspension Certificate or statement included in contract or copy of Excluded Parties List System (EPLS)
 - kk. Provision requiring "Buy American" as outlined in Policy Memorandum SP 38 - 2017; specific instructions for prior approval of any and all of non-domestic products
 - ll. Provision requiring the Contractor to abide with the Jessica Lunsford Act (sample language is attached with this document)
 - mm. Provision indicating the SFA has complied with the Iran Divestment Act of 2015 (as modified).and has provided documentation the SFA is not doing business with an entity that does business with Iran.
 - nn. Provision indicating the SFA has complied with the Divestment from Companies Boycotting Israel in accordance with G.S. 147 Article 6G and has provided documentation that the SFA is not doing business with an entity that boycotts Israel.
6. The School Nutrition Director will be responsible for publicly advertising and coordinating the procurement process for all purchases using School Nutrition funds. The School Nutrition Director will be responsible for receiving and securing all bids, proposals, quotes and other collateral documents if indicated as part of the solicitation process.
 7. The School Nutrition Director will be responsible to ensure all SFA procurements are conducted in compliance with applicable Federal regulations, State General Statutes or policies of the local Board of Education and that the Procurement Checklist shown at the end of this document will be completed for each formal procurement, signed and dated by the person named above and maintained on file with the original procurement documents.
 8. The following criteria will be used to award contracts (based on bids or proposals):
 - a. Price
 - b. Quality
 - c. Delivery
 - d. Service

9. In awarding RFP a set of award criterion in the form of a weighted objective evaluation tool will be provided to each potential vendor in the initial solicitation documents/materials. Price alone will not be the sole basis for award, but remains the primary consideration when awarding the contract. Following evaluation and competitive negotiations, a firm fixed-price contract will be awarded to the successful vendor.
10. Contracts will be awarded to the most responsible bidder/proposer whose bid or proposal is most responsive to the solicitation and is most advantageous to the SFA, price, and other factors considered. Any and all quotes, bids or proposals may be rejected at the discretion of the SFA and/or LEA or appropriate governing body.
11. The School Nutrition Director is required to sign the bid tabulation of competitive, sealed bids or the evaluation criterion score form of competitive proposals signifying a fair and impartial review and approval of the successful bidder/proposer.
12. The School Nutrition Director will annually review the SFA's Written Procurement Plan in the context of current local, State and Federal regulations to ensure compliance with applicable laws. This individual will also be responsible to update the School Nutrition Procurement Plan as often as required to reflect current Federal, State and local procurement policies.
13. A School Nutrition Accountant will be responsible for documentation that the actual product(s) or service(s) specified are received.
14. Any time a previously agreed-upon item is not available; the Food Service Management Company's General Manager will review, select and approve the acceptable alternate. The contractor must inform Food Service Management Company's General Manager no later than 48 hours prior to delivery that a product is not available and that a substitute item may be considered. The Food Service Management Company's General Manager shall review and approve all product/service substitutions in advance and in writing to the contractor. No product or service shall be used in the School Nutrition program that was not approved, in writing, in advance by the Food Service Management Company's General Manager. In the event a non-domestic agricultural product is to be provided to the SFA, the contractor must obtain, in advance, the written approval of the product from the School Nutrition Administrator. The Food Service Management Company's General Manager will oversee compliance with the *Buy American Provision*.
15. Full documentation as to the reason an accepted item was unavailable, and

the procedure used in determining acceptable alternates, will be available for audit and review. The person responsible for preparing and maintaining this documentation is Food Service Management Company's General Manager.

16. The School Nutrition Director will be responsible for maintaining all documentation of the procurement process and making documents available for review during announced and unannounced program reviews.
17. When appropriate and approved by School Nutrition Director, the SFA will exercise its option to purchase items that were previously competitively procured by the North Carolina Department of Administration, Purchase and Contract Division, using a duly awarded, active State Term Contract, or Purchasing Cooperatives as described in Section III.

B. Informal Procurement Procedures

1. For purchases below the simplified acquisition threshold of \$90,000 and greater than \$3,500, informal procurement procedures involving a documented Request for Quote (RFQ) will be utilized when seeking competitive pricing. Micro-purchase procedures as defined in 2 CFR 200.320 may be used for purchases of goods or services in an amount equal to or less than \$3,500 whether separate, in aggregate, or in aggregate on an annual basis.
2. When using a Request for Quote, the following procedures will apply:
 - a. Clearly written specifications will be prepared and provided to each potential vendor; the SFA's approved terms and conditions will also be provided to each potential vendor.
 - b. Each vendor will be contacted and given an opportunity to provide a price quote on the same specifications. A minimum of three (3) vendors shall be contacted.
 - c. The School Nutrition Director will be responsible for communicating with potential vendors when price quotes are required.
 - d. Price quotes will receive appropriate confidentiality before awarding a contract.
 - e. Quotes will be reviewed by the School Nutrition Director. Quotes will be awarded to the lowest and best quote based upon quality, service, availability, price, and delivery.
 - f. The School Nutrition Director will be responsible for documentation of procedures to show selection of vendor, reasons for selection, names of all

vendors contacted, price quotes from each vendor, and written specifications.

- g. The School Nutrition Accountant will be responsible for documentation that the actual product(s) or service(s) specified is received.
 - h. Any time an accepted item is not available; the Food Service Management Company's General Manager will select and approve an acceptable alternate. Full documentation will be made available as to the selection of the acceptable item.
 - i. Bids will be awarded on the following criteria:
 - 1. Price
 - 2. Quality
 - 3. Service
 - 4. Delivery
 - j. The School Nutrition Director is required to sign all quote tabulations, signifying a fair and equitable review and approval of the selections.
 - k. Quotes from an adequate number of qualified sources will be obtained. Where only one (1) quote is received, the district will provide written documentation as to why there were fewer than three (3) qualified quotes.
 - l. When appropriate and approved by School Nutrition Director, the SFA will purchase items that were previously competitively procured by the North Carolina Department of Administration, Purchase and Contract Division, using a duly awarded, active State Term Contract.
3. When using Micro-purchase procedures, the following will apply:
- a. The School Nutrition Director will determine whether the aggregate amount of purchases for goods and/or services does not exceed the micro-purchase threshold of (equal to or less than) \$3,500, a micro-purchasing procedure may be utilized. In so doing, the School Nutrition Director will be responsible to ensure that, under no condition, will purchases be subdivided into amounts of \$3,500 or less in order to circumvent the formal and informal purchasing requirements.
 - b. Purchase orders may be solicited without quotes if the School Nutrition Director determines such practice is consistent with micro-purchasing regulations and consistent with the SFA's written Procurement Plan.
 - c. The School Nutrition Director may purchase products and services (similar or

dissimilar, purchased at once, as a single, collective unit whose aggregate cost is less than or equal to \$3,500 in a single transaction, without obtaining competitive quotes as long as the School Nutrition Director determines the price to be reasonable.

- d. The School Nutrition Director shall ensure competition is achieved by distributing purchase transactions equitably among qualified sources where the price is reasonable. The School Nutrition Accountant will document all micro-purchases on a *Micro-purchase Tracking Form*.
- e. For purposes of micro-purchasing, a transaction shall be defined as “an occurrence in which two (2) or more entities exchange goods, services or money between or among them under an agreement formed for their mutual benefit.”
- f. The School Nutrition Director agrees to contact the State agency with any questions about allowable/unallowable micro-purchases, and further agrees to maintain all documentation to substantiate micro-purchases including the following:
 - 1. Rationale for using micro-purchasing;
 - 2. Estimated cost of the item/service to be procured (indicating a one-time purchase of \$3,500 or less);
 - 3. Name and address of the vendor;
 - 4. Documentation that purchases are made from a variety of potential vendors as opposed to a single vendor for the majority of micro-purchases;
 - 5. All micro-purchases were approved by the School Nutrition Director prior to the initiation of a single micro-purchase.
- g. The School Nutrition Director will be responsible for the documentation of records to fully explain the decision to use micro-purchasing and to document the micro-purchasing process and outcomes. Such records will be available for audit and review.
- h. The School Nutrition Accountant will be responsible for documentation that the actual product or service as specified or required was purchased and received.

C. Sole Source of Non-competitive Procurement

When it is determined and documented that a product or service is available only from a single source and when the award of a contract is not feasible under small purchase, sealed bid or competitive negotiation, sole source or non-competitive negotiation procedures will be used and the following procedures shall apply:

1. Written specifications for the product or service will be prepared by the SFA.
2. The School Nutrition Director will be responsible to prepare and issue a Request for Information (RFI) or other information collection tool to objectively determine whether the product or service, as described in the written specification, is available from one or more sources.
3. The School Nutrition Director determines the product or services specified qualifies as a sole source procurement, s/he will be responsible for reviewing the procedures to ensure all requirements for using sole source or non-competitive negotiations are met; this individual shall also be responsible for preparing appropriate documents to fully explain the decision to use the sole source procurement process, including evidence indicating the goods or services were not available from other sources. The records will be available for audit and review.
4. The Superintendent will approve, in advance, all procurements, with the exception of product testing purchases, that result from a sole source or non-competitive negotiation.
5. School Nutrition Director will be responsible for obtaining prior written State agency approval of the sole source or non-competitive negotiation before entering into the purchase of a good or service and will also be responsible for maintaining such documentation on file.
6. Sole source procurement may be used for one-time purchases of a new food for product testing for which there is no brand equivalent in order to obtain product samples for conducting student taste acceptance. A record of non-competitive negotiation purchase shall be maintained by the School Nutrition Director. The record of non-competitive purchases shall include, at a minimum, the following:
 - a. Item name
 - b. Dollar amount
 - c. Vendor name and address, and
 - d. Written justification for non-competitive procurement
7. The School Nutrition Accountant will be responsible for documentation that the actual product or service specified was received.

D. Emergency or “Pressing Need” Purchases

If it is necessary to make a one-time emergency procurement as a result of a serious, unforeseen event that requires an immediate response in order to obtain goods or services to continue meal service, protect students, personnel or SFA resources, for other purposes

that support program accountability and integrity, an emergency purchase shall be made and a log of such purchases will be maintained by the School Nutrition Director . The following emergency procedures shall be followed:

1. All emergency procurements shall be approved by the School Nutrition Director. At a minimum, the following emergency procurement procedures shall be documented:
 - a. Reason for the emergency
 - b. Good or service required
 - c. Cost (all costs to be included, shipping, installation, warranty, etc.)
 - d. Vendor name and address
 - e. Approval of the LEA official, if required.
2. If it is necessary, in the course of a pressing need, to make an emergency purchase by means of “piggybacking” on the solicitation of another SFA, the following conditions must exist and approved procedures must be followed and appropriately documented as follows:
 - a. The SFA that originated the solicitation must have included a “piggyback provision” in the original solicitation;
 - b. Documentation that a “pressing need” exists that requires piggybacking on another SFA’s bid will be obtained;
 - c. Approval from the SFA’s governing board will be obtained and documented;
 - d. Approval from the SFA that originated the IFB will be obtained and documented;
 - e. Approval from the vendor that was awarded the Contract (as a result of the IFB) will be obtained and documented;
 - f. A public notice of the district’s *“Intent to Waive Competitive Bidding”* will be issued at least 10 days prior to the regularly scheduled governing board meeting;
 - g. Approval to piggyback will be obtained and documented from the governing board during a regularly scheduled meeting following the public notice;
 - h. Notification to the vendor of final approval will be issued; and
 - i. A contract with the vendor will be developed.

Part III: Purchasing Cooperatives

The SFA shall be a voluntary participant in the North Carolina School Nutrition Procurement Alliance (NCPA). In doing so, the SFA shall agree to the terms and conditions established and subsequently modified by the NCPA’s elected Board of Directors. The original signed agreement between the SFA and the NCPA shall remain on file in the office of the School Nutrition Administrator.

Part IV: Additional Procurement Provisions

1. In order to evaluate a new product, the following methods will be used:
 - a. Price
 - b. Quality
 - c. Delivery
2. Payment will be made to the contractor when all terms and conditions of the contract have been met and verified as stipulated in the contract. (If value added features are available, payment will be based on the mutually-agreed upon value added feature. For example, if prompt payment is made, discounts, etc. are allowable.)
3. Specifications will be updated by School Nutrition Director as products change.
4. If a product or service is not received as specified, the following procedure will be implemented:
 - a. Vendor will be contacted
 - b. Opportunity will be given to meet the required specifications
 - c. If specifications cannot be met, items can be returned
5. If the SFA chooses to use the services of an entity to maximize allowable rebates, the following procedures will be implemented:
 - a. The School Nutrition Director will review purchases to ensure items being purchased in the rebate program are necessary for the School Nutrition Program.
6. The School Nutrition Accountant will oversee the process of managing rebates provided by a third party participant and will track all interactions with and rebates provided by said third party:
 - a. Provide written documentation to the third-party rebate provider that all rebates must accrue to the non-profit School Nutrition Account. All rebate checks must be made payable to the SFA's School Nutrition account.
 - b. Document the deposit of all rebates into the non-profit School Nutrition account.
7. The SFA will designate an individual to monitor each contract to ensure the Contractor and the SFA adhere to all terms and conditions of the contract.
8. All contracts shall result in a fixed, firm price contract and/or cost plus fixed fee contract.

Part V: Documentation and Records Retention

In all transactions except micro-purchases, the contractor shall agree to retain all invoices, records and other documents relative to the contract for a period of three (3) years after final payment plus the current year. The SFA, its authorized agents, and/or USDA auditors shall have full access to and the right to examine any of said materials during said period.

The SFA shall agree to retain all books, journals, records and other documents relative to the award of the contract agreement for three (3) years after final payment. Specifically, the SFA shall maintain, at a minimum, the following documents:

- a. Written rationale for the method of procurement;
- b. A copy of the original solicitation;
- c. The selection of contract type;
- d. The bidding and negotiation history and working papers;
- e. The basis for contractor selection; and/or rejection
- f. Approval from the State agency to support a lack of competition when competitive bids or offers are not obtained;
- g. The basis for award where cost or price is not the primary factor for the decision;
- h. The terms and conditions of the contract;
- i. Any and all contract amendments or modifications;
- j. Billing and payment records;
- k. Any history of any contractor claims; and
- l. Any history of any contractor breaches.

The SFA will complete the most current *School Nutrition Procurement Checklist* for all purchases using School Nutrition funds. The checklist should remain on file with the district's procurement documents as an indicator the SFA has taken all reasonable efforts to procure goods and services in a manner that is consistent with Federal regulations and policy. The checklist is shown in Attachment B.

Part VI: Other Procurement Requirements

- A. All contractors must agree to abide with the terms and conditions of the Jessica Lunsford Act. The vendor acknowledges that N.C. General Statute 14-208.18 prohibits anyone required to register as a sex offender under Article 27A of Chapter 14 of the General Statutes from knowingly being on the premises of any school. This prohibition applies to persons required to register under Article 27A who have committed any offense in Article 7A of Chapter 14 or any offense where the victim of the offense was under the age of 16 years at the time of the offense.
- B. The SFA will make all reasonable efforts to assure that minority businesses, women's business enterprises and labor surplus area firms are engaged in solicitations and awarded contracts when possible.

- C. The SFA and its contractors shall comply with section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 CFR part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired during the preceding fiscal year exceeded \$10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines.
- D. All Contractors must agree to abide with the requirement for Criminal Background Checks. The vendor shall conduct criminal background checks on each of its employees who, pursuant to this Agreement, engage in any services on Asheboro City Schools property or at Asheboro City Schools events. The Contractor shall provide documentation that criminal background checks were conducted on each of these employees prior to hiring. The Contractor shall refuse employment to any person to be engaged in any services on Asheboro City Schools property or at Asheboro City Schools events who has been convicted of a felony or any other crime, whether misdemeanor or felony, that indicates the person poses a threat to the physical safety of students, school personnel or others. Such checks shall include an annual check of the State Sex Offender and Public Protection Registration Program, the State Sexually Violent Predator Registration Program, and the National Sex Offender Registry. The vendor shall not assign any employee or agent to provide services pursuant to this contract if (1) said worker appears on any of the listed registries; (2) said worker has been convicted of a felony; (3) said worker has been convicted of any crime, whether misdemeanor or felony, involving sex, violence, or drugs that indicates the person poses a threat to the physical safety of students, school personnel or others; or (4) said worker has engaged in any crime or conduct indicating that the worker may pose a threat to the safety or well-being of student or school personnel. Asheboro City Schools reserves the right to prohibit any individual employee of the vendor from providing services on Asheboro City Schools property or at Asheboro City Schools events if Asheboro City Schools determines, in its sole discretion, that such employee poses a threat to the safety or well-being of students, school personnel or others.
- E. The SFA must agree to abide with the IRAN DIVESTMENT ACT (as modified). N.C.G.S. 147 article 6E which stipulates that before entering into any contract, the SFA must determine whether the contracting entity appears on the State Treasurer's List of Prohibited Vendors. The list is routinely updated by the Office of the State Treasurer. You can access the list at:

The Final Divestment List includes the names of vendors who appear to be engaged in "investment activities in Iran" based on Federal sanctions and other publicly available credible information. Vendors that appear on this list are ineligible to contract with the State of North Carolina or any subdivision of the State, including the School Nutrition Program. Prior to entering into a contract with a vendor, the SFA will check the Iran

Final Divestment List to determine the potential vendor does not appear on the list. If however, the vendor does appear on the list, the SFA is prohibited from doing business with the vendor as required by N.C.G.S. 147-86.80.

The SFA will document that any vendor with whom they enter into a contract does not appear on this list. To document this requirement, the SFA will print a copy of the most current Iran Final Divestment List as it appears on the State Treasurer's website, print the document and attach it to the solicitation document/contract prior to executing the contract.

- F. The SFA must agree to abide with the DIVESTMENT FROM COMPANIES BOYCOTTING ISRAEL ACT (as modified). N.C.G.S. 147 article 6G which stipulates that before entering into any contact, the SFA must determine whether the contracting entity appears on the State Treasurer's List of Prohibited Vendors. The list is routinely updated by the Office of the State Treasurer.

The Companies Boycotting Israel Final Divestment List includes the names of vendors who appear to be engaged in boycotts of Israel based on Federal sanctions and other publicly available credible information. Vendors that appear on this list are ineligible to contract with the State of North Carolina or any subdivision of the State, including the School Nutrition Program. Prior to entering into a contract with a vendor, the SFA will check the Companies Boycotting Israel Final Divestment List to determine the potential vendor does not appear on the list. If however, the vendor does appear on the list, the SFA is prohibited from doing business with the vendor as required by N.C.G.S. 147-86.82.

The SFA will document that any vendor with whom they enter into a contract does not appear on this list. To document this requirement, the SFA will print a copy of the most current Companies Boycotting Israel Final Divestment List as it appears on the State Treasurer's website, print the document and attach it to the solicitation document/contract prior to executing the contract.

- G. Should the Asheboro City Schools determine it is in the best interest of the SFA to outsource the preparation of meals to a qualified catering company, the SFA agrees to notify the department before procuring the services of a catering company and to use the NC Department of Public Instruction's (NCDPI) RFP Template/Contract to solicit, evaluate, negotiate and contract with the successful vendor.
- H. Should the Asheboro City Schools determine it is in the best interest of the SFA to seek a for-profit Management Company to operate its non-profit School Nutrition Program, the Asheboro City Schools shall notify the NCDPI of its intent to outsource the program no later than six months prior to the desired date of the contract. Further, the LEA agrees to use the solicitation/contract template required by the NCDPI and shall comply with the State and Federal guidelines for contracting with Management Companies. The Board of Education further agrees to appoint a qualified employee of the LEA to monitor the contract between the LEA and the Management Company on daily basis

Part VII: Contract Oversight

- A. The School Nutrition Director shall designate an individual by name and title who will oversee each contract using School Nutrition funds to ensure all terms, conditions and deliverables are adhered to in a manner that is consistent with the contract.
- B. Each contract will be monitored on a frequency that is established at the beginning of the contract period; any failure of the contractor to abide with the terms and conditions of the contract will be reported to the School Nutrition Administrator immediately and immediate, documented corrective action will be required and/or contract termination proceedings will begin.
- C. The SFA alone will be responsible, in accordance with good administrative practice and sound business judgment, of the settlement of all contractual and administrative issues arising out of procurements using School Nutrition funds. These issues include, but are not limited to, source evaluation, protests, disputes and claims. These standards do not relieve the SFA of any contractual responsibilities under its contracts.
- D. It is understood by the SFA and LEA that neither the US Department of Agriculture nor the North Carolina Department of Public Instruction will substitute their judgment for that of the SFA and LEA unless the matter is primarily a Federal or State concern. Violations of law will be referred to the local, State, or Federal authority having proper jurisdiction.

Attachment A
Code of Ethics and/or Conflict of Interest Policies of the
Asheboro City Schools Board of Education includes the following policies:

Board Policy 2120 – Code Of Ethics For School Board Members

Board Policy 2121 – Board Member Conflict Of Interest

Board Policy 6401 – Ethics And The Purchasing Function

The board is committed to conducting the purchasing function in an ethical manner. The board's purchasing goals and principles will not be compromised by individuals motivated by personal gain.

The board and its officers, agents and employees are subject to the laws governing conflicts of interest in furnishing supplies to the board and the use of confidential information.

No board member or officer, agent or employee involved in the purchasing function may do any of the following:

1. accept any gifts, favor, reward, service or promise of reward, including a promise of future employment, in exchange for recommending, influencing, or attempting to influence the award of a contract with the board.
2. accept trips or meals from contractors, subcontractors or suppliers except gifts or favors of nominal value or meals furnished at banquets.
3. solicit or accept any gift or donation from an E-rate service provider in violation of federal gifting rules.

The school system's cost estimate for any public contract is confidential prior to bidding or completion of other competitive purchasing processes. The identity of contractors who have obtained proposals for bid purposes for a public contract is confidential until the bids are opened in public and recorded in the board minutes. Any employee who divulges confidential information to any unauthorized person will be subject to disciplinary action.

The superintendent or designee is responsible for ensuring that all affected personnel are aware of board policy requirements and applicable laws. Any individual aware of any violation of this policy or applicable laws should report such violation to the superintendent, or, if it involves the superintendent, to the board chairperson.

Legal References: G.S. 14-234, -234.1; 133-32, -33; Attorney General Opinion requested by L.W. Lamar regarding G.S. 133-32, the Applicability to Attorneys and Law Firms Providing Professional Services to Local Boards of Education, dated May 13, 1993; 47 C.F.R. 54.503; FCC Sixth Report and Order 10-175

Cross References: Board Member Conflict of Interest (policy 2121), Bidders' List (policy 6441/9121), Employee Conflict of Interest (policy 7730)

Adopted: January 10, 2013

All board members are subject to the criminal laws related to conflicts of interest in public office, including strict restrictions against having a pecuniary interest in any business of the board. In addition, board members will not let any personal or business interest interfere with their duties as public officials, including ethical duties as specified in policy 2120, Code of Ethics for School Board Members.

A member of the board will not do any of the following:

1. obtain a direct benefit from a contract that he or she is involved in making or administering on behalf of the board, unless an exception is allowed pursuant to G.S. 14-234 or other law;
2. influence or attempt to influence anyone who is involved in making or administering a contract on behalf of the board when the board member will obtain a direct benefit from the contract; or
3. solicit or receive any gift, favor, reward, service, or promise of reward, including a promise of future employment, in exchange for recommending, influencing, or attempting to influence the award of a contract;
4. accept a gift or favor from any person or group desiring to do or doing business with the school system, unless such gifts are instructional products or advertising items of nominal value that are widely distributed; or
5. solicit or accept any gifts from any potential provider of E-rate services or products in violation of federal gifting rules.

A board member is involved in administering a contract if he or she oversees the performance of the contract or has authority to interpret or make decisions regarding the contract. A board member is involved in making a contract if he or she participates in the development of the specifications or terms of the contract or participates in the preparation or award of the contract.

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

Legal References: G.S. 14-234, -234.1; 133-32; 47 C.F.R. 54.503; FCC Sixth Report and Order 10-175

Cross References: Code of Ethics for School Board Members (policy 2120), Employee Conflict of Interest (policy 7730)

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

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

The board recognizes that, collectively and individually, all members of the board must adhere to a code of ethics as required by G.S. 160A-86 and G.S. 115C-47(57).

A. BOARD MEMBER ETHICAL REQUIREMENTS

The following standards will guide each board member in the performance of his or her official duties:

1. the need to obey all applicable state and federal laws regarding official actions taken as a board member;
2. the need to uphold the integrity and independence of the board member's office;
3. the need to avoid impropriety in the exercise of the board's and board member's official duties;
4. the need to perform faithfully the duties of the office; and
5. the need to conduct the affairs of the board in an open and public manner, complying with all applicable laws governing open meetings and public records.

B. SPECIFIC BOARD MEMBER COMMITMENTS

In order to implement the above standards, each member of the board commits to do the following:

1. attend all regularly scheduled board meetings insofar as possible and become informed concerning the issues to be considered at those meetings;
2. endeavor to make policy decisions while always keeping in mind the objective of providing students the opportunity to receive a sound basic education and only after full discussion at publicly held board meetings;
3. render all decisions based on the available facts and independent judgment and refuse to surrender that judgment to individuals or special interest groups;
4. model civility to students, employees and all elements of the community by encouraging the free expression of opinion by all board members and engaging in respectful dialogue with fellow board members on matters being considered by the board;
5. respect the confidentiality of information that is privileged under applicable law

-
-
- and refrain from unauthorized disclosure of matters discussed in closed session;
6. work with other board members to establish effective board policies and to delegate authority for the administration of the schools to the superintendent;
 7. communicate to other board members and the superintendent expressions of public reaction to board policies and school programs;
 8. learn about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by the state and national school boards associations;
 9. comply with North Carolina General Statute 115C-50 by earning the required 12 hours of training every two years;
 10. comply with G.S. 160A-87 by earning two hours of ethics education within 12 months of election or appointment to the board;
 11. support the employment of those persons best qualified to serve as school employees and avoid allowing personal relationships and biases to influence decision making;
 12. refrain from investigating or attempting to resolve complaints received personally, but instead direct the complainant to follow the board's complaint or grievance process to resolve concerns;
 13. avoid being placed in a position of conflict of interest and refrain from using the board member's position on the board for personal or partisan gain;
 14. take no private action that will compromise the board or administration; and
 15. remember always that a board member's first and greatest concern must be the educational welfare of the students attending the public schools.

All newly elected board members are expected to sign a code of ethics statement that includes these provisions at the organizational meeting of the board.

Legal References: G.S. 115C-36, -47(1), -47(57), -50; 160A-86, -87; *Leandro v. State*, 346 N.C. 336 (1997)

Cross References: Board Member Opportunities for Development (policy 2123)

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

Updated: March 11, 2010, June 10, 2010, February 11, 2016

Attachment B

Specific Procurement Procedures for the purchase of all goods and services by the SFA.

Category of Items to be Purchased	Procurement Method to be Used	Method of Award (line item, bottom line, market basket etc.)	Frequency of Purchase
Food and Non-Food Supplies	Request For Quote or Invitation For Bid (based on district's small purchase threshold) OR Sole Source which must be approved, in advance, by the State agency	Line Item or Bottom Line (when appropriate)	Annually
Produce	Request For Quote or Invitation For Bid (based on district's small purchase threshold) OR Sole Source which must be approved, in advance, by the State agency	Market Basket	Weekly, quarterly or as needed
Dairy	Invitation for Bid (formal)	Line Item	Annually
Locally grown produce (limited quantities - under small purchase threshold and over the federal micro-purchasing threshold)	Request for Quote	Bottom Line	As needed
Chemicals for Cleaning (under small purchase threshold and over the federal micro-purchasing threshold)	Request for Quote	Bottom Line	Semi-Annually or as needed

Commodity Processing	Invitation for Bid (formal)	Line Item	Annually or as needed
Computer Hardware	Request For Quote or Invitation For Bid	Bottom Line	Every five years or as often as needed
Technology Service and Support and Software	Request For Quote or Invitation For Bid (based on district's small purchase threshold) OR Sole Source which must be approved, in advance, by the State agency	Based upon pre-established evaluation tool with numeric scores; awarded by an evaluation committee	Annually or as often as required for operations / maintenance contract or license
Consultant Services	Request For Quote or Invitation For Bid (based on district's small purchase threshold) OR Sole Source which must be approved in advance by the State agency	Based upon pre-established evaluation tool with numeric scores; awarded by an evaluation committee	Annually or as often as needed for professional support and consultation
Hood Cleaning (under small purchase threshold and over the federal micro-purchasing threshold)	Request For Quote	Bottom Line	Annually, with option to renew based on mutual agreement of both parties
Equipment Replacement Parts	Micro-purchasing procedures if a one-time purchase of less than \$3,500		As needed

Attachment C

Procurement Checklist

Goods/Services to be procured: _____

Procurement date: _____

Person overseeing procurement process: _____

This checklist will be used when preparing solicitation documents, conducting informal and formal procurements, evaluating bids and proposals and executing contracts that involve the use of School Nutrition Funds.

Procurement Plan:

- _____ Written procurement plan
- _____ Authorized purchaser(s) specified
- _____ Detailed procurement methods to be used (quotes, IFB, RFP, micro-purchasing, non-competitive negotiation) including detailed procedures for each purchasing method
- _____ Advertising procedures
- _____ Award method clearly described (i.e., line item, bottom line, market basket analysis or written evaluation of product/service)
- _____ Vendor notification of award/non-award of contract
- _____ Code of ethics/conflict of interest policy
- _____ Instructions for documentation and record-keeping
- _____ Assignment for Contract oversight
- _____ Assurance of compliance with all Federal procurement policies
- _____ Assurance of compliance with all State procurement policies
- _____ Other local requirements

Procurement Procedures:

- _____ Letter of invitation
- _____ Intent of procurement activity
- _____ Contract time-period
- _____ Bid/proposal/quote submission procedures (i.e. sealed bid, written, etc.)
- _____ Pre-bid/proposal meeting date/time/location (if applicable)
- _____ Bid opening date/time/location; Proposal opening procedures
- _____ Contact information
- _____ Civil Rights Statement
- _____ Other local requirements

Terms and Conditions:

- _____ Certification regarding disclosure of lobbying (\$100,000+)
- _____ Debarment/suspension certification form (\$25,000+)
- _____ Non-collusion statement
- _____ Assurance of ethical practices

Procurement Checklist (continued)

- _____ Escalation/de-escalation clause
- _____ Price determination statement (fixed, fixed with firm price for delivery, etc.)
- _____ Contract Extension or “roll-over” clause if warranted
- _____ Buy American statement and instructions
- _____ Bid/proposal protest procedures
- _____ Remedy for non-performance/termination of contract
- _____ HUB statement to involve minority business where possible
- _____ “Equal Employment Opportunity” compliance statement (\$10,000+)
- _____ Energy Policy and Conservation Act statement
- _____ Clean Air/Water Act statement (\$100,000+)
- _____ Civil Rights Act statement
- _____ Compliance with the Jessica Lunsford Act
- _____ Return of Discounts, Credits and Rebates to SFA statement
- _____ Record retention and record access requirements (records maintained for three years (plus the current year) from final payment of contract and/or renewal; all base solicitations must be maintained for three years after the final payment on the contract)
- _____ Method of shipment/delivery requirements
- _____ Method of payment, invoices, statements, etc.
- _____ Purchase instrument to be used and how vendor will receive purchase orders
- _____ Bid certification form
- _____ Other State or local requirements
- _____ Specifications that are sufficiently detailed to get what is needed but not so specific as to restrict competition
- _____ Product specifications (approved brand and/or equivalent)
- _____ Quantity
- _____ Quality
- _____ Packaging
- _____ Pricing (unit and extended)
- _____ Procedure for documenting/pre-approving any substitutions and/or deviations
- _____ Other local requirements

Documentation and Records:

- _____ All IFBs/RFPs/RFQs with appropriate documentation and signatures of authorized purchasers maintained on the original solicitations
- _____ Comparison charts to document procurement decisions and contract awards
- _____ Record of public bid openings and/or proposal openings if proposals will be publicly opened
- _____ Copies of contract award/non-award letters
- _____ Copies of advertisements for solicitation of good/services
- _____ Determination/document of correct procurement method used
- _____ Evaluation of escalation/de-escalation clause
- _____ Evaluation of Contract Extension/Amendment (roll-over clause)

Procurement Checklist (continued)

- _____ Evaluation/documentation of contract re-negotiations/changes to original contract at the timelines and under the same conditions specified in the original solicitation document
- _____ Evaluation of return of discounts, credits and rebates (as applicable) and detailed procedure indicating how/when the discounts, rebates and credits would be assigned to the SFA by the contractor
- _____ Evaluation of whether procurement methods/activities are consistent with the SFA's approved written procurement plan
- _____ Evaluation of procedures for ensuring records retention requirements are met and where/how all documents pertaining to the solicitation and contract/contract amendments will be maintained
- _____ Non-competitive purchases (sole source, emergency, etc.) are appropriately documented and have received approval from State agency or governing board prior to award, including purchases through means of *piggybacking* onto another SFA's solicitation document
- _____ Invoices/payments for items purchased with school nutrition funds
- _____ Documentation of any contractor performance or breach of contract from vendors
- _____ Provision requiring the SFA to abide with the Iran Divestment Act of 2015, as amended
- _____ Other local requirements

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- 1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- 2) fax: (202) 690-7442; or
- 3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Budget Amendment
Asheboro City Schools Administrative Unit
State Public School Fund

The Asheboro City Board of Education at a regular meeting on the 14th day of June, 2018, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2018.

REVENUE

1.3100.000	State Allocation	\$	144,841
		\$	<u>144,841</u>

EXPENDITURE

1.5350.016	Extended Day/Year Instruction - Summer Reading Camps	\$	144,841
		\$	<u>144,841</u>

Total Appropriation in Current Budget	\$	29,962,236
Total Increase/Decrease of above amendment		<u>144,841</u>
Total Appropriation in Current Amended Budget	\$	<u>30,107,077</u>

Passed by majority vote of the Board of Education of Asheboro City on the 14th day of June, 2018.

Chairman, Board of Education

Secretary

Budget Amendment
Asheboro City Schools Administrative Unit
Federal Funds

The Asheboro City Board of Education at a regular meeting on the 14th day of June, 2018, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2018.

<u>Revenue</u>		
3.3600.114	IDEA-Children w/Special Needs	\$ <u>29,210.88</u>
		\$ <u><u>29,210.88</u></u>
<u>Expenditure</u>		
3.5210.114	Health Services	\$ <u>29,210.88</u>
		\$ <u><u>29,210.88</u></u>
Total Appropriation in Current Budget		\$ 3,944,367.59
Total Increase/Decrease of above amendment		<u>29,210.88</u>
Total Appropriation in Current Amended Budget		\$ <u><u>3,973,578.47</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 14th day of June, 2018.

Chairman, Board of Education

Secretary

Asheboro City Schools 2018 - 2019 Interim Budget

The Board has approved the 2018-2019 budget request which was submitted to the Randolph County Board of Commissioners.

In accordance with G.S.115C-434, we recommend that the Board approve an amount equal to the 2017-2018 ending budget as an Interim Budget for 2018-2019.

ASHEBORO CITY SCHOOLS
FIELD TRIP / TRANSPORTATION REQUEST

Form 8
Procedure No. 3320.01
5/2017

☒ Overnight Trip

SEND TO TRANSPORTATION SUPERVISOR - CENTRAL OFFICE

Group Making Request: Yearbook School: AHS
Destination: Sunspire Resort, Wrightsville Beach Date of Trip: July 23-25
Number of Students Involved: 2 Percent of Total Group: n/a
Reasons for Students Not Attending: n/a
Transportation Method: ☐ Activity Bus ☐ Charter Bus ☒ Private Automobile ☐ Other: parent driving
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): 0
Number of Drivers Needed (to be secured by the Central Office): 0
Departure Time: Mon 9:00am Return Time: Wed 4:00pm Round Trip Miles (estimated) 400
Estimated Cost to the Student: \$150.00 per student
Purpose(s) of the Field Trip: yearbook staff training with Jostens

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.

Molly Lyons, yearbook advisor
Karen Tyler, parent

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.

Molly Lyons Sponsor (Group Responsible for Paying for the Trip) 6/4/18 Date
[Signature] Principal 6/4/18 Date
[Signature] Superintendent or Designee 6/4/18 Date
Transportation Scheduled: _____ Transportation Supervisor _____ Date

Special Comments/Response: Karen will stay in the hotel room with drive
Olivia and Reagan in her vehicle
Tyler Allied
(her daughter)

FIELD TRIP / TRANSPORTATION REQUEST

☒ Overnight Trip

SEND TO TRANSPORTATION SUPERVISOR - CENTRAL OFFICE

Group Making Request: Women's Basketball
 Destination: University of North Carolina
 Number of Students Involved: 16
 Reasons for Students Not Attending: —

School: AHS
 Date of Trip: June 21-24 2018
 Percent of Total Group: All

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): 1

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

Departure Time: 7am Return Time: 8pm Round Trip Miles (estimated) 108 mi.

Estimated Cost to the Student: \$ 275.00

Purpose(s) of the Field Trip: Team Camp for Women's Basketball

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.

— David Hayes, Lori Mottit

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.

AHS Athletics 1
 Sponsor (Group Responsible for Paying for the Trip)

6-1-2018
 Date

Approved: _____
 Principal

6/4/18
 Date

Approved: _____
 Superintendent or Designee

6/4/18
 Date

Transportation Scheduled: _____
 Transportation Supervisor

 Date

Special Comments/Response: _____

Overnight

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: National FFA Convention, Indianapolis, IN Date of Trip: October 24-27
Number of Students Involved: 9 Percent of Total Group: _____
Reasons for Students Not Attending: Officer team only, Personal choice, poor grades, poor attendance
Transportation Method: ☐ Activity Bus ☐ Charter Bus ☐ Private Automobile ☒ Other: Flying
Charter Bus Service, state name of vendor here: _____
If using Travel Company, state name of Vendor here: _____

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

Number of Vehicles Needed (to be secured by the Central Office): _____
Number of Drivers Needed (to be secured by the Central Office): _____
Departure Time: 8:00pm (10/24) Return Time: 9:30pm (10/27) Round Trip Miles (estimated) _____
Estimated Cost to the Student: ~\$500 (Students will be able to fundraise through the summer and make payments.)
Purpose(s) of the Field Trip: Students will network with FFA members from all over the US, participate in leadership workshops, attend the college and career expo, tour historic Indianapolis, etc.

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.

Elizabeth Pack, Brooke 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.

Elizabeth Pack 6/5/2018
Sponsor (Group Responsible for Paying for the Trip) Date
[Signature] 6/6/18
Approved: Principal Date
[Signature] 6/6/18
Approved: Superintendent or Designee Date
Transportation Scheduled: _____
Transportation Supervisor Date

Special Comments/Response: _____

**Asheboro City Schools
Personnel Transactions
June 14, 2018**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Almond	Rita	NAMS	Math/Science	6/13/2018
Davis	Hollyn	AHS	English	6/13/2018
Hayes	Robin	BAL	Instructional Assistant	6/30/2018
Kinney	Nathan	SAMS	Social Studies	6/13/2018
McElroy	David	SAMS	Mathematics	6/13/2018
McElroy	Rachel	SAMS	Mathematics	6/13/2018
Park	Linda	ECDC	Instructional Assistant	6/30/2018
Spector	Mirelle	LP	Instructional Assistant/EC (part-time)	6/8/2018
Szabo	Emily	AHS	Exceptional Children	6/13/2018
Trollinger	Sarah	SAMS	Mathematics	6/30/2018

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Balota-Moore	Alina	AHS	Exceptional Children	8/15/2018
Kiser	Bridgette	SAMS	Mathematics	8/15/2018
Luther	Paulette	CO	Substitute Bus Driver	5/15/2018
Woodle	Shea	AHS	Non-Faculty Coach (Volleyball)	6/17/2018

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Hall	Donna	LP to SAMS	4th Grade to English Language Arts	8/15/2018
Hutton	Ashley	CWM to LP	5th Grade	8/15/2018
McKinnon	Leslie	GBT to NAMS	Exceptional Children	8/15/2018
O'Neal	Andrea	BAL to LP	Speech Pathologist	8/15/2018
Sula	Teresa	BAL to CO	EC Teacher to EC Program Facilitator	8/15/2018
Tufts	Elizabeth	NAMS to SAMS	Exceptional Children	8/15/2018

Asheboro City Schools
Personnel Transactions - Addendum
June 14, 2018

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Davidson	Amanda	AHS	Spanish	6/13/2018
Delk	Rebecca	DLL	5th grade	6/13/2018
Eggleston	Lori	CO	Secretary	7/17/2018
Falkowski	Wendy	GBT	Speech Language	6/13/2018
Moorman	Meredith	AHS	Chorus	6/13/2018
Myers	Tamara	SAMS	Exceptional Children	6/8/2018
Smith	Ashley	DLL	3rd grade	6/13/2018

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Duraski	Hannah Rose	AHS	Band	8/1/2018
Lawson	Rebecca	NAMS	ISS/Instructional Assistant	8/15/2018
Longerbeam	Janet	NAMS	Band	8/15/2018
Rouse	Ra'Tasha	NAMS	Science	8/15/2018
Swails	Elizabeth "Katie"	DLL	3rd grade	8/9/2018
Williams	Joseph	AHS	Mathematics	8/15/2018

C. TRANSFERS

Hinson	Charles "Chuck"	SAMS to AHS	Spanish	8/15/2018
Stewart	Claudia	DLL to CWM	Exceptional Children	8/15/2018
Stookey	Greta	CWM to AHS	Exceptional Children	8/15/2018
Vamospercsi	Stephen	NAMS to SAMS	Science to Mathematics	8/15/2018

***D. ADMINISTRATOR CONTRACTS**

Burian	Christopher	DLL	Assistant Principal	8/1/2018 - 6/30/2020
Groseclose	Graham	CWM/LP	Assistant Principal	8/1/2018 - 6/30/2020

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
June 8, 2018**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Kiser, Bridgette Enloe	UNC Chapel Hill B: Political Science Chemistry Minor	6-8 Math 6-8 Social Studies 6-8 Science

Ms. Bridgette Kiser is recommend as a mathematics teacher at South Asheboro Middle School for the 2018-2019 school year. Ms. Kiser is a veteran educator who previously taught at Southeast Randolph Middle School and Randleman Middle School. She is bi-lingual, and has experience as a Victim Advocate with Family Service of the Piedmont. Ms. Kiser has served as a teacher mentor, and as a member of school leadership teams. She believes that public education is powerful and necessary to promote individual potential in students. She is eager to continue her teaching career with Asheboro City Schools. Please help me welcome Ms. Bridgette Kiser to Asheboro City Schools! Welcome Ms. Kiser!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Balota Moore, Alina-Paula	University of Bucharest, Romania B: Special Psychopedagogy	Special Education

Ms. Alina-Paula Balota Moore is recommended as an exceptional children teacher at Asheboro High School for the 2018-2019 school year. Ms. Balota Moore is from Bucharest, Romania. She taught kindergarten in Bucharest from 1995-2006 before moving to the United States. She has taught exceptional children in the United States since 2006. She is coming to Asheboro City Schools from the Triad Math and Science Academy in Greensboro. Ms. Balota Moore is described as self-determined, driven, dedicated, passionate, respectful, organized, kind, and compassionate, and has a strong rapport with students, parents and other staff. She is especially passionate about exceptional children. She believes all students must be given a chance to grow, learn and prove they can find their place in our communities in order to live independent lives. We are excited to have her join our District. Please join me in welcoming Ms. Alina-Paula Balota Moore to Asheboro City Schools. Welcome Ms. Balota Moore!

ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS - ADDENDUM
June 14, 2018

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Duraski, Hannah Rose	Auburn University B: Instrumental/Vocal Music Ed.	Music

Ms. Hannah Rose Duraski is recommended as a band teacher at Asheboro High School for the 2018-2019 school year. Ms. Duraski completed her student teaching at Opelika middle and high schools in Opelika, Alabama in the fall of 2017. She also held the position of drum major for two years for the Auburn University Marching Band. As the drum major she led daily rehearsals, weekly performances and leadership camps. She is a member of the National Band Association, National Association for Music Education and Music Teacher's National Association. She is passionate about music and dedicated to teaching music to others. She has stated that she aspires to make sure each student succeeds every day and is prepared to be successful in society with their musical skills. We look forward to hearing the beautiful music Ms. Duraski inspires at Asheboro High School. Welcome to Asheboro City Schools Ms. Duraski!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Longerbeam, Janet	Shenandoah University B: Music Education Radford University M: Concentration in Conducting	Music

Ms. Janet Longerbeam is recommended as the band teacher for North Asheboro Middle School for the 2018-2019 school year. Ms. Longerbeam comes to us from Montgomery County Schools in Alabama where she was the Interim Band Director. She has been involved in directing bands and teaching music since 2006. She has extensive experience in teaching marching bands, jazz ensembles and entire bands. Throughout her years of teaching her student bands have won multiple recognition awards and high ratings. She is eager to share her expertise with Asheboro City Schools. She is described as having a passion for music and "true gift" for connecting with and teaching her students. Ms. Longerbeam believes in not only investing scholastically with her students but also in building relationships with them. Please join me in welcoming Ms. Longerbeam to our Asheboro City Schools team. Welcome Ms. Longerbeam!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Rouse, Ra'Tasha	NC A&T University B: Animal Science/Lab Animal Science M: Agricultural Education	Agricultural Ed. Science (6-9)

Ms. Ra'Tasha Rouse is recommended as a Science teacher at North Asheboro Middle School for the 2018-2019 school year. Ms. Rouse will be returning to Asheboro City Schools from South Granville High School where she taught Agriculture. Ms. Rouse also has experience working as a teacher

assistant at NC A&T University, as well as completing her student teaching experience at Southeast Guilford High School. Ms. Rouse is eager to return to Asheboro City Schools to share her love of science with her students and inspire them to love science. Welcome back to Asheboro City Schools Ms. Rouse!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Swails, Elizabeth	Appalachian State University B: Elementary Education	Elementary (K-6)

Ms. Katie Swails is recommended as a third grade teacher at Donna Lee Loflin Elementary School for the 2018-2019 school year. Ms. Swails completed her student teaching at Crossnore Elementary School in Avery County in spring, 2018. She also interned with two other elementary schools in 2017. Ms. Swails comes highly recommended by supervisors and colleagues. Her colleagues have shared she has strong innovative technology skills and ELA knowledge and great classroom management. They have described her as having a great rapport with her students, charismatic, creative, caring and has a true dedication to teaching. She has said that she wants to work with diverse students and try to meet the needs of each student she teaches. Ms. Swails is eager and excited to begin her teaching career in Asheboro City Schools. Please welcome Ms. Katie Swails!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Williams, Joseph	Tuskegee University, Alabama B: Computer Science/Information Systems High Point University Certificate: Teacher Education/Mathematics	Mathematics

Mr. Joseph Williams is recommended as a math teacher at Asheboro High School for the 2018-2019 school year. Mr. Williams comes to us from Triad Math & Science Academy in Greensboro where he served as the Mathematics Department Chair from 2012-2017 and the Behavior Coordinator/Specialist for middle school since 2017. Mr. Williams also has an extensive technology background. Prior to education, he worked in technology from 1995-2002. He worked as a Senior Software Design Engineer, Microsoft Consultant, Network Administrator, MVS Programmer and Network Engineer. Mr. Williams is eager to begin a new chapter in his career at Asheboro City Schools. We are delighted to have Mr. Williams join our team and we look forward to seeing positive student support and growth from his teaching and leadership. Welcome to Asheboro City Schools Mr. Williams!

ASHEBORO CITY SCHOOLS
ADMINISTRATIVE CONTRACTS – PERSONNEL ADDENDUM
June 14, 2018

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Burian, Christopher	West Liberty University (WV) B: Elementary Education Gardner Webb University M: Executive Leadership	Elementary (K-6) Principal

Mr. Christopher (Chris) Burian is recommended as the Assistant Principal at Donna Lee Loflin Elementary School. Mr. Burian is a veteran educator who began with Asheboro City Schools in 2006 as a 2nd grade teacher at Balfour Elementary School. He spent three years at Lindley Park Elementary school, teaching 4th grade and earning school level Teacher of the Year in 2011. The next four years, Mr. Burian taught 6th grade English Language Arts at North Asheboro Middle School (NAMS). In 2015 he was named Teacher of the Year for NAMS, followed by Asheboro City Schools Teacher of the Year that same year. For the past three years Mr. Burian has served the staff and students at NAMS as the Instructional Facilitator and Lead Mentor for beginning teachers. Throughout Mr. Burian's career he has served on school leadership teams, applied for and received several grants, served as a cooperating teacher, earned AVID certification, and is a certified SREB coach. We are pleased to welcome Mr. Burian to the Loflin Lion team!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Groseclose, Graham	North Carolina State University B: Sport Management East Carolina University Certification: Middle School Science Gardner Webb University M: Executive Leadership	Science (6-9) Principal

Mr. Graham Groseclose is recommended to serve as Assistant Principal at Charles W. McCrary and Lindley Park Elementary Schools. Mr. Groseclose currently teaches 8th grade science at North Asheboro Middle School (NAMS), and has served as the school's Athletic Director for the past two years. Mr. Groseclose is founder of the NAMS Mustache Fraternity, along with founder of Junior Mustache Clubs at McCrary and Balfour. He was named NAMS Apple of Excellence – Outstanding First Year Teacher, and is a graduate of Asheboro City Schools Teacher Leadership Academy. As a Blue Comet, Mr. Groseclose has a deep commitment to the Asheboro community and we look forward to the positive impact he will have on students in his new role. Welcome Mr. Groseclose to the McCrary and Lindley Park teams.

ASHEBORO CITY SCHOOLS
 FIELD TRIP / TRANSPORTATION REQUEST

☒ **Overnight Trip**

SEND TO TRANSPORTATION SUPERVISOR – CENTRAL OFFICE

Group Making Request: SAMS 8th Grade School: South Asheboro Middle School
 Destination: Washington, D.C. Date of Trip: March 6, 7, 8 2019
 Number of Students Involved: 180 Percent of Total Group: 100%
 Reasons for Students Not Attending: Behavior/Grades
 Transportation Method: ☐ Activity Bus ☒ Charter Bus ☐ Private Automobile ☐ Other:
 Charter Bus Service, state name of vendor here: Holiday Tours
 If using Travel Company, state name of Vendor here: Group Travel
 **The Travel Company must use an approved ACS Charter Bus Company
 Number of Vehicles Needed (to be secured by the Central Office): N/A
 Number of Drivers Needed (to be secured by the Central Office): N/A
 Departure Time: 12:00PM 3/6/2019 Return Time: 8:30PM 3/8/19 Round Trip Miles (estimated) _____
 Estimated Cost to the Student: \$400.00
 Purpose(s) of the Field Trip: Cross Curriculum- SS, Science, Reading, Math

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.

Peters, Simpson, Clarett, Holmes, Miller

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.

Kathy Riben (8th Grade Team Rep.) 6/8/18
 Sponsor (Group Responsible for Paying for the Trip) Date
[Signature] 6-8-18
 Approved: Principal Date
[Signature] 6/11/18
 Approved: Superintendent or Designee Date
 Transportation Scheduled: _____
 Transportation Supervisor Date

Special Comments/Response: _____

Policies For 30-Day Review

TITLE I PROGRAM COMPARABILITY OF SERVICES

Policy Code: **3565/8307**

To improve the academic achievement of educationally and economically disadvantaged children, the board will participate in the federal Title I program.

A. TITLE I MAINTENANCE OF EFFORT

The school system will maintain fiscal effort with state and local funds as required to be eligible for the receipt of funds through Title I, Part A of the Elementary and Secondary Education Act, as amended.

B. USE AND ALLOCATION OF TITLE I FUNDS

Title I funds will be used to supplement, and not to supplant, non-federal funds that would otherwise be used for the education of students participating in the Title I program. Accordingly, state and local funds will be allocated to each school receiving Title I funds in a manner that ensures that each such school receives all of the state and local funds it would otherwise receive in the absence of Title I funding.

C. COMPARABILITY OF SERVICES

State and local funds will be used in schools receiving Title I funds to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds, or, if all schools receive Title I funds, to provide services that are substantially comparable in each school. The board will ensure equivalence among schools in the allocation of state and local resources for (1) teachers, administrators, and other staff, and (2) curriculum materials and instructional supplies. In addition, the board will establish and implement system-wide salary scales that are applicable to all staff whether assigned to Title I or non-Title I schools.

D. COMPARABILITY TESTING

The superintendent shall direct the Title I director, in conjunction with the finance officer, to conduct comparability testing before November 1 of each school year to assess the equivalent distribution of state and local resources among schools.; The Title I director will determine annually whether to compare student enrollment to instructional staff or to instructional staff salary and also whether schools will be examined on a grade-span basis or on a school-by-school basis. The following will be excluded when determining comparability: (1) any resources paid with federal or private funds; (2) supplemental state or local funds expended for programs that meet the intent and purpose of Title I; (3) staff salary differentials for years of employment; (4) unpredictable changes in student enrollment or personnel assignments that occur after the beginning of a school year; (5) state and local funds expended for language instruction programs; and (6) excess costs of providing services to students with disabilities. Comparability testing will be completed

using the forms and following the guidance created by the North Carolina Department of Public Instruction (NCDPI) for the calculation of comparability. The superintendent or designee shall submit the comparability testing report annually to NCDPI by the deadline established by that agency.

E. CORRECTION OF NONCOMPLIANCE

If comparability testing identifies any instances of variance greater than 10%, the Title I director shall notify the superintendent or designee without delay. The superintendent or designee shall promptly make adjustments as needed to ensure comparability. These adjustments may include, but need not be limited to, reallocation of materials or supplies, or reassignment of personnel.

F. DOCUMENTATION OF COMPLIANCE WITH TITLE I FISCAL REQUIREMENTS

The superintendent or designee shall provide in a timely manner all any assurances, additional documentation, or other information required by the State Board of Education/NCDPI to demonstrate the school system's compliance with Title I fiscal requirements.

G. RECORDS MAINTENANCE

The superintendent or designee shall maintain reports and other documentation demonstrating compliance with the requirements of this policy, including documentation to demonstrate that any needed adjustments to staff assignments were made annually, for review by the North Carolina Department of Public Instruction or auditors upon request.

The superintendent shall ensure that all other requirements for receiving Title I funds are fulfilled in an accurate and timely manner and shall develop, or cause to be developed, any additional procedures necessary to implement this policy.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200

Other Resources: *Non-Regulatory Guidance, Title I Fiscal Issues*, U.S. Department of Education (February 2008), available at <http://www2.ed.gov/programs/titleiparta/fiscalguid.pdf>

Adopted: March 9, 2017

All student records must be current and maintained with appropriate measures of security and confidentiality. The principal is responsible for complying with all legal requirements pertaining to the maintenance, review, and release of records retained at the school.

A. ANNUAL NOTIFICATION OF RIGHTS

The superintendent or designee shall provide eligible students and parents with annual notification of their rights under the Family Educational Rights and Privacy Act (FERPA). The notice must contain all information required by federal law and regulations, including the following:

1. the right to inspect and review the student's educational records and the procedure for exercising this right;
2. the right to request amendment of the student's educational records that the parent or eligible student believes to be inaccurate, misleading, or in violation of the student's privacy rights; and the procedure for exercising this right;
3. the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent;
4. the type of information designated as directory information and the right to opt out of release of directory information;
5. that the school system releases records to other institutions that have requested the information and in which the student seeks or intends to enroll;
6. the right to opt out of releasing the student's name, address, and phone number to military recruiters or institutions of higher education that request such information;
7. a specification of the criteria for determining who constitutes a school official and what constitutes a legitimate educational interest if a school official discloses or intends to disclose personally identifiable information to school officials without consent;
8. notification if the school system uses contractors, consultants, volunteers, or similar persons as school officials to perform certain school system services and functions that it would otherwise perform itself; and
9. the right to file complaints with the Family Policy Compliance Office in the U.S. Department of Education.

School officials are not required to individually notify parents or eligible students of their rights but must provide the notice in a manner reasonably likely to inform the parents and eligible students of their rights. Effective notice must be provided to parents or eligible students with disabilities or those whose primary or home language is not English.

B. DEFINITION OF PARENT AND ELIGIBLE STUDENT

1. Parent

For purposes of this policy, the term “parent” includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian. If the parents of a student are separated or divorced, both parents have the right to access the student’s records as provided in this policy, unless the school system has been provided with evidence that there is a court order, state statute, or other legally binding document that specifically revokes these rights.

2. Eligible Student

For purposes of this policy, an eligible student is a student who has reached 18 years of age or is attending an institution of postsecondary education. The rights afforded to parents under this policy transfer to an eligible student. However, parents may still have access to the records as long as the student is claimed as a dependent by the parent for federal income tax purposes. An eligible student who desires to prevent access to records by his or her parents must furnish to the principal information verifying that the student is not a dependent of his or her parents. If a parent of a student who is at least 18 and no longer attending a school within the system wishes to inspect and review the student’s records, he or she must provide information verifying that the student is a dependent for federal income tax purposes.

A student under age 18 may have access to student records only upon the consent of his or her parents.

C. CLASSIFICATION AND MAINTENANCE OF RECORDS

Information about students that is collected and stored by school personnel may be separated into several categories, including, but not limited to, the following records.

1. Cumulative Records

The cumulative record is the official record for each student. The cumulative record includes student identification information, such as the student’s name, address (or a homeless student’s living situation), sex, race, birthplace, and birth date; family data including the parents’ names, addresses, work and home telephone numbers, and places of employment; academic work completed; grades;

standardized test scores; health screenings and immunization documentation; attendance records; withdrawal and reentry records; discipline records; honors and activities; class rank; date of graduation; and follow-up records.

2. Discipline Records

Student discipline records are part of the student's official record and must be maintained and reviewed pursuant to policy 4345, Student Discipline Records. Discipline records must be expunged and forwarded pursuant to the requirements of law and the procedures of policy 4345.

3. Records of Students with Disabilities

Students with recognized disabilities must be accorded all rights in regard to their records as provided by state and federal law, including the Individuals with Disabilities Education Act and policy 3520, Special Education Programs/Rights of Students with Disabilities. Records for a student identified as a student with a disability are considered part of the student's official records and must be maintained in accordance with all appropriate federal and state regulations. Access to these records will be restricted to personnel having specific responsibility in this area. A list of all approved personnel having access to these restricted files will be updated as needed, and a current, dated list will be posted in the student records location.

4. Records Received from the Department of Social Services

The Department of Social Services may disclose confidential information to the school system in order to protect a juvenile from abuse or neglect. Any confidential information disclosed under these circumstances must remain confidential and may only be redisclosed for purposes directly connected with carrying out the school system's mandated educational responsibilities.

5. Juvenile Records

Juvenile records include documentation or information regarding students who are under the jurisdiction of the juvenile court. These records may be received from local law enforcement and/or other local agencies authorized to share information concerning juveniles in accordance with G.S. 7B-3100. These records also may include notice from the sheriff to the board that a student has been required to register with the sheriff because the student has been found to be a danger to the community under G.S. Chapter 14, Part 4. Such documents must not be a part of a student's official records but must be maintained by the principal in a safe, locked storage area that is separate from the student's other records. The principal shall not make a copy of such documents under any circumstances.

Juvenile records will be used only to protect the safety of or to improve the educational opportunities for the student or others. The principal may share juvenile records with individuals who have (a) direct guidance, teaching, or supervisory responsibility for the student and (b) a specific need to know in order to protect the safety of the student and others. Persons provided access to juvenile records must indicate in writing that they have read the document(s) and agree to maintain confidentiality of the records.

The principal or designee must destroy juvenile documents if he or she receives notification that a court no longer has jurisdiction over the student or if the court grants the student's petition for expunction of the records. The principal or designee shall destroy all other information received from an examination of juvenile records when he or she finds that the information is no longer needed to protect the safety of or to improve the educational opportunities for the student or others. If the student graduates, withdraws from school, transfers to another school, is suspended for the remainder of the school year, or is expelled, the principal shall return all documents not destroyed to the juvenile court counselor. If the student is transferring, the principal shall provide the juvenile court counselor with the name and address of the school to which the student is transferring.

6. Other Student Records

School system personnel may also keep other student records but must review such records annually and destroy them when their usefulness is no longer apparent or when the student leaves the school system.

7. Sole Possession, Employment, and Law Enforcement Records

Student records do not include, and release of information under this policy does not apply to:

- a. records made by teachers, counselors, and administrators that are in the sole possession of the maker thereof and that are not accessible or revealed to any other person except a substitute;
- b. employment records of student employees if those records relate exclusively to the student in his or her capacity as an employee and are not made available for any other use; and
- c. records created by a law enforcement unit of the school system if created for a law enforcement purpose and maintained solely by the law enforcement unit of the school system. This does not include information obtained from the student's confidential file or other educational records that is contained in a law enforcement record.

D. RECORDS OF STUDENTS PARTICIPATING IN THE NORTH CAROLINA ADDRESS CONFIDENTIALITY PROGRAM

Students or parents enrolled in the North Carolina Address Confidentiality Program (NCACP) must provide a valid NCACP authorization card to the school principal if they wish to keep their home address confidential. The school system will maintain a confidential record of the actual home address for admission and assignment purposes only and will not release that address except as provided by law. With the exception of such specially-maintained records, student records will include only the substitute address provided by the NCACP and not the actual home address of any students or parents for whom a valid NCACP authorization card is on file.

When transferring the record of a student participating in the North Carolina Address Confidentiality Program to a school outside of the system, the transferring school may send the files to the Address Confidentiality Program participant (parent or guardian) via the substitute address provided by the Address Confidentiality Program.

E. RECORDS OF MISSING CHILDREN

Upon notification by a law enforcement agency or the North Carolina Center for Missing Persons of the disappearance of a child who is currently or was previously enrolled in the school, school officials shall flag the record of that child. If the missing child's record is requested by another school system, the principal shall provide notice of the request to the superintendent and the agency that notified the school that the child was missing. The principal shall provide the agency with a copy of any written request for information concerning the missing child's record.

Any information received indicating that a student transferring into the system is a missing child must be reported promptly to the superintendent and the North Carolina Center for Missing Persons.

F. RECORDS OF MILITARY CHILDREN

School administrators shall comply with any regulations pertaining to the records of military children developed by the Interstate Commission on Educational Opportunity for Military Children.

In addition, children of military families, as defined by policy 4050, Children of Military Families, are entitled to the following.

1. For Students Leaving the School System

In the event that official education records cannot be released to the parents of military children who are transferring away from the school system, the custodian of records shall prepare and furnish to the parent a complete set of unofficial

education records containing uniform information as determined by the Interstate Commission.

When a request for a student's official record is received from the student's new school, school officials shall process and furnish the official records to the student's new school within 10 days or within such time as is reasonably determined by the Interstate Commission.

2. For Students Enrolling in the School System

Upon receiving an unofficial education record from the student's previous school, school administrators shall enroll the student and place him or her in classes as quickly as possible based on the information in the unofficial records, pending validation by the official records.

Simultaneous with the enrollment and conditional placement of the student, school administrators shall request the student's official record from his or her previous school.

G. REVIEW, RELEASE OF RECORDS TO PARENT OR ELIGIBLE STUDENT

A parent or eligible student may access the student's records upon proper request. The principal or guidance office personnel of the student's school shall schedule an appointment as soon as possible but no later than 45 days after the request by the parent or eligible student. The parent or eligible student may formally review the student's complete records only in the presence of the principal or a designee competent to explain the records. School personnel shall not destroy any educational records if there is an outstanding request to inspect or review the records.

A parent or eligible student has the right to challenge an item in the student record believed to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. The principal shall examine a request to amend a student record item and respond in writing to the person who challenges the item. Subsequent steps, if necessary, will follow the student grievance procedures as provided in policy 1740/4010, Student and Parent Grievance Procedure. If the final decision is that the information in the record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the principal shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school system.

H. RELEASE OR DISCLOSURE OF RECORDS TO OTHERS

Before releasing or disclosing records as permitted by law, school officials shall use reasonable methods to identify and authenticate the identity of the party to whom the records are disclosed.

1. Release/Disclosure with Parental Consent

School officials shall obtain written permission from a parent or eligible student before releasing or disclosing student records that contain personally identifiable information, except in circumstances where the school system is authorized by law to release the records without such permission. The written permission must specify the records to be released, the purpose of the release, and the party(ies) to whom they are to be released.

2. Release/Disclosure without Parental Consent

School system officials shall promptly release student records when a student transfers to another school. The records custodian may release or disclose records with personally identifiable information without parental permission to the extent permitted by law, including to other school officials who have a legitimate educational interest in the records.

Personally identifiable information from a student's record may be released or disclosed to someone other than a parent or eligible student without prior written consent of the parent or eligible student only as specifically provided by federal law. Except as otherwise permitted by federal law, when personally identifiable information from a student's record is released or disclosed to someone other than a parent or eligible student without their written consent, the party to whom the information is released must agree not to disclose the information to any other party without the prior written consent of the parent or eligible student.

The superintendent shall employ reasonable methods to ensure that teachers and other school officials obtain access only to those educational records in which they have legitimate educational interests.

3. Release of Directory Information

Permission of the parent or eligible student is not required for the release of information that is designated as directory information by the board, provided that the parent or eligible student has been given proper notice and an opportunity to opt out. (See policy 1310/4002, Parental Involvement.)

a. The board designates the following student record information as directory information:

(1) name;

(2) address;

- (3) telephone listing;
 - (4) electronic mail address;
 - (5) photograph;
 - (6) date and place of birth;
 - (7) participation in officially recognized activities and sports;
 - (8) weight and height of members of athletic teams;
 - (9) dates of attendance;
 - (10) grade level;
 - (11) diplomas (including endorsements earned), industry credentials/certifications, and awards received; and
 - (12) most recent previous school or education institution attended by the student.
- b. The telephone number and actual address of a student who is or whose parent is a participant in the North Carolina Address Confidentiality Program is not considered directory information and will not be released, except as required by law.
 - c. Information about a homeless student's living situation is not considered directory information and will not be released.
 - d. As required by law, the names, addresses, and telephone numbers of secondary school students shall be released, upon request, to military recruiters or institutions of higher learning, whether or not such information is designated directory information by the school system. Students or their parents, however, may request that the student's name, address, and telephone number not be released without prior written parental consent. School officials shall notify parents of the option to make a request and shall comply with any requests made.
 - e. All requests for directory information must be submitted to the superintendent or designee for approval. The superintendent is directed to establish regulations regarding the release of directory information. At a minimum, the regulations must:

- (1) specify the types of organizations that are eligible to receive directory information and for what purposes;
 - (2) provide for equal disclosure to organizations that are similar in purpose; and
 - (3) authorize access to directory information to recruiters of military forces of the state or United States for the purpose of informing students of educational and career opportunities available in the military to the same extent that such information is made available to persons or organizations that inform students of occupational or educational options.
4. Records of Students with Disabilities

Students with recognized disabilities must be accorded all rights in regard to their records as provided by state and federal law, including the Individuals with Disabilities Education Act.

5. Disclosure of De-Identified Information

Education records may be released without consent of the parent or eligible student if all personally identifiable information has been removed. Personally identifiable information includes both direct and indirect identifiers that, alone or in combination, would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.

Unless specifically permitted by law, records that have been de-identified must not be released without the consent of the parent or eligible student if school officials reasonably believe that the person requesting the information knows the identity of the student to whom the education record relates.

I. WITHHOLDING RECORDS

School system administrators shall not withhold records upon a valid request by a parent, eligible student, or school to which the student is transferring for any reason, including in order to collect fines assessed to the parent or student.

J. RECORD OF ACCESS AND DISCLOSURE

The principal or designee shall maintain a record in each student's file indicating all persons who have requested or received personally identifiable information from a student's record and the legitimate reason(s) for requesting or obtaining the information.

This requirement does not apply to requests by or disclosure to parents, eligible students, school officials, parties seeking directory information, a party seeking or receiving the records under a court order or subpoena that prohibits disclosure, or those individuals with written parental consent.

K. DESTRUCTION OF STUDENT RECORDS

School officials shall only destroy student records in accordance with state and federal law and the *Records Retention and Disposition Schedule for Local Education Agencies*. After notifying parents, school officials may destroy student records when the records are no longer needed to provide educational services to the student or to protect the safety of the student or others. School officials must destroy student records if the parent or eligible student requests their destruction and if such records are no longer needed to provide educational services to the student or to protect the safety of the student or others. School officials shall not destroy student records if there is an outstanding request to inspect the particular records.

L. LONGITUDINAL DATA SYSTEM

School system administrators will comply with the data requirements and implementation schedule for the North Carolina Longitudinal Data System (NCLDS) and will transfer designated student record data to the system in accordance with the NCLDS data security and safeguarding plan and all other requirements of state law, provided that doing so does not conflict with the requirements of FERPA.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, h, 34 C.F.R. pt. 99; Individuals with Disabilities Education Act, 20 U.S.C. 1411 *et seq.*; Elementary and Secondary Education Act, 20 U.S.C. 7908; McKinney-Vento Homeless Assistance Act 42 U.S.C. 11431 *et seq.*; G.S. 7B-302, -3100; 14-208.29; 115C-47(26), -109.3, -402, -403, -407.5; 116E-6; Records Retention and Disposition Schedule for Local Education Agencies, N.C. Department of Natural and Cultural Resources (1999), available at <https://archives.ncdcr.gov/government/retention-schedules/local-government-schedules#localschedules>

Cross References: Parental Involvement (policy 1310/4002), Student and Parent Grievance Procedure (policy 1740/4010), Special Education Programs/Rights of Students with Disabilities (policy 3520), Children of Military Families (policy 4050), Homeless Students (policy 4125), North Carolina Address Confidentiality Program (policy 4250/5075/7316), Disciplinary Action for Exceptional Children/Students with Disabilities (policy 4307), Student Discipline Records (policy 4345), Confidentiality of Personal Identifying Information (policy 4705/7825), Surveys of Students (policy 4720), Public Records – Retention, Release, and Disposition (policy 5070/7350)

Adopted: January 9, 2014

Revised: May 12, 2016, March 9, 2017, August 10, 2017

A. PRINCIPLES

The board encourages the development and participation of parent organizations that support the goals of the board and the schools. The board recognizes that parent organizations are an effective means of involving parents and families in their children's schools. The superintendent and school administrators shall inform parent organizations of specific goals for each school and shall help these organizations identify opportunities to assist the school in achieving these goals.

Participation in parent organizations is always voluntary. No student or parent will be required to participate in a parent organization as a condition of participation in a curricular or extracurricular school activity or program.

B. CONDITIONS FOR ESTABLISHING PARENT ORGANIZATIONS

Parent organizations, including PTAs, PTOs and booster clubs, are not considered a part of the school system and may not represent themselves to students, parents, or others as official representatives of a school or the school system. However, because these organizations and their activities reflect upon the school district, all parent organizations must comply with the following conditions in order to operate in conjunction with the schools.

1. All parent organizations must provide the superintendent with a document describing the purpose of the organization and the general rules and procedures by which it will operate. Any later modifications to the organization's purpose or general rules and procedures also must be provided in writing to the superintendent.
2. Parent organizations must obtain prior approval from the principal for (a) any fund-raising event, (b) any purchase for the school, (c) any function involving the participation of students, or (d) any event which is likely to reflect upon the school or school district.
3. Fliers and other literature displayed or distributed by parent organizations must comply with policy 5210, Distribution and Display of Non-School Material.
4. Parent organizations are responsible for maintaining their own financial records in accordance with the requirements of Section C. Employees of the school district are not permitted to manage the affairs of parent organizations during the workday.

5. Parent organizations are expected to consider the cultural diversity and economic differences of students and parents in planning school-related functions.

The superintendent shall grant or deny parent organizations approval to operate at each school. Parent organizations that do not comply with board policies may have approval to operate within the school revoked by the superintendent.

C. FUNDS MANAGEMENT

Parent organization funds may be used only for purposes consistent with the goals, rules, and procedures of the organization. Adequate financial records, including sales slips, receipts, invoices, and any other documentation of expenditures, must be maintained and be accessible to parents and school officials on request.

Parent organization funds may be deposited only in an account maintained by the organization. All checks must be signed by the organization treasurer and either the organization president or vice-president. The organization president should periodically review the organization bank records, which must be reconciled by the organization treasurer at least monthly.

All financial documents and accounts of the parent organization must be in the name of the parent organization and not in the name of the school, the school system, or a specific school team or program. Bank accounts should reflect the official name of the parent organization and carry the parent organization's tax identification number. The school system's tax identification number may not be used on a parent organization's bank account or financial documents. The school system does not have any financial responsibility for the payment of obligations incurred by a parent organization.

D. DONATIONS TO SCHOOL DISTRICT

Any donation to the school system from a parent organization must be made in accordance with the process and requirements of policy 8220, Gifts and Bequests.

Legal References: G.S. 115C-36, -47

Cross References: Parental Involvement (policy 1310/4002)

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

Updated: December 10, 2015

PUBLIC RECORDS – RETENTION, RELEASE, AND DISPOSITION

Policy Code: **5070/7350**

The board is committed to providing access to public records and public information. All employees shall comply with the public records law and this policy.

A. PUBLIC RECORD DEFINED

Any record, in any form, that is made or received by the board or its employees in connection with the transaction of public business is a public record that must be made available to the public, unless such record is protected from disclosure by federal or state law or is otherwise exempted from the public records law, G.S. 132-1 through 132-9. (See policy 5071/7351, Electronically Stored Information Retention, for specific information regarding public records in electronic form.)

Though the school improvement plan is a public record, the school safety components of the plan are not public records subject to public records law. Schematic diagrams, as described in G.S. 115C-105.53 and -105.54, and emergency response information, as described in G.S. 115C-47(40) and -105.54, are also not considered public records subject to public records law.

The official records of students are not public records subject to inspection and examination. (For additional information regarding the release of information about students, see policy 4700, Student Records.) Further, any written material containing the identifiable scores of individual students on any test taken pursuant to the state testing program described in Chapter 115C, Article 10A of the North Carolina General Statutes is not a public record. Any test that is developed, adopted, or provided as part of the state testing program is not a public record until the State Board of Education designates that the test is released.

Information in school system employee personnel files is protected from disclosure in accordance with G.S. 115C-319, except that the following employee information is public record.

1. Name.
2. Age.
3. The date of original employment or appointment.
4. The terms of any past or current contract by which the employee is employed, whether written or oral, to the extent that the board has the written contract or a record of the oral contract in its possession.
5. Current position.

6. Title.
7. Current salary (includes pay, benefits, incentives, bonuses, deferred compensation, and all other forms of compensation paid to the employee).
8. The date and amount of each increase or decrease in salary with the board.
9. The date and type of each promotion, demotion, transfer, suspension, separation, or other change in position classification with the board.
10. The date and general description of the reasons for each promotion with the board.
11. The date and type of each dismissal, suspension, or demotion for disciplinary reasons taken by the board. If the disciplinary action was a dismissal, a copy of the written notice of the final decision of the board setting forth the specific acts or omissions that are the basis of the dismissal.
12. The office or station to which the employee is currently assigned.

The name of a participant in the North Carolina Address Confidentiality Program is not a public record and must be redacted from any records released. As necessary, school personnel may combine public and confidential records to meet the business needs of the system. However, if a record contains confidential information as well as public information, school officials must provide the requested public record with the confidential information removed or redacted.

B. DESIGNATION OF RECORDS OFFICER

The superintendent shall designate a records officer or otherwise ensure that the duties of a records officer are met.

1. Duties of the Records Officer

The duties of the records officer include the following:

- a. determining whether records are public or confidential by law, with assistance from the local board attorney as necessary;
- b. determining the most cost-effective means of storing and retrieving public records that include confidential information;
- c. providing training, consultation, and guidelines to school officials who respond to or are otherwise involved in public records requests;
- d. determining the actual cost of providing copies of public records in various forms, such as paper or electronic media, in which the school system is capable of providing the records;

- e. determining the cost of a request for copies of public records when a special service charge is applicable or when the school system is voluntarily creating or compiling a record as a service to the requester; and
- f. reviewing appeals of any denial of a request for public records.

2. Other Duties

A designated electronic records officer, or other employees as determined by the superintendent shall review all electronic data-processing systems created by the school system or being considered for acquisition through lease, purchase, or other means, to ensure they are designed and maintained in a manner that:

- a. will not impede the school system's ability to permit public inspection and examination of public records; and
- b. provides a means of obtaining copies of such records.

C. REQUESTS FOR PUBLIC RECORDS

All requests for examining or obtaining copies of public records should be in writing or recorded by school system personnel. This policy, administrative guidelines, information on the actual cost of producing public records, information on how to reach the records officer, information about how to appeal a denial of a public records request, and information regarding any computer database indexes must be made available to individuals requesting public records.

Public records must be released in accordance with the law. Any denial of a public records request must be made in writing and must include the basis for the denial. The superintendent or designee may issue additional guidelines consistent with this policy to further clarify the process for requesting public records.

D. FEES FOR COPIES OF PUBLIC RECORDS

Persons requesting copies of public records will be charged any applicable fees as determined by the records officer (see subsections B.1.d and B.1.e above). The school system shall not charge any fees for separating confidential information that is commingled with public records.

E. ELECTRONIC MAIL LISTS

A school employee may be authorized by the superintendent or designee to maintain an electronic mail list of individual subscribers. Such a list may be used only: (1) for the purpose for which the subscribers subscribed to it; (2) to notify subscribers of an emergency to public health or public safety; or (3) in the event of deletion of the list, to

notify subscribers of the existence of any similar lists. Although such electronic mail lists of individual subscribers shall be available for public inspection in either printed or electronic format to the extent permitted by law, school officials shall not provide anyone with copies of such lists. Release for public inspection of any subscriber list must be consistent with the Family Education Rights and Privacy Act (FERPA) if the list contains personally identifiable information from student education records. See policy 4700, Student Records.

F. DESTRUCTION OF PUBLIC RECORDS

School personnel shall comply with the *Records Retention and Disposition Schedule for Local Education Agencies* adopted by the N.C. Department of Cultural Resources, Division of Archives and History, unless otherwise required by statute, regulation, or other legal authority. The superintendent may establish regulations for the destruction of records in accordance with the approved schedule.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 14-113.8(6); 115C-47(40), -105.27(a2); -105.53, -105.54, -109.3, -174.13, -319 to -321, -402; 132-1 to -9; *Records Retention and Disposition Schedule for Local Education Agencies*, N.C. Department of Natural and Cultural Resources (1999), available at <https://archives.ncdcr.gov/government/retention-schedules/local-government-schedules#localschedules>

Cross References: North Carolina Address Confidentiality Program (policy 4250/5075/7316), Student Records (policy 4700), Confidentiality of Personal Identifying Information (policy 4705/7825), News Media Relations (policy 5040), Electronically Stored Information Retention (policy 5071/7351), Personnel Files (policy 7820)

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

Revised: October 11, 2007, January 9, 2014, August 13, 2015, May 12, 2016

The board is committed to minimizing disruptions to instructional time and the educational environment. Collections and solicitations are discouraged and shall not disrupt instructional time. Employees and students shall not be required to contribute or respond to any collection or solicitation.

The superintendent or designee shall develop regulations governing collections and solicitations. The regulations shall specify the type and number of collections and solicitations permitted and an approval process for collections and solicitations subject to the following guidelines.

1. Outside organizations and/or sales representatives shall not solicit individual employees or students during working hours or the school day unless prior written approval is granted by the superintendent.
2. As a general rule, students, school organizations, teachers and/or other school employees may not sell commercial products during the instructional school day.
3. Individuals and organizations must secure approval from the superintendent or designee prior to conducting collections or solicitations on school grounds.
4. Fliers and other materials that are to be distributed or displayed in conjunction with an approved collection or solicitation must be approved by the superintendent or designee based upon the criteria in Section C of policy 5210, Distribution and Display of Non-School Material, and/or policy 5240, Advertising in the Schools.

The board of education prohibits, for grades K-6, door-to-door fund raising by students in activities sponsored by the school, or by a school-related organization in which students would be selling items or soliciting contributions, pledges, orders, etc.

Excluded from this policy are board-approved student fees, PTA or booster organizations' approved projects, cafeteria operations and faculty and staff projects that do not involve students and are initiated by and for the members.

Legal References: G.S. 14-238, G.S. 115C-36, -47

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

Revised: September 10, 2015

USE OF EQUIPMENT, MATERIALS AND SUPPLIES

Policy Code:

6520

Equipment, materials and supplies are intended to further the board's goals as provided in board policy 6500, Goals of Equipment, Materials and Supplies Services. Any use that is inconsistent with these goals is not permitted. Equipment, materials and supplies are made available for use in schools, on school district property or at school-related events. The superintendent or building level supervisor shall establish procedures or rules for allowing individuals or organizations to take such items, especially those of significant value, off school premises.

Legal References: G.S. 115C-523, -524

Cross References: Technology in the Educational Program (policy 3220), Technology Responsible Use (policy 3225/4312/7320), Copyright Compliance (policy 3230/7330), Goals of Equipment, Materials and Supplies Services (policy 6500), Personal Use of Equipment, Materials and Supplies (policy 6521), Use of Equipment, Materials and Supplies by Non-School Groups (6522), Network Security (policy 6524)

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

Updated: November 12, 2015

Summer Learning Opportunities

2018



7 Day Summer Academy

June 14 -- June 22, 2018

- Grades 3-8 students Math EOG reteaching and retesting
- Grades 4-8 students ELA EOG reteaching and retesting
- Grades 5 & 8 students Science EOG reteaching and retesting
- Math 1 students reteaching and retesting
- Eng II students reteaching and retesting
- Biology students reteaching and retesting
- Transportation, breakfast and lunch will be provided



Contacts: Dr. Aaron Woody; Ms. Rhonda McHenry (Elementary); Dr. Julie Pack
(Secondary)

High School Credit Recovery

June 14- June 22, 2018

8:30-11:30

- High School students work to complete requirements needed for course credit
- Support from school staff to meet necessary goals
- Utilization of the program “APEX” to support learning

Contacts: Ms. Gayle Higgs; Dr. Julie Pack



R e a d T o A c h i e v e S u m m e r C a m p

Four Weeks: July 9 -- August 9

[Monday - Thursdays]

- Intensive summer reading camp for select first, second, and third grade students to strengthen and improve reading skills.
- Camps held at all elementary schools.
- Assistant Principals will be Camp Administrators.
- Transportation, breakfast, and lunch will be provided.
- Student Hours: 7:45-1:00

Contact: Dr. Aaron Woody



J u m p S t a r t

One Week: August 6 -- August 9, 2018



[Monday - Thursday] 8:00 - 1:00 at Balfour Elementary

- Jump start helps bridge the transition to kindergarten
- The program's purpose is to ensure every child's success in kindergarten through practice working in groups, following directions, center time, exploration, gym, art, media center, story time, etc.
- Provides social learning opportunities for our kids
- Students are included by invitation only
- Transportation, breakfast, and lunch provided

Contact: Ms. Holly White

Online and Dual Learning Opportunities

June 18 - August 10, 2018

- Online Classes through Asheboro High School Canvas and APEX created courses as well as North Carolina Virtual Public Schools (NCVPS)
- Dual Credit Course opportunities for students at Randolph Community College



Contact: Dr. Julie Pack

STEAM Camp

August 6 -- August 8, 2018
[Monday - Wednesday]



- Students: Current Grade 6-11
- Focus on hands-on, integrated learning experiences with science, technology, engineering, arts, and math
- Located at the Asheboro High Zoo School
- Utilizing the theme: ***“STEAM ROCKS”***
- Breakfast and lunch will be provided

Contact: Dr. Julie Pack



Piedmont Place and Coleridge Apartments Summer Academy

Piedmont Place: July 10th, 17th, 24th, and 31st

Coleridge: July 11th, 18th, 25th, and August 1st

- Summer feeding program for students
- Internet for students to use to take AR tests and utilize public library resources
- Activities for children
- Opportunity for service hours for AHS Students

Contact: Tena Lester



Summer College Tours

Contacts: Ms. Robin Harris; Ms. Vanessa Brooks

Students will be visiting college campuses this summer. They can sign up for the following tours:

- 7/11 NCATSU
- 7/11 UNCG
- 7/12 WSSU
- 7/18 NCCU
- 7/25 NCSU
- 7/26 UNC
- 8/1 UNCC



UNC CHARLOTTE



S u m m e r R e a d i n g

Throughout the district our schools are using the theme: “Reading Rocks” to challenge students to read over the summer. Each grade band has identified targets for the number of books students should read to reach recognition levels, and each school has developed incentives for achieving each level.

ACS has partnered with the Asheboro Public Library to provide incentives both during the summer and when students return to school in the Fall.





Questions?



READING ROCKS!

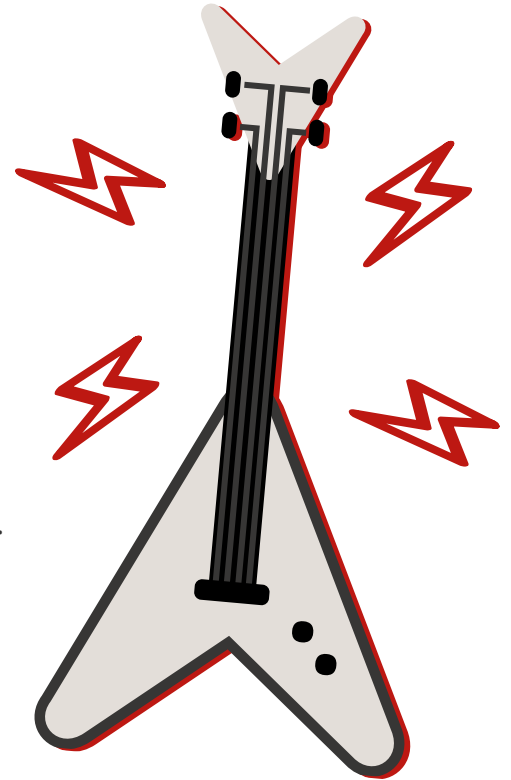
READ LIKE A ROCK STAR!

ACS Summer Reading Challenge: The Asheboro City Schools reading challenge runs from **June 9-August 24**. Earn Incentives based on the number of books or minutes read.

Elementary Schools: Read every day and record your minutes along with your book titles on your reading log sheet.

Middle and High Schools: Record the number of books read at bit.ly/readlikearockstar.

Asheboro Public Library: Visit the public library each week with your reading log to receive a reward. Earn raffle tickets for additional prizes.



Level	Elementary Total Minutes	Elementary Average Per Day	Middle and High Schools
Gold	Read 550 Minutes	10 Minutes Per Day	Read and log 2 books
Platinum	Read 1110 Minutes	20 Minutes Per Day	Read and log 3 books
Diamond	Read 1650 Minutes	30 Minutes Per Day	Read and log 4 books or more



Superintendent's Reading Challenge

Reading is one of the foundational building blocks for developing sharp cognitive skills. We know that by partnering with our students and their families, we can achieve the goal of reading 250,000 books over the summer and throughout the upcoming school year. With this challenge, we hope to increase and enhance the love of reading in our students.

-Dr. Terry W. Worrell



READING ROCKS!

READ LIKE A ROCK STAR!

Accelerated Reader (AR): The Accelerated Reader Program is a computerized program that enables students to select books on their reading level, read independently, and take an independent comprehension test on the computer. Our student goal is to understand what they read so the student scores 80% or higher for each book read. The program tracks their progress over the course of the school year. Students can check out books and complete AR quizzes during summer library hours at school or at the Asheboro Public Library.


Media Center Summer Hours:

Our media centers will be open on the following days and times from July 9 - August 8 for book checkout.

Cafeteria Hours:

Hours for lunch are 11:00 a.m. -12:00 p.m.
Lunch will be available at no charge at all elementary schools for students age 18 and under.

Balfour Elementary Wednesdays 10 am — 12 pm	Teachey Elementary Wednesdays 10 am — 12 pm
Lindley Park Elementary Wednesdays 10 am — 12 pm	North Asheboro Middle School Wednesdays 1 — 3 pm
Loflin Elementary Tuesdays *****	South Asheboro Middle School Wednesdays 1 — 3 pm
McCrary Elementary Thursdays 10 am — 12 pm	Asheboro High School Wednesdays 1 — 3 pm



Updates on English Language Arts and Mathematics Standards

Board of Education Presentation

June 14, 2018

Dr. Aaron Woody

Standards Update

Beginning in the 2018-2019 school year, North Carolina instructional standards will have changes in

- English Language Arts in grades K-12
- Mathematics in grades K-8 (grades 9-12 went into effect 2016-2017)

In preparation, the curriculum department along with key identified staff have attended regional and state informational sessions and webinars provided by NCDPI. Information has been communicated and distributed based on the timeline set by NCDPI.

Professional Development Support

- Content area sessions
- Enhanced focus within current meeting framework
- Access to information and digital resources
- Access to printed and bound “updated” copies of the standards for each ELA and Math Teacher in the district

English Language Arts Standard Course of Study

- “New Look”
- Standards have companions that help to clarify the standards and the vocabulary words teachers should focus on when using the standard
- Common definitions for vocabulary for each grade level
- Most of the changes occur within the writing standards
- Virtual Implementation Kit (VIK) provides teachers with a variety of resources including Writing Guides, Independent Sustained Reading Guides, Language Continuums, STandards Progressions and Parent Guides

Mathematics Standards Course of Study

- Written in a way that uses less technical language to make the expectation of the standard clearer
- Added bulleted points for clarity of defined expectations previously lost within paragraphs
- Support documents help teachers see the changes between the new and previous standards and clarify specific, vital vocabulary
- Instructional Frameworks are provided for each grade level K-8 that will align with the NC Check-In system
- Many changes are in the wording of the standard with minor changes occurring in moving concepts to another grade level
-

Implementation Planning and Next Steps for Asheboro City Schools

- 1) During district grade level meetings this school year, the curriculum and instruction team held informational sessions and discussion around the updates.
- 2) Asheboro City Schools teacher leaders participated in online trainings, webinars, and face-to-face trainings.
- 3) Standards booklets were printed and delivered by ACS Curriculum and Instruction Department the week of June 6. All Administrators, Instructional Facilitators, and Teachers have copies.
- 4) Professional development will be held over the summer and the first week teachers return for the 2018-19 school year.

Our Current Instructional Support Structures:

- Weekly CASA's (Collaboration Around Student Achievement)
- Academic Coaches Meeting Every Month
- Instructional Facilitators Meeting Each Month
- Grade Leveled Planning Sessions - Each Quarter
- "Lessons learned" with Our Highest Performing Teachers
- Resource Development (Mr. Woodyard and Academic Coaches)
- Professional Development (Catalogued and Accessible)
- Quarterly Data Meetings at Each School
- Thought Partners Assigned to Each School

Additional Work This Summer:

The Curriculum and Instruction Team are working to further develop targeted planning documents to further align teaching and learning best practices to “both” the ***updated standards*** and our ***Asheboro City Schools Strategic Plan***.

This includes:

- An updated and enhanced K-12 Writing Plan
- A deliberate and focused instructional framework for the district
- A review of data to chart clear professional development planning for the 2018-19 school year
- Continued work with resources and instructional approaches to “Dual Language”
- A targeted Asheboro City Schools “Equity Plan” for the 2018-19 school year.



QUESTIONS?



Learn
Create
Make

AMP
CAMP

Advanced Manufacturing
Pathways Camp

Catalyzing CTE Incentive
Funding Grant 2017-2018

Catalyzing CTE Incentive Funding Grant

The purpose of this grant program is to reward partnerships that are successfully implementing career pathways and can provide data that support positive outcomes from that implementation. Our grant application reflected high levels of collaboration, and to win the grant, partners were expected to collaborate to complete the application and budget.

Our grant was awarded the maximum amount: \$50,000 per LEA and \$25,000 to the Community College

The major action goals of the grant application included:

- Fund a shared position: Pathways Activity Coordinator
- Support Advanced Manufacturing Days (2 per year) and Health Sciences Day to expose students to local industries and RCC pathway program courses
- Return to industry experiences for Community College instructors in pathways
- Implement DefinedSTEM in six school (3 ACS/3 RCSS) for career-based STEM lessons)
- Fund a summer camp for Students and Teachers in Advanced Manufacturing



Advanced Manufacturing Pathways (AMP) Camp

June 18-21, 2018

- 20 Students from Asheboro City Schools and Randolph County School System
- 20 Teachers from ACS and RCSS
- 2 RCC instructors
- Supplies and materials for hands on projects
- Tours to area Advanced Manufacturing industries



The poster for AMP CAMP features a central image of a student wearing safety glasses and gloves, working on a project. A pink speech bubble in the top left corner says "Teacher Summer Camp!". The text "AMP CAMP Advanced Manufacturing Pathway Camp" is prominently displayed in the center. To the right, there are two sections: "What is AMP CAMP?" and "About AMP CAMP". Below these, "CAMP DETAILS" lists the dates (June 18-21, 2018), time (8 am to 3 pm), location (Randolph Community College), and fees (\$20 daily, \$120 total, with lunch not provided). A "JOIN US!!" section lists the benefits: LEARN, COLATE, HAVE, and SHARE. At the bottom, logos for Asheboro City Schools, Randolph County School System, and a logo with the number 2 are displayed. A small text at the bottom left says "Interested? Register at: <http://bit.ly/AMPCampTeachers>" and "SPACE IS LIMITED" is on the bottom right.

Teacher Summer Camp!

AMP CAMP
Advanced Manufacturing Pathway Camp

What is AMP CAMP?

AMP CAMP is a four-day adventure in Advanced Manufacturing designed to help students understand the career possibilities in this field and the excitement to be successful in these careers.

Randolph County has a thriving Advanced Manufacturing industry and students can have great careers with benefits and expertise in government, they can be leaders in the manufacturing sector. Come see what you can learn from these professionals. It's a wonderful manufacturing career.

About AMP CAMP

AMP CAMP participants will tour four area manufacturing industries. In addition, participants will spend time in the advanced manufacturing lab at Randolph Community College learning about manufacturing and career opportunities.

CAMP DETAILS

- June 18-21, 2018 (4 days)
- 8 am to 3 pm Daily
- Located at Randolph Community College
- Daily Shower provided (\$20)
- Lunch not provided

JOIN US!!

- LEARN
- COLATE
- HAVE
- SHARE

Interested? Register at: <http://bit.ly/AMPCampTeachers> SPACE IS LIMITED

Asheboro CITY SCHOOLS
Randolph County School System

2

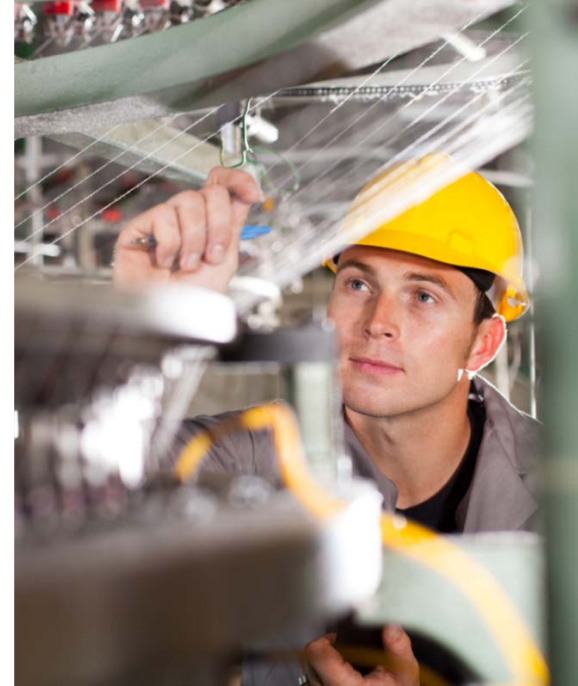
RANDOLPH
County School System

What is AMP Camp?

AMP CAMP is a four day adventure in Advanced Manufacturing designed to help teachers and students understand the careers available in the manufacturing sector and the skills needed to be successful in those careers.

Randolph County has a thriving Advanced Manufacturing industry, and students can have great careers with benefits and potential for growth when they leave our schools in the manufacturing sector.

AMP Camp will help teachers and students to be valuable spokespeople for manufacturing in our community.



Why AMP Camp?

- The need exists for increased opportunities for teachers to embed project-based, career aligned lessons into their content.
- Students will leave with a clear understanding of the variety and broad base of industry specialization and career opportunities in their own county and the necessary educational paths which lead to those careers.
- Teachers will leave with an increased understanding of the industry workforce and postsecondary opportunities while creating lesson plans to incorporate information and skills in their classrooms, again broadening the student exposure through this process.





A learning community of excellence!

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

An equal opportunity/affirmative action employer.

District Phone System Transition to Voice Over Internet Protocol (VOIP)

Needs Assessment

- The current Central Office phone system is over 25 years old
- Each school has a different phone system which was installed during the most recent renovation of that campus
- The Central Office system frequently drops calls and has a limited feature set
- CenturyLink technicians no longer have expertise to maintain/update system
- Current school phones and intercoms are stand-alone systems and have limited interoperability
- Current phone systems require frequent servicing and are expensive to upgrade/maintain

Current Action Steps

- Multiple vendors provided proposals for a district-wide integrated phone and intercom system
- We are currently working with True IP Solutions and conducting a trial deployment for Central Office Staff and principals to:
 - Validate the service quality capabilities of our current network
 - Discover any unknown issues with the new phones
 - Empower people with 21st century communication technologies and gather feedback from current users to help with training before deployment
- An expanded feature set includes:
 - “Unlimited” inbound/outbound calling with no long distance charges and flat rate billing
 - Call forwarding, conference calling, and voicemail for every user including classroom teachers
 - Direct phone-to-phone extension dialing across the district
 - Fully integrated building intercom systems with “all call” and “call in” capabilities
 - Virtual meeting rooms allowing a group of people to participate in a phone call by calling a dedicated number
 - A centralized web portal for district-wide phone, call, and user management

Timeline and Next Steps

- Our intent is to transfer our Central Office main number next week
- At the successful completion of our trial, we will work with True IP Solutions to design a district-wide implementation plan
- Current phone systems will remain in place until the new system is fully deployed at each location to avoid any break in service
- Based on projections, the implementation cost will be less than budgeted. Monthly cost will be comparable to current expenses
- At project completion, our goal is to have a reliable unified communication system consistent across all sites/schools
- This project aligns with Goal 4 of our Strategic Plan: Asheboro City Schools will have up-to-date business, technology, and communication systems to serve its students, families, and staff.

Asheboro City Schools Calendar 2018-2019 **ALT DRAFT**

July 2018						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July	
4	Holiday
August	
16	Optional Teacher Workday
17	Staff Reports
17, 20	Required Professional Dev.
21-24	Required Teacher Workdays
27	First Day for Students

September	
3	Holiday
October	
19	Last Day of First Quarter

November	
12	Holiday
21	Vacation / Annual Leave
22-23	Holiday

December	
21	Early Release
21	End of Second Quarter
24-26	Holiday
27-31	Vacation / Annual Leave

January	
1	Holiday
2	Vacation / Annual Leave
3	Optional Teacher Workday
4	Required Professional Dev.
21	Holiday

February	
18	Vacation / Annual Leave

March	
15	End of Third Quarter
18	Required Teacher Workdays

April	
15-18	Vacation / Annual Leave
19	Holiday

May	
27	Holiday
30	Early Release
30	End of Fourth Quarter
31	Required Teacher Workday

June	
3	Required Teacher Workday
4-12	Summer Academy

Holidays	
	Optional Teacher Workdays
	Required Teacher Workdays
	Vacation / Annual Leave
	Required Professional Development Workday
	Early Release
	Summer Academy

January						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Procedures for Closing School Due to Inclement Weather

- * In addition to posting information on closing on the official website for Asheboro City Schools **www.asheboro.k12.nc.us**, closing information will be released to the following news media and social media sites (Facebook and Twitter):

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

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

Makeup for Inclement Weather

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

Workdays
January 3, 4, 2019
March 18, 2019
May 31, 2019
June 3, 2019

Vacation/Annual Leave
November 21, 2018
December 27, 28, 31, 2018
January 2, 2019
February 18, 2019
April 15, 16, 17, 18, 2019

Saturdays
November 3, 10, 2018
January 5, 12, 19, 26 2019
February 23, 2019
June 1, 2019

Asheboro City Schools Calendar 2019-2020 **ALT DRAFT**

July 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

July	
4	Holiday
August	
15	Optional Teacher Workday
16	Staff Reports
16, 19	Required Professional Dev.
20-23	Required Teacher Workday
26	First Day for Students

September	
2	Holiday
October	
21	End of First Quarter
November	
11	Holiday
27	Optional Teacher Workday
28-29	Holiday

December	
20	Early Release
20	End of Second Quarter
23	Vacation / Annual Leave
24-26	Holiday
27, 30-31	Vacation / Annual Leave

January	
1	Holiday
2	Required Teacher Workday
3	Optional Teacher Workday
20	Holiday

February	
17	Vacation / Annual Leave

March	
13	End of Third Quarter
16	Required Teacher Workday

April	
10	Holiday
13-17	Vacation / Annual Leave

May	
25	Holiday
29	Early Release
29	End of Fourth Quarter

June	
1	Required Teacher Workday
2-10	Summer Academy

Holidays	
Optional Teacher Workdays	
Required Teacher Workdays	
Vacation / Annual Leave	
Required Professional Development Workday	
Early Release	
Summer Academy	

January 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Procedures for Closing School Due to Inclement Weather

- * In addition to posting information on closing on the official website for Asheboro City Schools **www.asheboro.k12.nc.us**, closing information will be released to the following news media and social media sites (Facebook and Twitter):

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

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

Makeup for Inclement Weather

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

Workdays
November 27, 2019
January 3, 2020
March 16, 2020

Vacation/Annual Leave
December 23, 27, 30, 31, 2019
February 17, 2020
April 13, 14, 15, 16, 17, 2020

Saturdays
November 2, 16, 2019
January 4, 11, 18, 25, 2020
February 22, 2020
June 6, 2020

**ARTICULATION AGREEMENT
BETWEEN
ASHEBORO CITY SCHOOLS AND
RANDOLPH COMMUNITY COLLEGE
2018-2019**

Articulation is a systematic, seamless student transition process from secondary to postsecondary education, which maximizes use of resources and minimizes content duplication. Articulated credit is credit that is granted in specific courses by Randolph Community College to students who have satisfactorily completed equivalent high school courses.

CRITERIA TO AWARD COLLEGE CREDIT

To receive articulated credit, students must enroll at Randolph Community College within two years of their high school graduation date and meet the following criteria:

- Final grade of **B** or higher in the course and
- A score of **93** or higher on the standardized CTE post-assessment; an industry credential recognized by RCC may be used in lieu of the CTE post-assessment

The student must inform the RCC registrar that he/she wishes to receive articulated college credit and must be enrolled the semester for which credit is granted.

High school students who enroll in a Career and College Promise pathway may earn articulated college credit as described in this agreement while enrolled in high school if the CTE articulated college credit is part of their Career and College Promise Pathway and they meet the articulation criteria.

PROCESS TO DOCUMENT CREDIT

The official high school transcript and all official standardized CTE post-assessment scores will be required to verify that the criteria to award credit for articulated course work has been met. Where indicated, students will submit supporting documentation to Randolph Community College.

Randolph Community College officials will have responsibility for verifying eligibility and acceptance of the articulated course or courses on the high school transcript for college credit.

EVALUATION

This agreement will be evaluated annually.

This is to certify that this articulation agreement has been developed in accordance with the "North Carolina High School-to-Community College Articulation Agreement" and will be carried out according to the terms of the agreement.

This Articulated Credit Agreement between Asheboro City Schools and Randolph Community College will become effective for students who enroll at Randolph Community College beginning with the fall semester.

Signature of Superintendent, Asheboro City Schools

Date

Signature of Board Chairman, Asheboro City Schools

Date

Signature of President, Randolph Community College

Date

Signature of Board of Trustees Chairman, Randolph Community College Date

ARTICULATED COURSES
Asheboro City Schools and Randolph Community College
2018-2019

Courses Articulated by the NC High School to Community College Articulation Agreement - Effective - July 1, 2012

Students completing the following courses at Asheboro High School and who meet the requirements of this document will receive credit as indicated.

<u>Asheboro High School Course</u>	<u>Randolph Community College</u>	<u>College Credits</u>
---	--	-------------------------------

BUSINESS & INFORMATION TECHNOLOGY / BUSINESS EDUCATION

BM102 Microsoft Word & Power Point	OST 136 Word Processing	3
BD102 Multimedia and Webpage Design	WEB 110 Internet/Web Fundamentals	3

FAMILY & CONSUMER SCIENCE / EARLY CHILDHOOD EDUCATION

FE112 Early Childhood Education I AND		
FE122 Early Childhood Education II	EDU 119 Intro to Early Childhood Education	4

HEALTH OCCUPATIONS / HEALTH SCIENCES

HU102 Health Sciences I	MED 121 Medical Terminology I AND	3
	MED 122 Medical Terminology II	3
HN432 Nursing Fundamentals	NAS 101 Nursing Assistant I	6

MARKETING EDUCATION / ENTREPRENEURSHIP

MM512 Marketing I	MKT 120 Principles of Marketing	3
-------------------	---------------------------------	---

COMMITMENT TO ACCOMPLISHMENT

Asheboro's graduates are guaranteed!

Resolution

June 14, 2018

WHEREAS, the Asheboro City Schools' mission is to provide quality learning opportunities for all students in a safe and inviting environment so that our students can become successful lifelong learners and responsible, productive citizens, and

WHEREAS, the Asheboro City Schools are committed to preparing our graduates for the future, and

WHEREAS, the Asheboro City Schools are committed to preparing our graduates to successfully pursue post-secondary education or enter the workforce in Randolph County with the skills necessary to satisfactorily perform their job,

NOW, THEREFORE, BE IT RESOLVED the Asheboro City Board of Education hereby offers this guarantee to Randolph County employers until June 1, 2019:

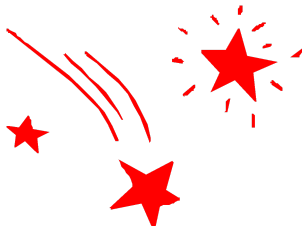
If you hire a 2018 graduate of Asheboro High School and find that he or she lacks the basic skills in reading or mathematics needed to learn and perform satisfactorily on the job, we will take that graduate back.

If you are not satisfied with one of our 2018 graduates' basic skills in reading or mathematics, please call the superintendent at (336) 625-5104. The graduate will be contacted and offered free additional coursework.

Terry W. Worrell, Ed.D.
Superintendent

Kyle Lamb
Board of Education, Chair





Points of Pride Update

June 14, 2018

State Champion

Kalynn McNair won the Girls Triple Jump at the Track and Field State Championship held at North Carolina A&T. This is the second year in a row Ms. McNair has placed 1st in this event.

AHS Athletic Awards

- Miss Blue Comet - Madison Priest
- Mr. Blue Comet - Austin Curry
- Lee J. Stone Sportsmanship Award - Kalynn McNair and Isaiah Ridley
- 21 student athletes signed letters of intent play collegiate-level athletics

AHS Students Earn Honors

- Three AHS students medaled at the State DECA Competition.
- Arvin Singh won first place in the high school division of the NC State Math Fair. Rolando Hernandez and Jeannette Graham won second place.

Class of 2018 Scholarships

- ACS Education Foundation awarded 27 scholarships to AHS seniors for a total of \$26,250.
- AHS seniors have earned \$7,006,010 in scholarships.

SAMS Teams Place 2nd and 3rd in NC State Personal Finance Challenge

Out of 250 teams across the state, SAMS teams met the online Personal Finance Challenge and placed 2nd and 3rd in the state. Congratulations to the following SAMS students: 2nd place team: Katherine Botchway, Sara Cornelison, Evie Surratt, and Fionna Wolfe Roberts; and 3rd place team: Sam Elkins, Josue Escalante, Thalya Letterlough, and Luke Payne.

Benhart Earns Award

Suzanne Benhart, AHS Band Teacher, was named the 2018 recipient of the "Award of Excellence" from the Central District Bandmasters Association.

Calendar of Upcoming Events				
Thursday - Friday	June 14-22	ACS Summer Academy (5 days instruction, 2 days testing)	8:00-12 p.m.	SAMS and GBT
Friday -Saturday	June 15-16	Russell E. Murphy Sr. Football Camp	9 a.m. - 12:30 p.m.	Russell Murphy, Sr. Field - corner of Watkins and Brewer Streets
Sunday	17-Jun	Rev. Ana Morrison Retirement Reception	12-2 p.m.	Mission Adonai, 819 Woodcrest St., Asheboro
Monday - Thursday	June 18-21	AMP Camp (Manufacturing Summer Camp) (7th & 8th Grade Students)	9 a.m. - 3 p.m.	RCC
Monday - Thursday	June 18-21	AMP Camp for Teachers	9 a.m. - 3 p.m.	RCC
Monday	18-Jun	Randolph County Commissioners - Budget Adoption	6 p.m.	Randolph County Courthouse
Wednesday	20-Jun	World Wide Web Threats to Children - NC Dept. of Justice speaker Hugh Harris	6 p.m.	Central UMC - Family Life Center
	22-Jun	Summer Hours Begin - run through 8-13-18		
Monday - Thursday	June 25-28	SWAT Team (Asheboro Police & others) Training	8 a.m. - 5 p.m.	AHS
2018-2019 School Year				
Monday - Tuesday	July 9 - Aug. 14	College Tours (A&T, NC Central, NC State, UNC, UNCG, WSSU)		
Monday - Thursday	July 9-12	Read to Achieve Camp	7:45 a.m. - 12 p.m.	
Tuesday	10-Jul	Piedmont Place Apartment Summer Camp	10:30 a.m. - 12 p.m.	
Wednesday	11-Jul	Coleridge Apartment Summer Camp	10:30 a.m. - 12 p.m.	
Monday - Thursday	July 16-19	Read to Achieve Camp	7:45 a.m. - 12 p.m.	
Monday - Friday	July 16 - 20	Teacher Internship Program (Partnership with Chamber of Commerce)		
Tuesday	17-Jul	Piedmont Place Apartment Summer Camp	10:30 a.m. - 12 p.m.	
Wednesday	18-Jul	Coleridge Apartment Summer Camp	10:30 a.m. - 12 p.m.	
Thursday	19-Jul	Board of Education Meeting/Summer BOE Retreat	Retreat 5:30 / Meeting 7:30	PDC
Monday - Thursday	July 23-26	Read to Achieve Camp	7:45 a.m. - 12 p.m.	
Monday - Wednesday	July 23-25	AHS Marching Percussion Camp	12 - 5 p.m.	
Tuesday	24-Jul	Piedmont Place Apartment Summer Camp	10:30 a.m. - 12 p.m.	
Wednesday	25-Jul	Coleridge Apartment Summer Camp	10:30 a.m. - 12 p.m.	
Monday - Friday	July 30 - Aug. 3	AHS Band Camp	10 a.m. - 5 p.m.	AHS/SAMS
Monday - Thursday	July 30 - August 2	Read to Achieve Camp	7:45 a.m. - 12 p.m.	



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.

2017-2018

- Elementary pacing guides have been revised to align to rigorous curricular material. A committee of elementary teachers is 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 Resources 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.

2017-2018

- NCStar documents have been provided to schools as support for CIP process and CASA discussions.
- Comprehensive Needs Assessment activities and discussion took place during Administrative Leadership Team meeting to guide school improvement planning.

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.

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.
- Central office staff are providing feedback on continuous improvement to schools through the NC STAR platform.

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.

2017-2018

- The district has decided to use the ELEOT tool as our observation tool. Walk-throughs are continuing 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.
- ESL teachers engaged in 'Train the Trainer' for strategies professional development in order to enhance data analysis, collaboration, and instruction for all students.

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.

2017-2018

- Asheboro City Schools was one of 15 school districts awarded the Coding and Mobile App grant from NCDPI. The amount 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.
 - High school ESL teachers modeled transforming instruction for English Learners through technology during a monthly staff meeting by utilizing Quizizz, Quizlet, Tarsia, iSpring, StudyStack, Socrative, and Office 365 tools.
 - Elementary Teachers use Zearn Math for small groups to enhance the Engage NY math curriculum.
- 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 REAL² 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.

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 are utilizing an online curriculum resource (HMH Online) to enhance instruction and learning and improve achievement in Math 1 classes.
- Students will be taking online classes Summer 2018 through classes facilitated and supported by Asheboro City Schools teachers.
- New Chromebooks were provided to 6th & 7th grade classrooms to replace aging laptops.
- Student Chromebooks are being refreshed at AHS.

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.

- High school ESL teachers conduct parent meetings at each middle school to discuss curricular and environmental expectations as well as opportunities.
- Each year, Asheboro City Schools collaborates with area early childhood centers and community agencies to publicize kindergarten orientation and registration activities.

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.

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.
- Seven of the students who participated in the Apprenticeship Randolph Orientation Week were selected to become Pre-Apprentices for the Summer of 2018. They will be working at their prospective industry and taking two classes at RCC.

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.

- 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.

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.
- The Curriculum Department has formed a K-12 writing team to focus on writing in the district and develop a writing plan for all grade levels.

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.

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.
- Invitations for the 2018 Summer Academy and Read-to-Achieve camps are being generated and shared with families as assessment data is available.

c) Provide high quality, evidenced-based interventions for students. Develop interventions based on assessment 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.

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 28th. 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.

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.
- On May 22, Asheboro High School held a Community Engagement Night to showcase students integrated works of study through community service and 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.

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 5 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 2 hour training session on 2/21 to support on-line PD through canvas and the readiness cohort participated in a 2 hour PD on 2/8 to support on-line PD through canvas to help both teams access PD 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 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.
- The district Equity Team has developed a long-term action plan with activities to ensure equity and access for all students. Specifically, the team will focus on utilizing data to

engage in problem solving around issues of disproportionality and equitable access and success.

- The Secondary MTSS Readiness Cohort session in May focused on utilizing time effectively and efficiently in scheduling by completing readings from the book, *It's About Time: Planning Interventions and Extensions in Secondary* by Anthology and Mike Mattos

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 22nd 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 22nd 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 on-going 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.

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 5 elementary schools have received coaching sessions on using Aimsweb data. Additional support is planned to continue partnering with IFs to support on-going 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.

2017-2018

- Career & 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.
- 100% of the Nursing Fundamental Students passed the Certified Nursing Assistant Exam in June 2018. Congratulations to Ms. Morton and her class of CNA students!

- 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.

2017-2018

- In 2018, the first cohort of Early College Academy students completed their first year of high school. In the fall of 2018, thirty-two Cohort 1 students will begin RCC dual credit classes in progress towards their associate degree.
- In the spring of 2018, twenty-five 8th graders became cohort 2 of the Early College Academy, and most of those students will take an online class with Asheboro High School this summer.

- 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 8th 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 8th

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 10th Graders will participate in Advanced Manufacturing Day to expose them to potential careers and postsecondary options in the manufacturing industry.
- On March 28, 2018, 8th graders will participate in Health Sciences Day at Randolph Community College to expose them to potential careers and postsecondary options in the healthcare industry.
- On April 10, 2018, a press conference was held at Randolph Community College to announce the release of the Agriculture Pathway information from the third round of Pathway strategic planning meetings. Dr. Shackelford, Dr. Gainey, and Dr. Worrell spoke about the importance of the agriculture pathway for the community and the students of Randolph County and Asheboro City Schools.

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.

2017-2018

- On December 4, 2017 Asheboro City Schools kicked off computer science week with a district Hour of Code event in 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 24 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.

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.
- Secondary School Counselors are working with students to encourage participation in Credit by Demonstrated Mastery over the summer. Forty-nine students have currently signed up to attempt Credit by Demonstrated during the summer of 2018.

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 & 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.

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.

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. Eleven students successfully completed the CDM process, earning credits in Chinese 1, Spanish 1, Spanish 2, Spanish 3, and World History.
- Forty-nine students have applied to participate in Credit by Demonstrated Mastery during the 2018 summer.

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.

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.

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.

2017-2018

- To date, we have 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 PD 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.

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.

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.

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.

We held our Teacher of the Year Banquet on May 8, 2018. Mrs. Molly Lyons from Asheboro High School is our 2018-2019 Teacher of the Year.

We provided lunch for each faculty and staff member during Teacher Appreciation Week. At the end of each grading period we provided a light breakfast for each faculty and staff member.

Cohort 8 of our Teacher Leadership Academy attended sessions throughout the school year.

The Teacher Leadership Academy's culminating activity will be held at the North Carolina Center for the Advancement of Teaching at Ocracoke, North Carolina from July 30th through August 3rd. The focus of the sessions will be understanding "My Leadership Potential" and John Maxwell's *Five Levels of Leadership*.

- considering adding a "Perfect Attendance" award at each school; criteria TBD

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.

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.

We are waiting for feedback from the Request for Proposal submitted by the North Carolina Department of Public Instruction

- b) Document current telecommunication capabilities and needs.

We had several communication systems throughout our school district. In the Spring of 2018, we began using a voice over internet protocol system at the district office and each principal's office.

- c) Develop implementation plan and budget for updated communications system.

We are budgeted to install updated Voice Over Internet Protocol telephones and intercoms during the Summer of 2018.

- 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.

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.

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.

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. Mearz 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.

2017-2018

- Grade 5 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 4, 5, & 6 in Mathematics and grade 5, 6, and 7 in Reading/English Language Arts for the 2017-2018 school year.
- Central office representatives met with teachers, IFs, 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.

- The third round of school benchmark assessments and NC Check-in Assessments were administered in March. Central office staff were available to meet with teachers to discuss student performance and areas for improvement.
 - A comprehensive benchmark was administered in Reading/English Language Arts (grades 3-8), Math (grades 3-8), and Science (grades 5 and 8) to simulate the EOG assessment. Data was available for analysis through SchoolNet.
 - Benchmark assessments were made available for the EOC courses at all secondary schools.
- 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.

2017-2018

●

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.

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 - 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.

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 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.

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 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.
 - Examine ways to reach out to our homeschool families.
- 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.

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.

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.

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.

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.
- Due to changes in local mental health providers, an additional mental health agency was added to the district approved service provider list to ensure student access to mental health services.
- A vacant internal mental health provider position has been developed and posted with the goal of providing a continuum of mental health services to students.

- 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.

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.
- District-wide threat assessment and risk assessment documents and procedures have been developed to ensure school and student safety. Documents are in draft status and will be approved over the summer. Professional development will take place by August to support implementation in the 18/19 school year.

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.

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.

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.

2017-2018

●

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.

2017-2018

- Our counselors, nurses, and social workers attended Mental Health First Aid Training. All of our principals and assistant principals will attend the Mental Health First Aid Training on June 25, 2018.

**Asheboro City Board of Education
2018-2019 Meeting Dates**

July	19	Board and Summer Retreat
August	16	
September	13	
October	11	
October	17-19	NCSBA Law Conference
November	8	
December	13	
January	10	Board Appreciation Reception preceding
February	21	Commissioners Meeting preceding
March	14	Budget Workshop preceding
March 30-April 1		NSBA Annual Conference
April	11	Budget Adoption Meeting preceding
May	9	
June	13	