

ASHEBORO CITY BOARD OF EDUCATION

June 13, 2019

7:30 p.m.

North Asheboro Middle School Theater

6:00 p.m. – Policy Committee Meeting

6:45 p.m. – Finance Committee Meeting

I. Opening

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

II. Special Recognition and Presentations

- A. Community Spotlight – Communities in Schools – Ms. Leigh Anna Marbert
- B. Board Spotlight – Dual Language Immersion Program – Mr. Chris Tuft, Principal of Balfour Elementary School
- C. Recognition of the 2019 Instructional Assistant of the Year – Dr. Aaron Woody
- D. Recognition of the 2019 Classified Employee of the Year – Dr. Aaron Woody
- E. Recognition of the 2018-2019 Outstanding Elementary Mathematics Teacher of the Year – Mr. Jordi Roman
- F. Recognition of the 2019 North Carolina Educational Office Professional of the Year – Dr. Terry Worrell
- G. Recognition of the South Asheboro Middle School State Science Fair Winner – Dr. Aaron Woody

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 9, 2019
- B. Policies Recommended for Approval
 - Policy 1510/4200/7270 - School Safety
 - Policy 1720/4015/7225 - Discrimination, Harassment, and Bullying Complaint Procedure
 - Policy 1800 - Governing Principle - Stewardship of Resources
 - Policy 3470/4305 - Alternative Learning Programs/Schools
 - Policy 4316 - Student Dress Code
 - Policy 4333 - Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety
 - Policy 6220 - Operation of School Nutrition Services
 - Policy 6401/9100 - Ethics and the Purchasing Function
 - Policy 6421 - Preaudit and Disbursement Certifications
 - Policy 8305 - Federal Grant Administration
 - Policy 8510 - School Finance Officer
- C. Personnel
- D. 2019 – 2022 Asheboro City Schools Academically/Intellectually Gifted Plan
- E. Application for Career and Technical Education (CTE) State and Federal Funding for 2019-2020
- F. Sodexo (Summer Food Service Program) Contract Amendment effective 6-10-19
- G. 2019-2020 Milk and Dairy Contract
- H. 2019-2020 Interim Budget
- I. Asheboro High School AFJROTC Overnight Fieldtrip; June 16-21, 2019; Fayetteville, NC
- J. Budget Amendment F-05

- K. Budget Amendment S-04
- L. 2019-2020 Catalyzing CTE Through Enhanced Career Pathways Incentive Grant Memorandum of Understanding

V. Information, Reports, and Recommendations

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

- Policy 1710/4021/7230 – Prohibition Against Discrimination, Harassment, and Bullying
- Policy 2330 – Board Meeting Agenda
- Policy 3101 – Dual Enrollment
- Policy 4240/7312 – Child Abuse – Reports and Investigations
- Policy 4700 – Student Records

*B. Articulation Agreement between Asheboro City Schools and Randolph Community College – Ms. Sarah Beth Robbins

VI. Action Items

*A. Recommendation for Interim Superintendent – Chairman Gidget Kidd

VII. Swearing In Ceremony

A. Swearing in of Interim Superintendent – Dr. Terry Worrell

VIII. Superintendent’s Report / Calendar of Events

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

IX. Board Operations – Chairman Gidget Kidd

A. Upcoming Events:

- July 11th - Asheboro City Board of Education Meeting - ECDC
- August 16th - Teachers and 10-month staff return to school
- August 26th - Students return to school

B. 2019-2020 Board of Education Meeting Dates

X. Closed Session

Under NC General Statute 143-318.11.A1, to prevent disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States, or not considered a public record within the Meaning of Chapter 132 of the General Statutes, the board will enter closed session to discuss personnel items.

XI. Adjournment

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

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

ASHEBORO CITY BOARD OF EDUCATION

June 13, 2019

7:30 p.m.

North Asheboro Middle School Theater

Agenda Addendum

6:00 p.m. – Policy Committee Meeting

6:45 p.m. – Finance Committee Meeting

I. Opening

II. Special Recognition and Presentations

III. Public Comments

IV. *Consent Agenda

C. Personnel Addendum (added)

M. Budget Transfer Report (added)

N. 2019-2020 Food Service Management Contract (added)

O. Bank Signature Card for Child Nutrition (added)

P. Bank Signature Card NC Department of State Treasurer (added)

Q. Bank Signature Card Wells Fargo (added)

V. Information, Reports, and Recommendations

VI. Action Items

B. Smith Sinnett Contract for Phase III (Asheboro High School Renovation) – Ms. Sandra Spivey (added)

VII. Swearing In Ceremony

VIII. Superintendent's Report / Calendar of Events

IX. Board Operations – Chairman Gidget Kidd

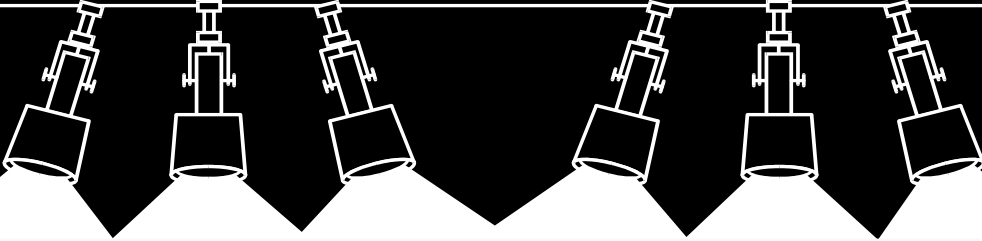
X. Closed Session

XI. Adjournment

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June 13, 2019



Community Partner Spotlight:

The Community Partner Spotlight for June is Communities in Schools. Mrs. Paula Owens will join us to accept the award on behalf of CIS of Randolph County.

Board Spotlight:

Mr. Chris Tuft, principal of Balfour Elementary School, will share information about the school's Dual Language Immersion program.

2019 Instructional Assistant of the Year:

Dr. Aaron Woody will introduce the 2019 Instructional Assistant of the Year.

2019 Classified Employee of the Year:

Dr. Aaron Woody will introduce the 2019 Classified Employee of the Year.

2018-19 Outstanding Elementary Mathematics Teacher of the Year:

Mr. Jordi Roman will recognize Ms. Melissa McKeown, the 2018-19 Outstanding Elementary Mathematics Teacher of the Year.

2019 NC Educational Office Professional of the Year:

Dr. Terry Worrell will recognize Ms. Faye McLeod, the 2019 North Carolina Educational Office Professional of the Year.

SAMS Student Earns Top Honors at the State Science Fair

Brandon Todd competed in the state science and engineering fair and won second place in the Technology Category. This placement qualifies him for the national competition.

**Asheboro City Board of Education
North Asheboro Middle School Theatre
May 9, 2019**

Policy Committee

Staff members present:

Dr. Terry Worrell
Dr. Drew Maerz

Dr. Aaron Woody
Carla Freemyer

D.R. Cash

Board members present:

Gidget Kidd
Dr. Beth Knott
Gwen Williams

Phillip Cheek
Ryan Patton

Joyce Harrington
Michael Smith

Mrs. Kidd called the meeting to order at 6:02 p.m. and referred to Dr. Maerz who began review of the agenda.

- Policy 1710/4021/7230 – Prohibition Against Discrimination, Harassment, and Bullying
 - Added sexual orientation and gender identity to the list of prohibited discriminations throughout the policy
 - Other technical terminology updates
- Policy 2330 – Board Meeting Agenda
 - Added statement regarding agenda additions by board members and notification window
 - Section added stating that the first order of business at board meetings will be the adoption of the proposed agenda
- Policy 3101 – Dual Enrollment
 - Updated terminology throughout policy
 - Updates the description of the Career and College Promise program to align with current program standards
- Policy 4240/7312 – Child Abuse – Reports and Investigations
 - Updates the procedure for reporting suspected child abuse, neglect, dependency, or maltreatment to reflect recent changes to the definition of “abused juvenile” and “neglected juvenile”
 - Creates separate reporting structures based on the source of the abuse
 - Sets forth consequences for failure to report under both reporting schemes
 - Broadens language used in Sections C and D to make references applicable to reports to both the county welfare agency and DCDEE
 - Updated legal references
- Policy 4700 – Student Records
 - Adds the definition of “student/education records” to the first paragraph
 - New section added to address video and audio recordings and photographs in compliance with recent federal guidance
 - Minor terminology updates throughout policy

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

With no further business, the meeting was adjourned at 6:34 p.m.

Finance Committee

The Finance Committee convened at 6:50 p.m. in the North Asheboro Middle School Theater. The following board members were present:

Gidget Kidd
Phillip Cheek

Gus Agudelo
Linda Cranford

Joyce Harrington
Ryan Patton

Staff members present were:

Dr. Terry Worrell

Sandra Spivey

Ms. Spivey reviewed the budget amendment included under the consent agenda. CO-4 is to appropriate Fund Balance to replace the chiller at Charles W. McCrary. This chiller replacement is scheduled in year five of the 10-year plan and was projected to be completed in the 2019-2020 school year. The chiller is failing and needs to be replaced now.

Ms. Spivey reviewed the revised 2019-2020 Budget Request. The County notified us of the final estimate in the revenue neutral tax rate. The budget request has been revised to keep the Asheboro City Schools supplemental tax rate at the .1439 revenue neutral tax rate.

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

Board of Education

Board members attending:

Gidget Kidd, Chair
Linda Cranford
Ryan Patton
Scott Eggleston, Attorney

Phillip Cheek, Vice Chair
Joyce Harrington
Michael Smith

Gustavo Agudelo
Dr. Beth Knott
Gwen Williams

Staff members attending:

Dr. Terry Worrell, Superintendent
Dr. Cayce Favasuli
D.R. Cash
Mike Mize
Lee Clark

Dr. Aaron Woody
Sandra Spivey
Carla Freemyer
Jordi Roman
Leigh Anna Marbert

Dr. Drew Maerz
Robin Harris
Ed Keller
Anthony Woodyard

Opening

Chairman Kidd called the meeting to order at 7:27 p.m. and welcomed all in attendance.

Chairman Kidd opened the meeting with a moment of silence, followed by Isaac Diaz, Asheboro High School senior, leading the Pledge of Allegiance.

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

agenda.

Public Comments

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

Special Recognitions and Presentations

Community Partner Spotlight:

Leigh Anna Marbert, public information officer, recognized the Asheboro High School Athletic Booster Club. The Booster Club ensures concession stand coverage for each AHS athletic event and this year’s members hosted the first ever Bargain Bonanza this spring. The Booster Club functions as an essential piece of the puzzle in operations at Asheboro High School.

Board Spotlight:

Dr. Penny Crooks, principal of Asheboro High School, presented the Board Spotlight which featured the tremendous work taking place in the school’s media center thanks to the leadership of Ms. Laura Holland and Ms. Mary Luck. Ms. Holland’s presentation showed how the media center is now a multipurpose learning environment for all students.

Consent Agenda

Upon motion by Mr. Agudelo, seconded by Dr. Knott, the following items under the Consent Agenda were approved. NOTE: Board member Ryan Patton recused himself from the vote due to his spouse’s inclusion under Personnel.

A. Board of Education Minutes – April 11, 2019

B. Policies approved:

- Policy 6420 – Contracts With The Board
- Policy 6425 – Continuing Contracts
- Policy 6450 – Purchase of Services
- Policy 8210 – Grants and Funding for Special Projects
- Policy 8220 – Gifts and Bequests
- Policy 8300 – Fiscal Management Standards
- Policy 8325 – Daily Deposits

C. Personnel:

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

LAST	FIRST	SCHOOL	SUBJECT
Aguero	Veronica	AHS	Spanish
Balota Moore	Alina-Paula	AHS	Exceptional Children
Bates	Julie	AHS	Exceptional Children
Baxter	Brooke	AHS	English
Blakely	Erica	AHS	Health Science
Carrouth	Andrew	AHS	Social Studies
Davis	John	AHS	JROTC
Dunn	Tina	AHS	Exceptional Children
Frazer	Joy	AHS	Art
Gallagher	Lindsey	AHS	Chorus

Garner	Tony	AHS	Advanced Manufacturing
Gillespie	Richard	AHS	Physical Education/Health
Hayes	David	AHS	Physical Education/Health
Hinson	Charles	AHS	Spanish
Mitchell	Melissa	AHS	Math
Perez-Cortez	Mireida	AHS	Math
Phelps	Karla	AHS	English
Phelps	Kary	AHS	Exceptional Children
Smith	Michael	AHS	Math
Walker	Amber	AHS	School Counselor
Weeks	Norman	AHS	Social Studies
Westmoreland	Jessica	AHS	English
Williams	Joseph	AHS	Math
Allmon	Terry	BAL	Exceptional Children (part-time)
Beard	John	BAL	School Counselor
Lyons-Lehman	Megan	BAL	Media
McKeown	Melissa	BAL	Academically Gifted
Palacio Cortes	Maria	BAL	Kindergarten Dual Language
Price	Calin	BAL	5th Grade
Vickrey	Lauren	BAL	Speech
Wilson	Shameeka	BAL	Exceptional Children
Wodecki	Cassandra	BAL	5th Grade
Cash	Suzanne	CO	Mental Health Specialist
Favasuli	James	CO	School Psychologist (part-time)
Horton	Ray	CO	EC Lead Program Specialist
Johnson	Pamela	CO	EC Program Specialist (part-time)
Sula	Teresa	CO	EC Program Specialist
Bradshaw	Emily	CWM	Instructional Facilitator
Goad	Zara	CWM	Exceptional Children
Harger	Michelle	CWM	5th Grade
Smith	Kristen	CWM	Kindergarten
Walls	Kimberly	CWM	Exceptional Children
Baker	Robbin	DLL	Art
Carr	Heather	DLL	3rd Grade
Gordy	Ryan	DLL	3rd Grade
Holloway	Caitlin	DLL	2nd Grade
Hunt	Ashley	DLL	2nd Grade
Martinez	Esmeralda	DLL	Kindergarten
Parry	Elizabeth	DLL	4th Grade
Swails	Elizabeth	DLL	3rd Grade
Teague	Brittany	DLL	4th Grade
Durgo	Rebekah	GBT	Kindergarten
Hager	Stephanie	GBT	1st Grade
Hughes	James (Caleb)	GBT	Exceptional Children/TC

Hughes	Jamie	GBT	2nd Grade
Rush	Laurel	GBT	1st Grade
Scoggins	Mary	GBT	Speech
Shue	Angela	GBT	2nd Grade
Smith	Carey	GBT	1st Grade
Smith	Leah	GBT	5th Grade
Vanderwal	Chasity	GBT	4th Grade
Wood	Stephanie	GBT	3rd Grade
Banty	Elizabeth	LP	4th Grade
Cook	Kathryn	LP	5th Grade
Friedman	Nikki	LP	Exceptional Children
Ospitia Cifuentes	Lady	LP	Kindergarten Dual Language
Taylor	Tara	LP	Academically Gifted
Towery (Bingham)	Mari	LP	4th Grade
Callahan	Mattison	NAMS	Math/Social Studies
Columbia	Lori	NAMS	Instructional Facilitator
Davis	Catherine	NAMS	Language Arts
Gary	Sheffield	NAMS	Science/Math
Hopkins	Steven	NAMS	Art
Keller	Emily	NAMS	Science
Kidd	Matthew	NAMS	Agri-Science/Bio-Technology
Lardiere	Daniele	NAMS	Language Arts
Longerbeam	Janet	NAMS	Band
McKinnon	Leslie	NAMS	Exceptional Children
Patrick	Leighann	NAMS	Exceptional Children
Rouse	Ra'tasha	NAMS	Science
Altadonna	Robert	SAMS	Science
Campbell	Taylor	SAMS	Agri-Science
Carr	Sean	SAMS	Math
Garcia	Beatriz	SAMS	Spanish
Holmes	Jeremy	SAMS	Language Arts/Social Studies
Kiser	Bridgette	SAMS	Math
Mosby	Candace	SAMS	Science
Neff	Margeaux	SAMS	Social Studies
Norton	Patricia	SAMS	Exceptional Children
Oliver	Cathy	SAMS	Business
Roberto	Ashlyn	SAMS	Exceptional Children
Ruiz	Janneth	SAMS	Science
Spivey	Jill	SAMS	Math
Tucker	Lakisha	SAMS	Exceptional Children
Vamospercsi	Stephen	SAMS	Math

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

LAST	FIRST	SCHOOL	SUBJECT
Andrews	Christopher	AHS	Social Studies
Carrouth	Megan	AHS	English
Edwards	Matthew	AHS	English as a Second Language
Robbins	William	AHS	School Counselor
Winsley	Nicole	AHS	English
Dawalt	Keisha	BAL	Instructional Facilitator
Stone	Leslie	BAL	1st Grade
Watson	Elizabeth	BAL	3rd Grade
Carranza	Javier	CWM	4th Grade
Jackson	Beverly	CWM	Reading Specialist
Runyon	Martha	CWM	Exceptional Children
Ward	Vickie	CWM	3rd Grade
Boozer	Laura	DLL	Speech
Walter	Shea	DLL	Exceptional Children
Little	Tracy	ECDC	Exceptional Children
Kiser	Kaitlyn	GBT	4th Grade
Patton	Kelly	GBT	Academically Gifted
Sargent	Tressie	GBT	4th Grade
Arnold	Lindsay	LP	Kindergarten
Bardou	Katie	LP	Art
Casbarro	Samantha	LP	2nd Grade
Fesperman	Candice	LP	3rd Grade
O'Neal	Andrea	LP	Speech
Parrish	Melanie	LP	Music
Smith	Leslie	LP	5th Grade
Steele	Frank	NAMS	Exceptional Children
Hoogkamp	Brett	SAMS	Physical Educaton
Thompson	Kelly	SAMS	Health Science/Bio-Technology
Tufts	Elizabeth	SAMS	Exceptional Children

C. Appointments

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Ambuehl	Staci	CWM	Speech Language Pathologist	8/14/2019
Diaz	Jennifer	CO	Substitute/\$80 per day	4/1/2019
Machado	Maria	CO	Bus Driver	5/6/2019
Sharp	Allison	CO	Substitute/\$80 per day	5/7/2019
Hutton	Carly	NAMS	Chorus	8/14/2019
Moncayo	Cynthia	NAMS	Math	8/14/2019

D. RESIGNATIONS/RETIREMENTS/SEPARATIONS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Byrum	Ellen	AHS	Business/Marketing	6/11/2019
Carson	Tammy	ECDC	Instructonal Assistant	6/11/2019

Richardson	Meredith	CWM	Art	6/11/2019
Spinks	James	CO	Assistant Bus Coordinator/Montior	4/26/2019
Stephens	Georgia	NAMS	Chorus	*4/19/2019

F. TRANSFERS

Wysong	Brandon	TBD to DLL	Grade level TBD	8/8/2019
Cheek	Lisa	AHS to NAMS/SAMS	Social Worker	8/14/2019
Melberger	Jeff	NAMS/SAMS to AHS	Social Worker	8/14/2019
Smith	Amy	NAMS to DLL	6th grade to Media Specialist	8/14/2019

*date amended since April board meeting

Information, Reports, and Recommendations

A. Dr. Drew Maerz presented the following policies for 30-day review:

- Policy 1510/4200/7270 - School Safety
- Policy 1720/4015/7225 - Discrimination, Harassment, and Bullying Complaint Procedure
- Policy 1800 - Governing Principle – Stewardship of Resources
- Policy 3470/4305 - Alternative Learning Programs/Schools
- Policy 4316 - Student Dress Code
- Policy 4333 - Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety
- Policy 6220 - Operation of School Nutrition Services
- Policy 6401/9100 - Ethics and the Purchasing Function
- Policy 6421 - Preaudit and Disbursement Certifications
- Policy 8305 - Federal Grant Administration
- Policy 8510 - School Finance Officer

B. Asheboro City Schools 2019-2022 Academically/Intellectually Gifted Plan was presented for 30-day review by AIG specialists Ms. Megan Smith, Ms. Kelly Patton, Ms. Tara Taylor, and Ms. Melissa McKeown.

*A copy of this plan is made a part of these minutes.

Action Items – There were no action items.

Superintendent’s Report/Calendar of Events

A. Leigh Anna Marbert, public information officer, shared the *Points of Pride* and *Calendar of Events* noting the next Board of Education meeting will be on June 13, 2019, at North Asheboro Middle School.

B. Superintendent Worrell presented an update on the 2018-2019 board goals and other pertinent information including the following:

- Goal 1: We continue to strengthen our alignment of instruction with the standards for career and college readiness.
- Goal 3: We continually work to recruit, develop, and retain high quality professions so that our students continue to learn and grow. We are also working to increase awareness of the Employee Assistance Program which provides resources and support to address personal or work-related challenges and concerns of our employees.
- Goal 4: We are providing training on the various uses of technology and communication systems. Mr. Anthony Woodyard, director of technology, is currently conducting Tech Thursday sessions which are open to all staff and covers various technology subjects.

Recent events:

- Athletic Signing Day at Asheboro High School was today.
- Today is National Childrens Mental Health Day.
- In continuing our work on resiliency, the showing of Paper Tigers will be on May 28, 2019, at the Randolph County Department of Social Services. This is a continuation of the prior Resilience movie which was recently shown to all staff.
- This week we celebrated Teacher Appreciation Week.
- Congratulations to Charles W. McCrary Elementary School on their 60th anniversary. Congratulations to North Asheboro Middle School on their 50th anniversary.
- Three Asheboro High School students have been selected for Governor’s School. These students will be invited to share their experiences with the board at its November 2019 meeting.
- Congratulations to Isaac Diaz, Asheboro High School senior, who has been selected for the U.S. Presidential Scholars Program. Each year up to 161 students are names Presidential Scholars, one of the nation’s highest honors for high school students. Mr. Diaz was one of three North Carolina students selected for this honor.

Board Operations

Chairman Kidd reviewed upcoming events noting awards programs and concerts which are listed on calendar included in board materials.

*Chairman Kidd noted the Board and Committee Assignments have been undated to include Mr. Patton, the newest board member.

*A copy is made a part of these minutes.

Closed Session

Under NC General Statute 143-318.11.A1, to prevent disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States, or not considered a public record within the Meaning of Chapter 132 of the General Statutes and upon motion by Ms. Cranford and seconded by Ms. Williams, the Board unanimously approved to move to closed session at 8:45 p.m. to discuss personnel issues.

Upon motion of Ms. Williams, seconded by Ms. Harrington, the Board unanimously approved to return to open session at 9:17 p.m.

Adjournment

There being no further business and upon motion by Mr. Agudelo and seconded by Mr. Cheek, the Board unanimously approved to adjourn at 9:18 p.m.

Chairman

Secretary

Policies
For
Approval

Safe schools are critical to creating a learning environment in which students can succeed. Staff and students share the responsibility for taking reasonable precautions and following established safety measures to create and maintain safe schools. The following safety measures must be implemented at each school.

A. SUPERVISION OF STUDENTS

Students must be reasonably supervised while in the care and custody of the school system. This supervision must occur throughout school hours, including during class, between classes, on the playground, and during recess or lunch periods; during authorized school field trips; and on school buses. Reasonable precautions should be taken to protect the safety of students on school grounds and on buses before, during and after school.

Students who are subject to policy 4260, Student Sex Offenders, and are receiving educational services on school property must be supervised by school personnel at all times.

B. SUPERVISION OF VISITORS

School administrators shall strictly enforce policies 5015, School Volunteers, and 5020, Visitors to the Schools.

C. SAFETY OF SCHOOL BUILDINGS AND GROUNDS

The superintendent and each building principal shall comply with all duties set out for their respective positions in G.S. 115C-288(d) and G.S. 115C-525 to minimize fire hazards. The principal is required to inspect school buildings, playgrounds, and equipment for health, fire, and safety hazards on a regular basis, as required by law, and to notify the superintendent immediately of unsanitary conditions or repairs needed to meet safety standards.

Any employee who observes any potential hazards must notify the principal or the employee's supervisor immediately.

All warning systems must meet building and equipment codes required by law and must be properly maintained. When necessary, proper signs indicating potential hazards or recommended safety precautions must be posted.

D. ESTABLISHING PROCESSES TO ADDRESS POTENTIAL SAFETY CONCERNS AND EMERGENCIES**1. Responding to Student Altercations and Other Threats to Safety**

All school system employees have a duty to be alert at all times to situations that may

pose a threat to the safety of students, employees, or visitors on school property, at school events, or in other situations in which the students are under the authority of school employees. Even an employee who does not have responsibility for supervising students is expected to make an immediate report if the employee observes or has reason to suspect that a situation poses a threat to safety and no administrator, teacher, or other supervisory employee is present and aware of the potential threat.

Teachers, teacher assistants, coaches, and other employees with responsibility for supervising students will use appropriate student behavior management techniques to maintain order and discipline on school property, at school events, and anywhere that students are under the employees' authority. Such employees must enforce the Code of Student Conduct and address student behavior in accordance with the school plan for management of student behavior (see policy 4302, School Plan for Management of Student Behavior).

When employees with responsibility for supervising students have personal knowledge or actual notice of a student altercation or other situation that poses an immediate threat to safety, they shall use their professional judgment to determine how best to address the situation to protect the safety of everyone in the vicinity. Emergency procedures identified in a student's Behavior Intervention Plan shall be followed to the maximum extent possible under the circumstances. For minor threats or altercations or altercations involving young children, the employee shall intervene directly to end the fight or address the safety threat if the employee can do so safely. An employee who encounters a situation that cannot be managed safely and effectively by that employee immediately shall request assistance from other employees or administrative staff and shall take steps to remove bystanders from the area. Only the degree of force or physical control reasonably necessary shall be used to re-establish a safe environment.

Employees should take further action as appropriate in accordance with any response protocols established by the principal or superintendent. All employees are responsible for knowing and following such protocols to the fullest extent reasonable under the circumstances at the time.

2. School Rules

The principal or designee shall develop rules to help prevent accidents in school buildings, on school buses, and on school grounds.

3. Training for Staff and Students

Staff training must include detailed instruction on how to respond to a variety of emergency situations. Staff should also be able to recognize and respond to behavior, information, and related indicators that warn of impending problems. In addition, middle and high school employees must receive adequate training on the operation of the school's anonymous safety tip line.

School personnel must teach and review with students (1) safety procedures, including fire safety procedures; (2) precautions for handling chemicals or potentially dangerous equipment; and (3) appropriate responses to threats to school safety. Middle and high school students must also be informed of the anonymous safety tip line and its purpose and function.

4. Safety Equipment

School employees shall provide students and visitors with safety equipment as required by law and shall enforce school rules pertaining to wearing safety equipment. School employees shall wear and use appropriate safety equipment as required for the safe performance of their specific job assignments.

5. Planning for Emergencies and Conducting Fire Drills and Other Emergency Drills

The board, in coordination with local law enforcement and emergency management agencies, will adopt a school risk management plan relating to incidents of school violence for each school in the school system. The superintendent must provide the Department of Public Safety's Division of Emergency Management (Division) with emergency response information it requests for the school risk management plan and updated emergency response information when such updates are made. The superintendent must also provide the Division and local law enforcement schematic diagrams, including digital schematic diagrams, of all school facilities and updates of the schematic diagrams when the school system makes substantial facility modifications, such as the addition of new facilities or modifications to doors or windows. Schematic diagrams must meet any standards established by the Department of Public Instruction for the preparation and content of the diagrams. In addition, the superintendent shall provide local law enforcement with (1) either keys to the main entrance of all school buildings or emergency access to key storage devices for all school buildings and (2) updated access to school buildings when changes are made to the locks of the main entrances or to the key storage devices.

At least one school-wide tabletop exercise and drill that meets the requirements of state law and is based on the procedures documented in the school risk management plan will be held annually at each school. Principals shall also conduct fire drills as required by law.

6. Reporting Risks to the School Population

Students should notify any staff member of any acts of violence, harassment, or bullying or any other unusual or suspicious behavior that may endanger safety. Middle and high school students may also use the anonymous safety tip line to report any risks to the school population or buildings. Ongoing student education efforts will aim at minimizing any fear, peer pressure, embarrassment, or other impediments to students reporting potential problems.

Maintaining a safe school environment that is conducive to learning requires staff to be proactive in dealing with violence, harassment, and bullying. Staff members must report immediately to the principal any information regarding unusual or suspicious behavior or acts of violence, harassment, or bullying.

Every principal is required to investigate and act upon any report of such behavior, including, when appropriate, reporting criminal activities to law enforcement, the State Board, and the superintendent or designee (see policies 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying, 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure, and 4335, Criminal Behavior).

7. Potential Threats of Registered Sex Offenders

The principal of each school shall register with the North Carolina Sex Offender and Public Protection Registry to receive e-mail notification when a registered sex offender moves within a one-mile radius of the school.

8. Student Behavior Standards

Students are expected to meet behavior standards set forth in board policies.

Legal References: G.S. 14-208.18; 115C-36, -47, -105.49, -105.53, -105.54, -166, -167, -288, -289.1, -307, -390.3, -391.1, -521, -524, -525; State Board of Education Policies SSCH-000, SCFC-005

Cross References: Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), School Improvement Plan (policy 3430), Student Sex Offenders (policy 4260), Student Behavior policies (4300 series), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Weapons and Explosives Prohibited (policy 5027/7275), Public Records – Retention, Release, and Disposition (policy 5070/7350), Relationship with Law Enforcement (policy 5120), Occupational Exposure to Hazardous Chemicals in Science Laboratories (policy 7265), Staff Responsibilities (policy 7300), Security of Facilities (policy 9220)

Other Resources: *Practical Information on Crisis Planning: A Guide for Schools and Communities*, U.S. Department of Education Office of Safe and Drug-Free Schools (January 2007), available at <http://www2.ed.gov/admins/lead/safety/crisisplanning.html>

Adopted: July 14, 2011

Updated: June 13, 2013; April 10, 2014; May 14, 2015, July 14, 2016, September 14, 2017, January 11, 2018

DISCRIMINATION, HARASSMENT, AND BULLYING COMPLAINT PROCEDURE

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

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

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

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

A. DEFINITIONS

1. Alleged Perpetrator

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

2. Complaint

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

3. Complainant

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

4. Days

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

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

5. Investigative Report

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

6. Investigator

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

7. Report

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

B. REPORTING BY EMPLOYEES OR OTHER THIRD PARTIES

1. Mandatory Reporting by School Employees

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

2. Reporting by Other Third Parties

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

3. Anonymous Reporting

Reports of discrimination, harassment, or bullying may be made anonymously (except mandatory reports by school employees) but formal disciplinary action may not be taken solely on the basis of an anonymous report. A safety tip line is available for anonymous reporting at the middle and high schools.

4. Investigation of Reports

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

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

1. Filing a Complaint

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

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

2. Time Period for Filing a Complaint

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

officials to investigate and respond to such complaints.

3. Informal Resolution

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

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

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

1. Initiating the Investigation

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

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

2) If the alleged perpetrator is the principal, the executive director of

human resources or designee is the investigator.

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

or bullying shall result in disciplinary action.

2. Conducting the Investigation

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

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

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

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

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

E. TIMELINESS OF PROCESS

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

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

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

F. GENERAL REQUIREMENTS

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

G. RECORDS

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

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

Misconduct, U.S. Department of Education, Office for Civil Rights (2017), available at <https://www2.ed.gov/about/offices/list/ocr/docs/qa-title-ix-201709.pdf>; Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998); Davis v. Monroe County Board of Education, 526 U.S. 629 (1999); G.S. 115C-407.15 through -407.18

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

Adopted: February 18, 2010

Updated: May 10, 2012, May 14, 2015, June 9, 2016, October 15, 2018

**GOVERNING PRINCIPLE –
STEWARDSHIP OF RESOURCES**

Policy Code: **1800**

A system of excellent schools conserves financial and environmental resources and operates in an efficient manner. The board's vision for conserving resources and operating efficiently is expressed in the following board policies:

Board Member Conflict of Interest..... (policy 2121)
Board Member Compensation and Expenses (policy 2130)
Goals of the Purchasing Function (policy 6400)
Ethics and the Purchasing Function (policy 6401)
Organization of the Purchasing Function (policy 6410)
Continuing Contracts (policy 6425)
Purchase of Services (policy 6450)
Goals of Equipment, Materials and Supplies Services (policy 6500)
Organization of Equipment, Materials and Supplies Services (policy 6510)
Use of Equipment, Materials and Supplies (policy 6520)
Personal Use of Equipment, Materials and Supplies (policy 6521)
Use of Equipment, Materials and Supplies by Non-School Groups..... (policy 6522)
Instructional Materials Services..... (policy 6525)
Resource Conservation (policy 6530)
Hazardous Materials (policy 6540)
Vandalism (policy 6550)
Employee Conflict of Interest..... (policy 7730)
Fiscal Goals..... (policy 8000)
Budget Planning and Adoption..... (policy 8100)
Grants and Funding for Special Projects (policy 8210)
Penalties, Fines and Forfeitures (policy 8230)
Fiscal Management Standards (policy 8300)
Federal Grant Administration (policy 8305)
Depositories (policy 8320)
Daily Deposits..... (policy 8325)
Insurance (policy 8340)
Individual School Accounts..... (policy 8410)
School Finance Officer (policy 8510)
School Treasurer (policy 8520)
Facility Design..... (policy 9020)
Facility Construction..... (policy 9030)
Bidding for Construction Work (policy 9120)
Care and Maintenance of Facilities..... (policy 9200)
Sale, Disposal, and Lease of Board-Owned Real Property (policy 9400)

Legal References: G.S. 115C-36

Cross References: Governing Principles (policy 1100), Board and Superintendent Relations

(policy 2010), Adoption of Policies (policy 2420)

Adopted: March 12, 1998 to become effective July 1, 1998

Reviewed by Policy Committee on May 10, 2012

A. PURPOSES

The board is committed to the goal of providing a safe and orderly learning environment in each school. The educational program and the school student behavior management plans, school improvement plans, and numerous other strategies identified in board policy, are intended to create such an environment and to help each student be a successful and contributing member of the school community. As used in this policy and context, an alternative learning program may serve as the site to: (1) deliver educational services required by G.S. 115C-390.9 or -390.10 to a student who is serving a long-term or 365-day suspension; (2) provide concentrated support for students at risk of academic failure; and/or (3) deliver educational and other services to students who are or may be disruptive to a safe and orderly learning environment in the regular educational setting.

B. STANDARDS FOR ALTERNATIVE LEARNING PROGRAMS

Prior to implementing a new alternative learning program, the board will develop a program proposal that is consistent with the State Board of Education standards for alternative learning programs. The board then will submit the proposal to the State Board for its review. After the proposal has been reviewed by the State Board, the board will consider any recommendations from the State Board to modify the proposal before implementing the alternative learning program.

The board will review on a regular basis whether the school system's alternative learning programs comply with State Board standards.

C. ASSIGNMENT TO ALTERNATIVE LEARNING PROGRAMS**1. Basis for Transfer**

Students generally are assigned to a school based on attendance area. However, as provided by law, the board may assign any student to a school outside of his or her attendance area in order for the student to attend a specialized school or for any other reason the board, in its sole discretion, deems sufficient. In all cases, the assignment or transfer of a student with a disability will comply with applicable federal and/or state requirements for students with disabilities.

Students may be assigned to an alternative learning program on a voluntary or involuntary basis under any of the following circumstances:

- a. the student's parent or guardian and the principal agree, and a multi-disciplinary team agrees, that the assignment would be in the best interest of the student and the efficient administration of the public schools;

- b. the student has been recommended for long-term suspension or expulsion;
- c. the student poses a significant disruption to the educational environment in the regular educational setting due to continuing social/behavioral problems;
- d. the student is at risk of dropping out or not meeting standards for promotion due to academic, developmental, and/or behavioral problems, and resources in addition to or different from those available in the regular educational setting are needed to address the issue;
- e. the student is a clear threat to the safety of other students or personnel; or
- f. the student has been charged with a felony or with any crime that allegedly endangered the safety of others, and it is reasonably foreseeable that the student's continued presence will significantly disrupt the regular educational environment.

The board encourages parental involvement in decisions regarding the child's education and in identifying effective options for addressing concerns regarding the child's behavior or academic performance.

2. Responsibilities of Personnel at Referring School

In addition to any other procedures required by this policy, prior to referring a student to an alternative learning program, the principal of the referring school must:

- a. document the procedures that were used to identify the student as being at risk of academic failure or as being disruptive or disorderly;
- b. provide the reasons for referring the student to an alternative learning program or school; and
- c. provide to the alternative learning program all relevant student records, including anecdotal information.

3. Referral

- a. Students who are recommended for long-term suspension or expulsion and who receive due process through the disciplinary process for violations of the Code of Student Conduct do not require additional referral procedures prior to transfer.
- b. Prior to assignment in circumstances where a student is experiencing

academic or developmental difficulties or continuing social/behavioral problems, the principal or school-based committee of the referring school shall document the student's behavior and academic performance and efforts to assist the student in the regular educational environment. School administrators are encouraged to meet with the student's parents or guardians to try to reach a consensus how to address the student's difficulties at school.

- c. In all cases where a basis for assignment exists, other than where the student has received due process pursuant to a recommendation for long-term suspension or expulsion, the principal must refer the student to a multi-disciplinary team to determine whether the student should be assigned to an alternative program. The principal must provide in writing: (1) an explanation of the student's behavior or academic performance that is at issue; (2) documentation or a summary of the documentation of the efforts to assist the student in the student's regular educational setting, if applicable; and (3) documentation of the circumstances that support the referral. A copy of the referral and other documentation must be provided to the parents or guardian by certified mail or in person.

The multi-disciplinary team shall consist of the student's parent or guardian and at least three school system employees who are informed about the student's needs. The team shall meet to consider the principal's referral and determine whether the student will be assigned to an alternative program and shall perform all other duties assigned to it by State Board of Education policy. The student's parent or guardian shall be provided written notice of the time, place, and date of the meeting.

At the meeting, the multi-disciplinary team shall determine whether the student will be assigned to the alternative program. The student's parent or guardian shall be provided written notice of the team's decision, as well as notice of the parent or guardian's appeal and due process rights. If the student's parent or guardian attended the team meeting, such notice shall be provided at the end of the meeting. If the student's parent or guardian did not attend the meeting, such notice shall be provided by certified mail within one business day of the meeting. If the multi-disciplinary team approves the assignment, the principal of the regular educational setting and the coordinator of the alternative program shall make all necessary arrangements.

4. Responsibilities of School Personnel at the Alternative Learning Program

Once a student is placed in an alternative learning program or school, the appropriate school personnel of the program must meet to review the student's records and any other documentation forwarded by the referring school. Based on these records and any input provided by the parent or guardian concerning the

student's needs, the personnel at the alternative program shall determine the support services and intervention strategies that are recommended for the student.

If a student who is subject to G.S. 14-208.18 is assigned to an alternative school, the student must be supervised by school personnel at all times.

5. Assignment of Student with Disabilities to Alternative Programs

Students who receive services under the Individuals with Disabilities Education Act (IDEA) are entitled to all of the processes and protections pursuant to the IDEA. All additional requirements specific to the assignment of students with disabilities to an alternative program or school established by State Board of Education policy shall be observed.

D. APPEALS PROCESS

If the student's assignment is the result of an IEP team decision for a student with a disability, parents or guardians who are dissatisfied with the decision must comply with the due process procedures set forth in *Procedures Governing Policies and Services for Children with Disabilities*, as adopted by the State Board of Education.

In all other cases, within three business days of receiving written notice of the decision to assign the student to an alternative program, the parent or guardian may appeal the decision in writing to the superintendent, who shall review the documentation and render a decision within five business days, absent extraordinary circumstances that require additional response time. Parents and guardians who are dissatisfied with the superintendent's decision may appeal to the board. The board will hear the appeal in closed session and will follow its procedures as provided in policy 2500, Hearings Before the Board. During the period of the appeal, the student may be transferred to the alternative learning program or school, except as prohibited by the IDEA.

E. ADMINISTRATIVE ASSIGNMENTS

1. Assignment During a Long-Term or 365-Day Suspension

Any student who receives a long-term or 365-day suspension must be offered alternative education services unless the superintendent provides a significant or important reason for declining to offer such services. Alternative education services include, but are not limited to, the alternative programs or schools established in this policy in accordance with G.S. 115C-105.47A.

2. Assignment of Student Sex Offenders

The board may decide, pursuant to G.S. 115C-390.11(a)(2), to assign a student who is subject to G.S. 14-208.18 to an alternative learning program or school.

F. TRANSITION FROM ALTERNATIVE LEARNING PROGRAMS

In most instances, the goal of the alternative learning program is to return the student to the regular educational setting with the skills necessary to succeed in that environment as soon as practicable. The personnel of the alternative learning program and those of the regular educational setting shall work together to help create a successful transition for the student.

If the student is not or will not be returned to the regular educational setting, the alternative learning program will assist in the student's transition to other educational settings, including other programs offered by the school system or a community college or vocational school.

For students identified as eligible under the IDEA, the student's IEP team shall make all transition decisions that would result in a change in placement.

G. EVALUATION OF ALTERNATIVE LEARNING PROGRAMS**1. State Accountability**

The board will determine annually how each alternative p will participate in the State Alternative Schools' Accountability Model. The superintendent shall provide for this information to be reported to the North Carolina Department of Public Instruction by August 1 of each year.

2. Information to be Reported to the Board of Education

Each year, the board will evaluate each alternative learning program or school based upon reports provided by the superintendent and any other information the board wishes to consider.

Legal References: G.S. 14-208.18; 115C-47(32a), -105.27, -105.47A, -105.48, -276(r), -288, -367, -369, -390.7, -390.9, -390.10, -390.11; State Board of Education Policy ACCT-038, ALTP-002, DROP-001, EXCP-001; *Policies Governing Services for Children with Disabilities*, as amended (Public Schools of N.C.); *Policies and Procedures for Alternative Learning Programs and Schools* (NC Dept. of Public Instruction, October 2014), available at <https://eboard.eboardsolutions.com/Meetings/Attachment.aspx?S=10399&AID=31595&MID=1590>

Cross References: Parental Involvement (policy 1310/4002), Hearings Before the Board (policy 2500), School Improvement Plan (policy 3430), Conflict Resolution (policy 3431), Student Sex Offenders (policy 4260), School Plan for Management of Student Behavior (policy 4302), Student Discipline Records (policy 4345), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353), Assignments/Reassignments/Transfers (policy 7440)

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

Revised: May 11, 2000, February 8, 2007, January 8, 2009, October 13, 2011, July 9, 2012,
October 5, 2017

The board believes that the dress and personal appearance of students greatly affect their academic performance and their interaction with other students. The board requests that parents outfit their children in clothing that is conducive to learning. Generally, dress and grooming standards as determined by the student and his or her parents will be deemed acceptable. However, the board prohibits any appearance or clothing that does the following:

1. violates the reasonable dress code adopted and publicized by the district;
2. is substantially disruptive;
3. is provocative or obscene;
4. endangers the health or safety of the students or others; or
5. is gang-related.

It is the responsibility of the schools to foster good habits of dress and grooming just as it is their responsibility to maintain an atmosphere conducive to optimal learning. It is in the interest of pride in one's self, community, and school for the students in the Asheboro City Schools to be encouraged and expected to dress safely, cleanly, and decently.

Before receiving disciplinary consequences, a student who is not in compliance with this policy or a school dress code will be given a reasonable period of time to make adjustments so that he or she will be in compliance. Disciplinary consequences for a student who fails to comply after being offered this opportunity shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violation of the dress code.

Legal References: G.S. 115C-47, -390.2

Cross References: School Plan for Management of Student Behavior (policy 4302)

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

Updated: August 13, 2009, October 13, 2011

WEAPONS, BOMB THREATS, TERRORIST THREATS, AND CLEAR THREATS TO SAFETY

Policy Code:

4333

The board will not tolerate the presence of weapons or destructive devices, bomb or terrorist threats, or actions that constitute a clear threat to the safety of students or employees. Any student who violates this policy will be removed from the classroom or school environment for as long as is necessary to provide a safe and orderly environment for learning.

A. PROHIBITED BEHAVIOR

1. Weapons and Weapon-Like Items

Students are prohibited from possessing, handling, using or transmitting, whether concealed or open, any weapon or any instrument that reasonably looks like a weapon or could be used as a weapon. Weapons include, but are not limited to the following:

- a. loaded and unloaded firearms, including guns, pistols, and rifles;
- b. destructive devices, as described in subsection B.2 of this policy, including explosives, such as dynamite cartridges, bombs, grenades, and mines;
- c. knives, including pocket knives, bowie knives, switchblades, dirks, and daggers;
- d. slingshots and slungshots;
- e. leaded canes;
- f. blackjacks;
- g. metal knuckles;
- h. BB guns;
- i. air rifles and air pistols;
- j. stun guns and other electric shock weapons, such as tasers;
- k. icepicks;
- l. razors and razor blades (except those designed and used solely for personal shaving);
- m. fireworks;

- n. gun powder, ammunition, or bullets;
- o. any sharp pointed or edged instruments except unaltered nail files and clips and tools used solely for preparation of food, instruction, and maintenance; and
- p. mace, pepper spray, and other personal defense spray that is (1) used for a purpose other than self-defense, as defined under G.S. 14-51.3., or (2) the principal or designee determines that the student intended to use it to harm, threaten harm, or create a disturbance.

Examples of other objects that may be considered weapons are box cutters and other types of utility blades and blowguns.

No student may knowingly or willfully cause, encourage, or aid another student to possess, handle, or use any of the weapons or weapon-like items listed above. A student who finds a weapon or weapon-like item, who witnesses another student or other person with such an item, or who becomes aware that another student or other person intends to possess, handle, or use such an item must notify a teacher or the principal immediately. Middle and high school students may also utilize the anonymous safety tip line for reporting risks to the school population.

This section does not apply to board-approved and -authorized activities for which the board has adopted appropriate safeguards to protect student safety.

2. Bomb Threats

Students are prohibited from making, aiding, and/or abetting in making a bomb threat or perpetrating a bomb hoax against school system property by making a false report that a device designed to cause damage or destruction by explosion, blasting, or burning is located on school property.

No student may knowingly or willfully cause, encourage, or aid another student to make a bomb threat or perpetrate a bomb hoax. Any student who becomes aware that another student or other person intends to use a bomb, make a bomb threat, or perpetrate a bomb hoax must notify a teacher or the principal immediately.

3. Terrorist Threats

Students are prohibited from making, aiding, conspiring, and/or abetting in making a terrorist threat or perpetrating a terrorist hoax against school system property by making a false report that a device, substance, or material designed to cause harmful or life-threatening injury to another person is located on school property or at a school event.

No student may knowingly or willfully cause, encourage, or aid another student to make a terrorist threat or perpetrate a terrorist hoax. Any student who becomes aware that another student or other person intends to use a device, substance, or material designed to cause harmful or life-threatening illness or injury to another person, make a terrorist threat, or perpetrate a terrorist hoax must notify a teacher or the principal immediately.

4. Clear Threats to Student and Employee Safety

Students are prohibited from engaging in behavior that constitutes a clear threat to the safety of other students or employees. Behavior constituting a clear threat to the safety of others includes, but is not limited to:

- a. theft or attempted theft by a student from another person by using or threatening to use a weapon;
- b. the intentional and malicious burning of any structure or personal property, including any vehicle;
- c. an attack or threatened attack by a student against another person wherein the student uses a weapon or displays a weapon in a manner found threatening to that person;
- d. an attack by a student on any employee, adult volunteer, or other student that does not result in serious injury but that is intended to cause or reasonably could cause serious injury;
- e. an attack by a student on another person whereby the victim suffers obvious severe or aggravated bodily injury, such as broken bones, loss of teeth, possible internal injuries, laceration requiring stitches, loss of consciousness, or significant bruising or pain; or whereby the victim requires hospitalization or treatment in a hospital emergency room as a result of the attack;
- f. any intentional, highly reckless, or negligent act that results in the death of another person;
- g. confining, restraining, or removing another person from one place to another, without the victim's consent or the consent of the victim's parent, for the purpose of committing a felony or for the purpose of holding the victim as a hostage, for ransom, or for use as a shield;
- h. the possession of a weapon on any school property, including in a vehicle, with the intent to use or transmit for another's use or possession in a reckless manner so that harm is reasonably foreseeable;

- i. taking or attempting to take anything of value from the care, custody, or control of another person or persons, by force, threat of force, or violence, or by putting the victim in fear;
- j. any unauthorized and unwanted intentional touching, or attempt to touch, by one person of the sex organ of another, including the breasts of the female and the genital areas of the male and female;
- k. the possession, manufacture, sale, or delivery, or any attempted sale or delivery, of a controlled substance in violation of Chapter 90 of the North Carolina General Statutes;
- l. any behavior resulting in a felony conviction on a weapons, drug, assault, or other charge that implicates the safety of other persons; and
- m. any other behavior that demonstrates a clear threat to the safety of others in the school environment.

B. CONSEQUENCES

1. General Consequences

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

2. Specific Consequences Mandated by Law

As required by law, a student who brings or possesses a firearm or destructive device on school property or at a school-sponsored event must be suspended for 365 days, unless the superintendent modifies, in writing, the required 365-day suspension for an individual student on a case-by-case basis. The superintendent shall not impose a 365-day suspension if the superintendent determines that the student (1) took or received the firearm or destructive device from another person at school or found the firearm or destructive device at school, (2) delivered or reported the firearm or destructive device as soon as practicable to a law enforcement officer or school personnel, and (3) had no intent to use the firearm or destructive device in a harmful or threatening way.

For the purpose of this subsection, a firearm is (1) a weapon, including a starter gun that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive, (2) the frame or receiver of any such weapon, or (3) any firearm muffler or firearm silencer. A firearm does not include an inoperable antique firearm, a BB gun, a stun gun, an air rifle, or an air pistol. For the purposes of this subsection, a destructive device is an explosive, incendiary, or poison gas (1) bomb, (2) grenade, (3) rocket having a propellant charge of more than four

ounces, (4) missile having an explosive or incendiary charge of more than one-quarter ounce, (5) mine, or (6) similar device.

A student may not be suspended for 365 days for a weapons violation except in accordance with this subsection.

Legal References: Gun-Free Schools Act, 20 U.S.C. 7961; G.S. 14-17, -18, -27.2 through -27.5A, -32, -33, -34 through -34.2, -41, -51.3, -60, -69.1, -69.2, -87, -87.1, -132, -132.2, -202.2, -208.18, -269.2, -277.5, -277.6; ch. 90 art. 5; 115C-47, -105.51, -276(r), -288, -307, -390.1, -390.2, -390.10

Cross References: Student Sex Offenders (policy 4260), Student Behavior Policies (policy 4300), Integrity and Civility (policy 4310), Disruptive Behavior (policy 4315), Theft, Trespass, and Damage to Property (policy 4330), Assaults, Threats, and Harassment (policy 4331), Criminal Behavior (policy 4335)

Adopted: May 11, 2000

Updated: April 8, 2004, November 8, 2007, December 10, 2009, October 13, 2011, May 14, 2015, July 14, 2016, May 11, 2017

All schools will participate in federal National Child Nutrition Programs and will receive commodities donated by the United States Department of Agriculture. All federal and state revenues will be accepted and applied to maximize the use of such funds for the purposes of providing nutritional meals to students at the lowest possible price. The superintendent or designee shall develop procedures as necessary to implement the operational standards established in this policy.

A. OPERATIONAL STANDARDS

The school nutrition services program will be operated in a manner consistent with board goals and board policy. The program also will be operated in compliance with all applicable state and federal law, including requirements of the National School Lunch Program and all federal guidelines established by the Child Nutrition Division of the United States Department of Agriculture. Specific legal requirements that must be met include, but are not limited to, the following.

1. School officials may not discriminate based on race, sex, color, national origin, disability, age, or eligibility status for free and reduced price meals. School officials are also prohibited from retaliating against an individual for prior civil rights activity.
2. The school nutrition services program will meet safety and sanitation requirements established in local, state, and federal rules and guidelines for school nutrition services programs.
3. The school nutrition services program will have a written food safety program that includes a hazard analysis critical control point plan for each school.
4. Menu preparation, purchasing, and related record keeping will be consistent with applicable state and federal rules and guidelines.
5. Banking, financial record keeping, budgeting, and accounting will be conducted in accordance with generally accepted practices and procedures, as dictated by the School Budget and Fiscal Control Act and in accordance with state and federal guidelines.
6. Commodity foods donated by the United States Department of Agriculture will be used and accounted for in accordance with federal regulations.
7. Preference will be given in purchasing contracts to high-calcium foods and beverages, as defined in G.S. 115C-264.1 and to foods grown or raised within North Carolina.

8. Child Nutrition Program (CNP) funds will be used only for the purposes authorized by law. Indirect costs, as defined by law, will not be assessed to the CNP unless the program has a minimum of one month's operating balance.
9. The price for meals will be determined in accordance with federal law.
10. Nonprogram foods will be priced to generate sufficient revenues to cover the cost of those items. A nonprogram food is defined as a food or beverage, other than a reimbursable meal or snack, that is sold at the school and is purchased using funds from the child nutrition account.
11. All school nutrition services will be operated on a non-profit basis for the benefit of the CNP. School nutrition services are those that are operated from 12:01 a.m. until the end of the last lunch period.
12. All income from the sale of food and beverages that is required by law or regulation to be retained by the CNP will be deposited to the CNP account and will be used only for the purposes of the school's non-profit lunch and breakfast programs. All funds from food and beverage sales not otherwise required by law to be deposited to the CNP account will be deposited into the proper school account in accordance with guidelines developed by the superintendent or designee.
13. All competitive foods sold on school campuses will meet federal and state standards for nutrient content.
14. All employees whose job duties include procurement activities for the Child Nutrition Program shall adhere to the conflict of interest rules and standards for ethical conduct established by the board in policies 6401/9100, Ethics and the Purchasing Function, and 8305, Federal Grant Administration. Failure to comply with these requirements will result in disciplinary action.

B. MEAL CHARGES

Students who are required to pay for meals are expected to provide payment in a timely manner. The board recognizes, however, that students occasionally may forget or lose their meal money. To safeguard the dignity and confidentiality of students in the serving line, reasonable efforts must be used whenever possible to avoid calling attention to a student's inability to pay.

The child nutrition director and principal shall work jointly to prevent meal charges from accumulating and shall make every effort to collect all funds due to the child nutrition program on a regular basis and before the end of the school term. Notices of low or negative balances in a child's meal account will be sent to parents and the principal at regular

intervals during the school year. If a parent regularly fails to provide meal money and does not qualify for free meal benefits, the child nutrition director shall inform the principal, who shall determine the next course of action, which may include notifying the department of social services of suspected child neglect and/or taking legal steps to recover the unpaid meal charges. Parents are expected to pay all meal charges in full by the last day of each school year. Negative balances on student accounts will be carried forward to the following school year. However, the superintendent shall ensure that federal child nutrition funds are not used to offset the cost of unpaid meals and that the CNP is reimbursed for bad debt resulting from uncollected student meal charges prior to September 30 each year.

This policy and any applicable procedures regarding meal charges must be communicated to school administrators, school food service professional, parents, and students. A copy of the meal charges policy and any applicable procedures will be available to parents at the start of each school year and at any time their child transfers into a new school during the school year.

Legal References: Child Nutrition Act of 1966, 42 U.S.C. 1771 *et seq.*; National School Lunch Act, 42 U.S.C. 1751 *et seq.*, 2 C.F.R. pt. 200; 7 C.F.R. pt. 210; 7 C.F.R. pt. 215; 7 C.F.R. pt. 220; United States Department of Agriculture Policy Memos SP 46-2016, 47-2016, and 23-2017, available at <http://childnutrition.ncpublicschools.gov/regulations-policies/usda-policy-memos>; G.S. 115C-47(7), 47(22), -263, -264, -264.1, -426, -450, -522; 16 N.C.A.C. 6H .0104; State Board of Education Policy NCAC-6H.0004

Cross References: Parental Involvement (policy 1310/4002), Goals of School Nutrition Services (policy 6200), School Meal and Competitive Foods Standards (policy 6230), Goals of the Purchasing Function (policy 6400), Ethics and the Purchasing Function (policy 6401/9100), Federal Grant Administration (policy 8305)

Adopted: January 9, 2014

Revised: June 11, 2015, August 16, 2018

The board is committed to conducting the purchasing function in an ethical manner and in compliance with state and federal laws and regulations. The board expects all employees who are directly or indirectly involved in any aspect of the purchasing function to be aware of and comply with all current state and federal laws and regulations as these standards apply to the school system's purchasing activities.

Employees directly or indirectly involved in any aspect of the school system's procurement, purchasing, and/or contracting process for apparatus, materials, equipment, supplies, services, real property, or construction or repair projects, regardless of source of funds, must adhere to the following standards of conduct and those established in policies 7730, Employee Conflict of Interest, and 8305, Federal Grant Administration.

1. Employees are expected to make all purchasing-related decisions in a neutral and objective way based on what is in the best interest of the school system and not in consideration of actual or potential personal benefit.
2. Employees shall not participate, directly or indirectly, in making or administering any contract from which they will obtain a direct benefit, unless an exception is allowed pursuant to law.

An employee obtains a direct benefit when the employee or his or her spouse will receive income, commission, or property under the contract or the employee or spouse has more than a 10 percent interest in an entity that is a party to the contract. See G.S. 14-234 and policy 7730, Employee Conflict of Interest.

Participation in making or administering a contract includes, but is not limited to, participating in the development of specifications or contract terms; obtaining or reviewing bids; preparation or award of the contract; and having the authority to make decisions about, interpret, or oversee the contract.

3. Employees shall not participate, directly or indirectly, in the selection, award, or administration of a contract supported in whole or part by a federal grant or award if the employee has a real or apparent conflict of interest. See 2 C.F.R. 200.318 and policy 8305, Federal Grant Administration.

A real or apparent conflict exists when the employee, his or her immediate family member or partner, or an organization which employs or is about to employ any of those individuals, has a financial or other interest in or receives a tangible personal benefit from a firm considered for a contract. For purposes of this subsection, a "financial interest" means a financial interest which comprises more than five percent of the equity of the firm or business or more than five percent of the assets of the economic interest in indebtedness. It does not include an ownership interest held through a fiduciary, such as a mutual fund or blind trust, where the individual or individual's employer has no control over the selection of holdings.

4. Employees shall not influence or attempt to influence any person involved in making or administering a contract from which the employee will obtain a direct benefit as in paragraph 2, above.
5. Employees shall not 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 by the school system.
6. Employees shall notify the superintendent or designee in writing if they have an actual or potential conflict of interest under this policy or applicable state or federal law that would disqualify them from performing any aspect of their job responsibilities.
7. Employees shall not solicit or accept trips, meals, gratuities, gifts, favors, or anything of monetary value from current or recent (within the past year) contractors, subcontractors, or suppliers, or any persons or entities that foreseeably may bid on a contract in the future, unless the item is an unsolicited gift of nominal value (\$50 or less), and is one of the following: an advertising item or souvenir that is widely distributed; an honorarium for participating in a meeting; a meal provided at a banquet; or other item that is clearly permitted by state and federal law. Multiple permitted items from a single contractor may not exceed an aggregate value of \$100 in a twelve-month period.

Employees shall inform existing and potential contractors, subcontractors, and suppliers about these restrictions.

8. Employees shall not solicit or accept any gift from a current or potential provider of E-rate services or products in violation of applicable federal E-rate program gifting rules.
9. Employees shall not divulge confidential information to any unauthorized person. Confidential information includes, but is not limited to (1) the school system's cost estimate for any public contract, prior to bidding or completion of other competitive purchasing processes; and (2) the identity of contractors who have obtained proposals for bid purposes for a public contract, until the bids are opened in public and recorded in the board minutes.
10. An employee shall not misuse information in violation of G.S. 14-234.1. Specifically, an employee shall not, in contemplation of the employee's own official action or that of the board or others acting on behalf of the school system, or in reliance on information known to the employee in his or her official capacity and not made public, to:
 - a. acquire a financial interest in any property, transaction, or enterprise;
 - b. gain a financial benefit that may be affected by the information or contemplated action; or
 - c. intentionally aid another to acquire a financial interest or gain a financial benefit from the information or contemplated 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, policy 2121, Board Member Conflict of Interest, policy 7730, Employee Conflict of Interest, the conflict of interest provisions of policy 8305, Federal Grant Administration, or applicable conflict of interest laws shall report such violation in accordance with policy 1760/7280, Prohibition Against Retaliation. Employees who violate this policy, policy 2121, policy 7730, or the conflict of interest provisions of policy 8305, will be subject to disciplinary action.

Legal References: 2 C.F.R. 200.318(c); 47 C.F.R. 54.503; FCC Sixth Report and Order 10-175; 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

Cross References: Prohibition Against Retaliation (policy 1760/7280), Board Member Conflict of Interest (policy 2121), Bidders' List (policy 6441/9121), Employee Conflict of Interest (policy 7730), Federal Grant Administration (policy 8305)

Adopted: January 10, 2013

Except as otherwise provided by law, no obligation may be incurred by the school district unless the budget resolution includes an appropriation authorizing the obligation and an unencumbered balance remains in the appropriation sufficient to pay in the current fiscal year the sums obligated by the transaction for the current fiscal year.

An obligation incurred in violation of the requirements of state law as specified in this policy is invalid and may not be enforced. The finance officer shall establish procedures in accordance with any rules adopted by the Local Government Commission to assure compliance with statutory requirements and this policy.

A. PREAUDIT CERTIFICATION

If an obligation is reduced to a written contract or written agreement requiring the payment of money or is evidenced by a purchase order, for supplies and materials, the written contract, agreement, or purchase order will include on its face a certificate stating that the instrument has been preaudited to assure compliance with state law. The finance officer shall sign the certificate, which will take substantially the following form:

This instrument has been preaudited in the manner required by the School Budget and Fiscal Control Act.

(signature of finance officer) _____ *(date)* _____.

B. DISBURSEMENT CERTIFICATION

The board authorizes bills, invoices, salaries, and other claims to be paid by check or draft on an official depository; bank wire transfer from an official depository; electronic payment or an electronic funds transfer originated by the school system through an official depository; or warrant on the State Treasurer. Any check or draft on an official depository will bear on its face a certificate signed by the finance officer (or signed by a designated board member if the board approves a claim that was disapproved by the finance officer). The certificate will take substantially the following form:

This disbursement has been approved as required by the School Budget and Fiscal Control Act.

(signature of finance officer)

C. EXCEPTIONS TO THE CERTIFICATION REQUIREMENTS

No pre-audit or disbursement certificate is required for (1) an obligation, or a document

related to the obligation, that has been approved by the Local Government Commission; (2) payroll expenditures, including employee benefits; or (3) electronic payments made in compliance with rules adopted by the Local Government Commission.

Legal References: G.S. 115C-441; 20 N.C.A.C. 03.0409, 20 N.C.A.C. 03.0410

Cross References: Contracts with the Board (policy 6420), Budget Resolution (policy 8110), School Finance Officer (policy 8510)

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

Updated: October 13, 2016

The board intends to administer federal grant awards efficiently, effectively, and in compliance with all requirements imposed by law, the awarding agency, and the North Carolina Department of Public Instruction or other applicable pass-through entity.

A. FINANCIAL MANAGEMENT SYSTEMS AND INTERNAL CONTROLS

The finance officer and program manager shall be responsible to the superintendent to develop, monitor, and enforce effective financial management systems and other internal controls over federal awards that provide reasonable assurance that the school system is managing the awards in compliance with all requirements for federal grants and awards. Systems and controls must meet all 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 and any applicable state requirements, and shall be based on best practices.

The financial management and internal controls must provide for (1) identification of all federal funds received and expended and their program source; (2) accurate, current, and complete disclosure of financial data in accordance with federal requirements; (3) records sufficient to track the receipt and use of funds; (4) effective control and accountability over assets to assure they are used only for authorized purposes; and (5) comparison of expenditures against budget. In addition, written procedures must be established for cash management and for determining the allowability of costs, as required by the Uniform Guidance.

At a minimum, the systems and controls shall address the following areas.

1. Allowability

Costs charged by the school system to a federal grant must be allowed under the individual program and be in accordance with the cost principles established in the Uniform Guidance, including how charges made to the grant for personnel are to be determined. Costs will be charged to a federal grant only when the cost is (1) reasonable and necessary for the program; (2) in compliance with applicable laws, regulations, and grant terms; (3) allocable to the grant; (4) adequately documented; and (5) consistent with school system policies and administrative regulations that apply to both federally-funded and non-federally funded activities. Internal controls shall be sufficient to provide reasonable assurance that charges to federal awards for personnel expenses are accurate, allowable, and properly allocated and documented. Prior written approval for certain cost charges must be obtained as required by the awarding agency in order to avoid subsequent disallowances.

2. Cash Management and Fund Control

Payment methods must be established in writing that minimize the time elapsed between the draw of federal funds and the disbursement of those funds. Standards for funds control and accountability must be met as required by the Uniform Guidance for advance payments.

3. Procurement

All purchases for property and services made using federal funds must be conducted in accordance with all applicable federal, state and local laws and regulations, the Uniform Guidance, and the school system's written policies and procedures. The district shall avoid situations that unnecessarily restrict competition, as defined in 2 C.F.R. 200.319, and shall avoid acquisition of unnecessary or duplicative items. Noncompetitive procurement will be used only in the circumstances allowed by 2 C.F.R. 200.320. Individuals or organizations that develop or draft specifications, requirements, statements of work, and/or invitations for bids, requests for proposals, or invitations to negotiate, must be excluded from competing for such purchases.

Contracts are to be awarded only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. No contract shall be awarded to a contractor who is suspended or debarred from eligibility for participation in federal assistance programs or activities.

Purchasing records must be sufficiently maintained to detail the history of all procurements and must include at least the rationale for the method of procurement, selection of contract type, and contractor selection or rejection; the basis for the contract price; and verification that the contractor is not suspended or debarred.

The requirements for conflicts of interest established below in subsection A.4 are applicable to all procurements.

4. Conflict of Interest

In addition to the prohibitions against self-benefitting from a public contract under G.S. 14-234 and accepting gifts and favors from vendors under G.S. 133-32 (see policies 2121, Board Member Conflict of Interest; 6401/9100, Ethics and the Purchasing Function; and 7730, Employee Conflict of Interest), the following standards of conduct apply when an employee, board member, or agent of the school system engages in the procurement of goods, services, or construction or repair projects funded in whole or part with federal financial assistance.

- a. No employee, board member, or agent of the school system may participate directly or indirectly in the selection, award, or administration of a contract

supported by a federal grant or award if he or she has a real or apparent conflict of interest.

A real or apparent conflict of interest exists ~~would arise~~ when (1) the employee, board, or agent of the school system ~~covered individual~~, (2) any member of his or her immediate family, (3) his or her partner, or (4) an organization which employs or is about to employ any of those parties, has a financial or other interest in or receives a tangible personal benefit from a firm considered for a contract. For purposes of this paragraph, “financial interest” means a financial interest which comprises more than five percent of the equity of the firm or business or more than five percent of the assets of the economic interest in indebtedness. “Financial interest” does not include an ownership interest held through a fiduciary, such as a mutual fund or blind trust, where the individual or individual’s employer has no control over the selection of holdings.

Any employee, board member, or agent of the school system who has a potential conflict of interest shall disclose that conflict in writing to the superintendent. The superintendent shall disclose in writing the potential conflict of interest to the federal awarding agency in accordance with 2 C.F.R. 200.112.

- b. No employee, board member, or agent of the school system may solicit or accept any trips, meals, gratuities, favors, gifts or other items of monetary value from a contractor, supplier, or a party to a subcontract except that ~~for~~ (1) a single unsolicited item with a value of \$50 or less or (2) multiple unsolicited items from a single contractor or subcontractor having an aggregate monetary value of \$100 or less in a 12-month period may be accepted. Violations of this rule are subject to disciplinary action.

5. Mandatory Disclosures

The superintendent shall disclose in writing to the federal awarding agency in a timely manner all violations of federal criminal law involving fraud, bribery, or gratuities potentially affecting any federal award. The superintendent shall fully address any such violations promptly and shall notify the board accordingly. The board may request the superintendent to develop a plan of correction for board approval in appropriate situations as determined by the board.

6. Equipment and Supplies Purchased with Federal Funds

Equipment and supplies acquired with federal funds will be used, managed, and disposed of in accordance with applicable state and federal requirements. Property records and inventory systems shall be sufficiently maintained to account for and track equipment that has been acquired with federal funds.

7. Accountability and Certifications

All fiscal transactions must be approved by the finance officer and by the program manager or other person who can attest that the expenditure is allowable and approved under the federal program.

The superintendent or finance officer are authorized to sign all required certifications on behalf of the board and they shall be submitted by the finance officer, program manager, or designee.

8. Monitoring and Reporting Performance

The superintendent shall establish sufficient oversight of the operations of federally supported activities to assure compliance with applicable federal requirements and to ensure that program objectives established by the awarding agency are being achieved. Performance reports, including reports of significant developments that arise between scheduled performance reporting dates, must be submitted as required by federal or state authorities.

B. AUDITS AND CORRECTIVE ACTION

1. An annual independent audit will be conducted as provided in policy 8310, Annual Independent Audit. The finance officer or designee will prepare all financial statements, schedules of expenditures, and other documents required for the audit.
2. At the completion of the audit, the superintendent or designee shall prepare a corrective action plan to address any audit findings. The plan must identify the responsible party and the anticipated completion date for each corrective action to be taken. The superintendent shall present the plan to the board for approval.
3. Compliance deficiencies discovered internally through administrative supervision must be addressed promptly with the goal of improving processes to encourage future compliance and reduce audit findings.

C. TRAINING

All individuals responsible for the administration of a federal grant or award shall be provided sufficient training to carry out their duties in accordance with all applicable requirements for the federal grant or award.

D. OTHER APPLICABLE BOARD POLICIES

Other board policies provide additional controls over the administration of federal grants. These include, but are not necessarily limited to:

1. Educational programs policies (policies in the 3000 series)

2. School nutrition services policies (policies in the 6200 series)
3. Purchasing policies (policies in the 6400 series)
4. Equipment, materials, and supplies policies (policies in the 6500 series)
5. Personnel policies (policies in the 7000 series)
6. Fiscal management policies (policies in the 8000 series)

The board intends to comply with all requirements applicable to the use of federal funds. To the extent that any provision of a board policy is contrary to a federal law, regulation, term, or condition applicable to a federal award, employees must follow the applicable federal requirement.

E. REPORTING MISMANAGEMENT OF FEDERAL FUNDS

Any employee who reasonably believes that federal funds have been misused or that the school system is otherwise in violation of any requirement applicable to the receipt and use of federal funds should report the matter as provided in policy 1760/7280, Prohibition Against Retaliation.

Legal References: 2. C.F.R. Part 200; G.S. 14-234; 133-32

Cross References: Prohibition Against Retaliation (policy 1760/7280), Board Member Conflict of Interest (policy 2121), Ethics and the Purchasing Function (policy 6401/9100), Employee Conflict of Interest (policy 7730), Fiscal Management Standards (policy 8300)

Other References: *Standards for Internal Control in the Federal Government* (“The Green Book”) (GAO), available at <http://www.gao.gov/greenbook/overview>; *Internal Control Framework* (Committee of Sponsoring Organizations of the Treadway Commission (COSO)), executive summary, available at <http://www.coso.org/ic.htm>; *Compliance Supplement, Part 6, Internal Control* (Office of Management and Budget), available at https://www.whitehouse.gov/omb/financial_fin_single_audit

Adopted: August 16, 2018

A. SELECTION AND EVALUATION

The superintendent will select and the board will approve a school finance officer. The finance officer serves at the pleasure of the superintendent. The superintendent shall evaluate the finance officer to help ensure that all duties as required by law, board policy and/or the superintendent are met.

B. DUTIES

The school finance officer provides critical services for the effective planning and use of fiscal resources. The school finance officer shall be responsible to the superintendent for:

1. keeping the accounts of the school system in accordance with generally accepted principles of governmental accounting, board policy, the rules and regulations of the State Board of Education, and the rules and regulations of the Local Government Commission;
2. utilizing an encumbrance system for tracking obligations;
3. giving the preaudit and disbursements certificates required by G.S. 115C-441(a1) and (d1), respectively, and establishing procedures to assure compliance with the preaudit requirements;
4. approving or disapproving a disbursement, in accordance with G.S. 115C-441(b), when a bill, invoice, or other claim is presented and establishing procedures to assure compliance with all applicable legal requirements for disbursements;
5. establishing procedures, as described in 20 N.C.A.C. 03.0409(a)(3) and 20 N.C.A.C. 03.0410(a)(2), for preauditing obligations that will be incurred by electronic payment and for disbursing funds by electronic transaction;
6. ensuring that school system personnel are adequately trained about the procedures to be followed for electronic transactions;
7. signing and issuing all checks, drafts and state warrants by the school system;
8. investing the cash balance of any funds, subject to board policy 8110, Budget Resolution;
9. receiving and depositing all moneys accruing to the school system;
10. preparing and filing a statement of the financial condition of the school system as often as requested by the superintendent;

11. preparing and filing a statement of the financial condition of the school system when requested by the board of education or the board of county commissioners, but only if such requests are in writing and copied to the superintendent;
12. providing the board a quarterly budget-to-actual statement that includes budgeted accounts; actual payments made; amounts encumbered, including electronic obligations; and the amount of the budget that is unobligated for all major funds;
13. providing a copy to the board and notice to the county commissioners of any report received from the Teachers' and State Employees' Retirement System containing a list of employees whose retirement in the upcoming year would likely result in an assessment to the board for additional employer contribution;
14. performing such other duties as may be assigned by law, by the superintendent, or by rules and regulations of the State Board of Education and the Local Government Commission;
15. submitting reports to the Secretary of the Local Government Commission as required by law;
16. receiving and accounting for all clear proceeds of fines, penalties, and forfeitures and notifying the superintendent and board of such funds;
17. reviewing school improvement plans as they relate to the transfer of funds between funding allotments or lease purchase contracts;
18. evaluating all continuing contracts, including the principal and interest to be paid, and making recommendations to the superintendent and reports to the superintendent and board as provided in board policy 6425, Continuing Contracts;
19. assisting the superintendent in the development of the budget;
20. prescribing the form and detail of records maintained by the school treasurer;
21. making salary deductions as provided in policy 7620, Payroll Deductions;
22. maintaining custody of the facsimile signature device as provided in policy 8330, Facsimile Signatures; and
23. maintaining custody of insurance policy and programs as provided in policy 8340, Insurance.

C. FIDELITY BOND

The finance officer will carry a true accounting and faithful performance bond as provided

in board policy 8530, Fidelity Bonds.

Legal References: G.S. 115C-105.25, -435, -436, -441, -442, -443, -445, -446, -448, -452, -528;
20 N.C.A.C. 03.0409, 20 N.C.A.C. 03.0410

Cross References: Preaudit and Disbursement Certifications (policy 6421), Continuing Contracts (policy 6425), Payroll Deductions (policy 7620), Budget Resolution (policy 8110), Facsimile Signatures (policy 8330), Insurance (policy 8340), Fidelity Bonds (policy 8530)

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

Updated: May 8, 2014, August 13, 2015, October 13, 2016

**Asheboro City Schools
Personnel Transactions
June 13, 2019**

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

LAST	FIRST	SCHOOL	SUBJECT
Clayton	Lauren	GBT	2nd Grade

***B. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Bardou	Katie	LP	Art	6/11/2019
Bascumbe	Clearvon	BAL	Custodian (part-time)	6/11/2019
Friedman	Nikki	LP	Exceptional Children	6/11/2019
LeMarier	Rachel	GBT	Exceptional Children	6/11/2019
Lucas	Robbin	AHS	Instructional Assistant	6/30/2019
McLeod	Faye	NAMS	Data Manager/Treasurer	6/30/2019
Pena	Lucia	SAMS	Custodian	6/5/2019
Teague	Brittany	DLL	5th Grade	6/11/2019
Weaver	Christina	AHS	School Nurse	5/11/2019*

***C. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Curtis	Eva	CO	Bus Driver	5/31/2019
Halbrend	Erik	CO	Computer Technician	6/17/2019
Kao	Hsuan "Lara"	AHS	Chinese	8/8/2019
Lovell	Stephanie	ECDC	After-School Program Assistant (PT; temporary)	6/3/2019
Mulkey	Brandy	CWM	Art	8/14/2019
Nelson	Jennifer	NAMS	English Language Arts/Social Studies	8/14/2019
Sharp	Allison	CWM	Exceptional Children	8/8/2019
Smith	Tucker	AHS	Band	8/8/2019
York	Hal	AHS	JROTC	8/1/2019

D. TRANSFERS

Berrier	Jacob	BAL to NAMS	Exceptional Children to Therapeutic Classroom	8/14/2019
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*date amended since board meeting

**Asheboro City Schools
Personnel Transactions - ADDENDUM
June 13, 2019**

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

LAST	FIRST	SCHOOL	SUBJECT
Quintereo	Ivan	Lindley Park	1st grade Dual Language

***B. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Bia	Xinlei	AHS	Chinese	6/11/2019
Carrouth	Andrew	AHS	Social Studies	6/11/2019
Hill	Lorie	CO	Secretary - Support Services	6/28/2019
Keeter	Marc	CO	Computer Technician	6/28/2019
Nixon	Denise	GBT	3rd grade	6/27/2019

***C. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Farmer	Charlene	LP	Exceptional Children	8/14/2019
Halkyer	Todd	SAMS	Exceptional Children	8/14/2019
Nall	Aaron	SAMS	Data Manager/Treasurer	7/8/2019

D. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Banner	Leigha	LP to DLL	4th grade to 5th grade	8/14/2019

***E. ADMINISTRATIVE CONTRACTS**

Dawalt	Keisha	BAL	Assistant Principal	8/1/2019 - 6/30/2021
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**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
June 13, 2019**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Kao, Husan "Lara"	Tynghai University (Taichung, Taiwan) B: Foreign Languages and Literature	Chinese

Ms. Kao is recommended as a Chinese language teacher at Asheboro High School for the 2019-2020 school year. Ms. Kao taught English for six years at Bai Yu Cram School in Taiwan and was a substitute teacher at the Taichung Municipal Salu Industrial High School. Along with speaking Chinese, Ms. Kao speaks English and German. Her North Carolina TEACH Lead Instructor describes Lara as passionate about education and teaching students in the foreign language discipline. Please join me in welcoming Ms. Kao to Asheboro City Schools!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Mulkey, Brandy	UNC Greensboro B: Art Education	Art

Ms. Mulkey is recommended as an art teacher at Charles W. McCrary Elementary School for the 2019-2020 school year. Ms. Mulkey is an experienced educator who comes to us from Davidson County Schools. Ms. Mulkey's mission statement is to strive to teach each child, as an individual, through a variety of mediums to creatively and effectively express themselves through visual representation. We share in her excitement to be a part of McCrary Elementary School. Please welcome Ms. Mulkey to Asheboro City Schools. Welcome Ms. Mulkey!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Nelson, Jennifer	UNC Greensboro B: Education Majoring in English	Middle Grades Language Arts and Social Studies

Ms. Nelson is recommended for the position of English Language Arts/Social Studies teacher in eighth grade at North Asheboro Middle School for the 2019-2020 school year. Ms. Nelson is coming to us from Guilford County Schools and is excited to continue her career with Asheboro City Schools. She is described as having strong relationships with parents, students and staff and is innovative in the classroom. Please welcome Ms. Jennifer Nelson to Asheboro City Schools. Welcome Ms. Nelson!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Sharp, Allison	UNC Greensboro B: Special Education	Special Education

Ms. Allison Sharp is recommended as a K-2 Exceptional Children’s resource teacher at Charles W. McCrary Elementary School for the 2019-2020 school year. Ms. Sharp graduated from the University of North Carolina at Greensboro in May. She has interned in elementary, middle, and high schools for the last four years and completed her student teaching at Guy B. Teachey Elementary School. She has a passion for working with students to help them reach their full potential. We are excited for Ms. Sharp to begin her teaching career at Charles W. McCrary Elementary School. Welcome, Ms. Sharp!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Smith, Tucker	UNC Charlotte B: Music	Music Education

Mr. Tucker is recommended as a band teacher at Asheboro High School for the 2019-2020 school year. Mr. Tucker received quite a few awards and honors while attending the University of North Carolina at Charlotte including Head Drum Major of the Pride of Niner Nation Marching Band. He is described as being confident, student centered, and a natural leader. Mr. Tucker is excited to join our district and we are looking forward to his invaluable skills as a leader for our band students. Please help me welcome Mr. Tucker Smith to Asheboro City Schools. Welcome, Mr. Smith!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
York, Hal	Columbia Southern University B: Human Resource Management	JROTC

Master Sergeant York is recommended as a JROTC teacher at Asheboro High School and comes to us from Rockingham County High School. He has 27 years of experience with the United States Air Force in Human Resources, Information Management, Administrative Support, and Security Management. His colleagues at Rockingham County High School describe him as professional and having a great rapport with students. As a former Blue Comet, he is excited to return home and serve students at Asheboro High School. Welcome to Asheboro City Schools!

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS – ADDENDUM
June 13, 2019**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Farmer, Charlene	UNC-Greensboro B: Elementary/Special Education	Exceptional Children K-6

Ms. Charlene Farmer is recommended as an Exceptional Children’s teacher at Lindley Park Elementary School for the 2019-2020 school year. Ms. Farmer has taught at Mendenhall Middle School in Greensboro for the past four years, as both a resource and inclusion teacher. Her instructional abilities in the resource setting were identified as one of her strengths, along with EC paperwork compliance. Ms. Farmer is looking forward to transitioning to elementary and continuing her career in Asheboro City Schools. Welcome Ms. Farmer!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Halkyer, Todd	Greensboro College B: Psychology B: Physical Education	K-12 PE/HL Teacher K-12 Learning Disabled

Mr. Halkyer is recommended as an Exceptional Children’s teacher at South Asheboro Middle School for the 2019-2020 school year. Mr. Halkyer has 10 years’ experience teaching and comes to us from Northeastern Randolph Middle School. Mr. Halkyer is described as enthusiastic, possessing self-discipline, and having a great attitude toward children and peers. He is excited to join Asheboro City Schools and bring his valuable skill set to South Asheboro Middle School. Welcome Mr. Halkyer!

2019-2022 AIG Plan

Executive Summary

The Asheboro City Schools' Board of Education is committed to providing high quality learning opportunities for all students. We acknowledge our responsibility to discover, cultivate and develop the potential of each student.

North Carolina AIG Program Standards

During the 2019-2022 AIG plan cycle, ACS has the following ideas for strengthening:

- To improve communication and understanding of the ACS AIG program
- To research and explore talent development for under-presented populations and K-3 students

Standard One: Student Identification

- Multiple criteria and entry points for AIG identification
- AIG Plan outlines procedures that articulate district referral, screening, and identification processes

Standard Two: Comprehensive Programming within a Total School Community

- Connect AIG services to the total school community through advanced opportunities, enrichment experiences, and social and emotional support

Standard Three: Differentiated Curriculum and Instruction

- Develop expectations in all classrooms for differentiation of core instruction for gifted learners
- AIG specialists collaborate with stakeholders, including classroom teachers, to implement strategies to extend, enrich, and accelerate AIG students
- Implement cluster grouping to support differentiation for AIG learners

Standard Four: Personnel and Professional Development

- Continue to provide professional development opportunities to all AIG personnel and non-personnel involved with meeting the needs of gifted learners
- Developed and facilitated a hybrid PD during summer of 2018 about gifted students' diverse needs and effective differentiation strategies

Standard Five: Partnerships

- Maintain partnerships with parents/families, community, institutes of higher education, and industry
- Continue on-going communication with stakeholders through AIG Advisory Council, stakeholder surveys, approved social media outlets, and quarterly newsletters

Standard Six: Program Accountability

- Monitor the implementation of the ACS AIG Plan with the total school community
- Analyze the effectiveness of the AIG services using multiple sources of data

Asheboro City Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on:

LEA Superintendent's Name: Terry Worrell

LEA AIG Contact Name: Megan Smith

Submitted to NC Department of Public Instruction on:

Revision Submitted to NC Department of Public Instruction on:

Asheboro City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2019-2022, Asheboro City Schools local AIG plan is as follows:

Asheboro City Schools Vision for local AIG program: The Asheboro City Schools' Board of Education is committed to providing quality learning opportunities for all students. We acknowledge our responsibility to discover, cultivate and develop the potential of each student. Asheboro City Schools will be a community of excellence where each student graduates globally competitive for college, careers, and citizenship. We are committed to providing rigorous, individualized, and engaging learning opportunities for all students in a safe and inviting environment to ensure our students become successful lifelong learners, prepared for global citizenship.

We recognize that:

- Gifted students come from all socioeconomic, cultural, and ethnic background; gifted students come in all shapes and sizes and exhibit varying characteristics.
- Gifted students have exceptional abilities, talents, and strengths.
- Gifted students whose intellectual capacity, rate of learning, and potential for creative contributions demand experiences apart from, but connected to, the regular classroom.
- Gifted students exhibit high performance, or the potential to achieve, in academic, intellectual, or

creative endeavors.

- Gifted students are individuals with potential who require guidance in discovering, developing, and realizing their potential as individuals and members of society.

We believe that:

- It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate the academic, emotional, and social needs of gifted students.

- It is our responsibility to provide students with a continuum of educational services that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

- It is our responsibility to provide specialized instruction that is integrated with the regular curriculum and the intellectual, academic, and social and emotional needs of academically and/or intellectually gifted students.

- Under this philosophy, it becomes the responsibility of the entire staff to meet the needs of gifted students by identifying their gifts and talents and developing those areas.

- Continuous communication and collaboration among teachers, parents, administrators, and community members are essential to meet the needs of all students.

- This philosophy also requires a strong partnership between the school system and community.

- These services should be provided by well-qualified, knowledgeable staff.

Sources of funding for local AIG program (as of 2019)

State Funding	Local Funding	Grant Funding	Other Funding
\$336753.42.00	\$24000.00	\$.00	\$.00

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DRAFT

Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

Practice A

Develops screening and referral processes that lead to AIG identification at all grade levels.

District Response: Asheboro City Schools' AIG plan outlines the steps for K-12 screening and referral process. A student search is conducted annually to create a pool of students for possible identification. Each student in the pool is reviewed for nomination. Student nominations, referrals, and evaluations are conducted throughout the school year.

- Needs Determination Team for school and district meets annually to determine eligibility.
- Identification procedures are posted on school and district websites.
- Identification procedures are shared at community information sessions.
- Identification procedures are shared with school personnel annually.
- Parents, teachers, and administrators are invited to attend Differentiated Education Plan meetings.

The Formal Screening Process is as follows:

- School-wide testing of all 3rd grade students:
- Aptitude: Cognitive Abilities Test (CogAT) composite or subtest scores > 90%
- Achievement: Iowa Test of Basic Skills (ITBS) reading and/or math scores > 90%

A second testing opportunity for a group aptitude and group achievement test may be given to a screening pool of fifth grade students based on a student search. The fifth grade students that meet at least one of the criteria below will be given the option to take these group assessments.

- Currently identified AIG, in Asheboro City Schools, for reading or math or both
- Scored at or above the 85th percentile on the third grade whole grade screening in either IOWA (reading or math) or CogAT (composite or subtest score)
- Scored at or above the 85th percentile on the 4th grade End of Grade (EOG) test in reading or math or both
- Parent or teacher referral (Must follow the ACS AIG guidelines for referring a student for AIG services)
- Students other than 5th graders may be included in the small group administration if they have received approval to test based on parent, student or teacher referral.

Student nominations, referrals, and evaluations are conducted throughout the school year. Referrals

4/29/2019

may include:

Teacher, principal, or guidance counselor nomination based on at least one of these:

- Checklists and observation forms
- Student work samples and portfolios
- Standardized test scores
- LEP students who advance at least 3 proficiency levels in one school year or less

OR

Student and/or parent nomination based on at least one of these:

- Parent checklist and/or rating scales
- Testing by outside psychologist

When the Needs Determination Team determines individual testing is needed, a Permission for Testing is completed by the parents/guardians. The Needs Determination Team will specify which individual or group test(s) should be administered for each student. A parent, student or teacher may make a written request for additional testing. These individual test/retest requests will be reviewed by the district Needs Determination Team. Those recommended by the NDT or as parent/teacher request will be offered during the annual testing window for grades 3, 5, and 7. Student test scores are valid for two years after date of testing and retesting will only be proposed outside of that two year window.

AIG specialists implement the screening and district identification process and procedures. Knowledge of the characteristics of and identification procedures for intellectually, academically, creatively, culturally diverse, and twice-exceptional gifted learners are shared with stakeholders. An understanding of the relevance of cultural, ethnic, and socioeconomic factors in relation to assessment and achievement for individual students is realized.

AIG specialists:

- Implement district gifted identification procedures and interpret assessments to identify the unique needs of gifted students.
- Communicate and review the district flowchart that outlines the screening and referral process that may lead to identification to stakeholders.
- Collaborate with classroom teachers on an ongoing basis in nominating students for gifted education program services.
- Conduct annual meetings to inform all parents and teachers of students' eligibility for program placement and services.
- Communicate with school personnel about the characteristics and needs of AIG students.
- Communicate about screening, nomination and services in English and other native languages, as needed.
- Use assessment information in making eligibility, program, and AIG service option decisions for individuals including those from culturally and/or linguistically diverse backgrounds.
- Interpret assessment data to plan appropriate curricular offerings based on individual profiles of the students.

See attachments 4/5 for Student Search Process Chart.

Practice B

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

District Response: Asheboro City Schools includes multiple criteria for student identification including measures of aptitude, achievement, and alternative forms of assessment. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional measures that are based on current theory and research. Identification procedures also include multiple entry points for identification. Asheboro City Schools has clearly defined identification criteria for Intellectually Gifted (IG), Academically Gifted (Reading and Math-AG), Academically Gifted in Reading (AR), and Academically Gifted in Math (AM).

In order to ensure a comprehensive identification process, the district employs multiple criteria for identification at all grade levels. The comprehensive multiple criteria for identification will be communicated clearly to teachers, administrators, parents, families, and stakeholders in the AIG program. Decisions regarding identification will be based on the multiple criteria for identification. (See attachments 2 and 3 for multiple criteria for identification.)

Asheboro City Schools Pathways for AIG Eligibility are as follows:

Grade K-3: Students in kindergarten through 3rd grade must meet all criteria listed below to qualify as Academically Gifted (AG reading and math) or Academically Gifted in Reading (AR) or Academically Gifted in Math (AM). Students who meet all criteria will require an Individual Differentiated Education Plan (IDEP).

- 98th-99th percentile on Intelligence Test Composite
- 98th-99th percentile on National Normed Achievement Test
- Teacher recommendation based on Teachers Observation of Potential in Students (TOPS) form, checklists, and work samples. This measure is related to student performance and motivation.
- Exemplary Quality Portfolio using the portfolio rubric. The student portfolio must be reviewed by the Needs Determination Team and portfolio artifacts must be in area under consideration.

Grades 4-8: Students in grades 4 through 8 may qualify for Academically and/or Intellectually Gifted Services based on a multiple criteria approach. Students may qualify for services in the following areas: Intellectually Gifted (IG), Academically Gifted (AG-reading and math), Academically Gifted in Reading (AR) or Academically Gifted in Math (AM). Students in grades 4 through 8 may qualify for differentiated services through three different pathways:

Pathway One: 90th percentile or greater on Intelligence Test. Students who meet Pathway One will be identified as Intellectually Gifted (IG) and will require an Individual Differentiated Education Plan

(IDEP).

Pathway Two: Students must have intelligence OR aptitude AND achievement in area under consideration. Students who meet Pathway Two will be identified as Academically Gifted (AG: Reading and Math), Academically Gifted in Reading (AR) or Academically Gifted in Math (AM). Students must meet aptitude and achievement criteria to qualify for AIG services in Pathway Two. Students who qualify through Pathway Two will require a group Differentiated Education Plan (DEP).

- Aptitude: 90th percentile or greater on Intelligence Test composite OR 90th percentile or greater on an Aptitude measure. Aptitude measures may include composite, partial composite or subtest percentiles. Average of Standard age scores (SAS) converted to percentile.

Reading partial composites or subtests= Verbal + Nonverbal; Verbal; Nonverbal

Math partial composites or subtests= Quantitative + Nonverbal; Quantitative; Nonverbal

- Achievement: 90th percentile or greater on National Normed Achievement test in reading and/or math.

Pathway Three: Students must have intelligence OR aptitude OR achievement in area under consideration. Students who meet Pathway Three will be identified as Academically Gifted (AG reading and Math), Academically Gifted in Reading (AR) or Academically Gifted in Math (AM). Students must have one standardized test and rating scale to qualify with Pathway Three. Students who qualify through pathway three will require a group Differentiated Education Plan (DEP).

- Standardized Test

90th percentile or greater on Intelligence Test composite

OR

90th percentile or greater on Aptitude composite, partial composite or subtest

Aptitude scores may include composite, partial composite or subtest percentiles. Average of Standard age scores (SAS) converted to percentile.

Reading partial composites or subtests= Verbal + Nonverbal; Verbal; Nonverbal

Math partial composites or subtests= Quantitative + Nonverbal; Quantitative; Nonverbal

OR

90th percentile or greater on National Normed Achievement test in reading and/or math

- Rating Scale Score of greater than or equal to 60 on 4 of the 6 areas of a Gifted Rating Scale. These areas include: Intellectual Ability, Academic Ability, Creativity, Artistic Talent, Leadership and Motivation. The rating scale is completed by the classroom teacher and/or any other Grade 4-8 teacher.

Grades 9-12: Students in grades 9 through 12 may qualify for Academically and/or Intellectually Gifted Services based on the same pathways in grades 4-8. Students in grades 9-12 may qualify for

services in the following areas: Intellectually Gifted (IG), Academically Gifted (AG-reading and math), Academically Gifted in Reading (AR) or Academically Gifted in Math (AM). Standardized assessments for students to qualify for differentiated services in grades 9-12 may change based on age appropriate measures. Possible standardized age appropriate measures may include: PSAT, SAT, ACT.

Asheboro City Schools may use the following as components for multiple criteria to develop a comprehensive profile for each student in the identification pool:

- System-wide screening in grade levels by administering nationally normed aptitude and achievement tests. The LEA will administer the Cognitive Abilities Test (CogAT) and the Iowa Test of Basic Skills (ITBS).
- Small-group screening by administering nationally normed aptitude and achievement tests based on referrals.
- Elementary teachers complete a gifted rating scale that may include a TOPS (Teacher Observation of Potential in Students) form in order to have a comprehensive profile of potential in students.
- English Language Learners (ELL) who advance at least three proficiency levels in one school year or less will be placed in a pool for possible services.
- Parent, teacher, and student nomination process for student identification.
- Gifted Rating Scales may be completed by classroom teachers as a portion of the multiple criteria for identification. Gifted Rating Scales may include both traditional and non-traditional measures of giftedness.
- No formal assessments are required for gifted program options at the high school.

These are currently used test instruments/other criteria as part of gifted services eligibility decisions:

Individualized Tests of Aptitude:

- CTONI: (Comprehensive Test of Nonverbal Intelligence). If students do not have enough receptive language to understand the verbal directions, a CTONI should be administered since those directions are in pantomime.
- Naglieri Ability Test - NNAT: The Naglieri Non-verbal Ability Test (NNAT) is a nonverbal test that assesses mental ability by requiring the examinee to solve problems presented in abstract figures and designs. However, the tests do provide an accurate assessment of learning potential of Limited English Proficient (LEP)s and students of the non-dominant culture, as well as students of lower socio-economic levels.
- RIAS (Reynolds Intellectual Abilities Scale): The RIAS is an individually administered test of intelligence appropriate for ages 3 years through 94 years with a conformed, supplemental measure of memory. The RIAS includes a two-subtest Verbal Intelligence Index (VIX) and a two-subtest Nonverbal Intelligence Index (NIX).
- Universal Nonverbal Intelligence Test - UNIT: The UNIT is intended to provide a fair assessment of intelligence for children and adolescents who have speech, language, or hearing impairments; color-vision deficiencies; different cultural or language backgrounds; and those who are verbally uncommunicative.
- Weschler Intelligence Scale for Children - Fourth Edition - WISC-IV, and R: The WISC-IV is an individually administered clinical instruction for assessing the cognitive ability of children 6 years 0 months through 16 years 11 months.

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Individualized Test of Achievement:

-The Woodcock-Johnson III Tests of Achievement (WJ III ACH; Woodcock, McGrew, & Mather 2001) is an individually administered battery of achievement tests for ages 2 to 90+ years. The WJ III ACH has 22 tests, with 12 in the Standard Battery and 10 additional ones in the Extended Battery.

(See attachment 1 for testing components for Woodcock Johnson.)

-The Iowa Test of Basic Skills (ITBS) is a test of achievement for grades K-12. The ITBS includes Vocabulary, Reading Comprehension, Spelling, Capitalization, Punctuation, Usage and Expression, Math Concepts and Estimation, Math Problem Solving and Data Interpretation, and Math Computation testing section.

The following tests/instruments may be accepted as part of gifted services eligibility decisions when reviewing records of transfer students.

Intelligence/Aptitude Tests: Cognitive Abilities Test; Comprehensive Test of Non-Verbal Intelligence (CTONI); Weschler Scales (WISC-IV, WAIS-R); Weschler Preschool and Primary Scale of Intelligence, Third Edition (WPPSI-III); Naglieri Non-Verbal Ability Test (NNAT); Universal Non-Verbal Intelligence Test (UNIT)

Achievement Tests: Iowa Test of Basic Skills (ITBS); Woodcock-Johnson Psychoeducational Battery-III Test of Achievement-English and Spanish.

The list above reflects frequently used instruments, it is not exclusive. Additional tests may be used as long as there are norms and the test is being used for the purpose for which it was developed.

Unapproved Tests/Instruments: WRAT, PIAT, PPVT, Slossan, or any other tests developed for the purpose of screening are not designed and/or normed for the purpose of gifted service decisions.

Practice C

Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: Asheboro City Schools' Academically and/or Intellectually Gifted Program uses a multiple criteria approach for nominating potential AIG learners. The district population currently consists of approximately: 38% white, 13.7% black, and 43% Hispanic. The nomination process provides a well-articulated procedure for equal opportunity, equity/access to all students including minority students, English Language Learners, students with disabilities, students who are economically disadvantaged, intellectually gifted and other underserved groups. AIG Specialists provide professional development to promote understanding of traditional and nontraditional characteristics to address misconceptions about under-represented groups. AIG Screening, referral, and identification procedures for ACS include measures of aptitude, achievement, and alternative assessment measures. Students from traditionally under-represented populations may also qualify

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for alternative testing measures based on decisions from school or district Needs Determination Team. Asheboro City Schools incorporates the use of nonverbal aptitude score for screening and identification.

The screening process is ongoing includes the screening of all students in multiple grade levels. The formal student search will be conducted annually. This search will include a review of test data using reports compiled by the Asheboro City Schools' stakeholders. Students will be considered for the AIG Pool of potentially identified students if they achieve a score ≥ 90 th percentile on a nationally normed test of achievement or aptitude. In addition, a Non-Verbal battery score of ≥ 90 th percentile on the Cognitive Abilities Test (CogAT) can be used as a qualifying score to gain entrance to the AIG pool.

In addition to standardized test data, the use of nontraditional methods will be used for effective screening, nomination, and identification of underserved populations who may manifest giftedness in different ways. Asheboro City Schools will use teacher recommendations, work samples, portfolios, and other research-based checklists and rating scales. This pre-nomination pool will be sent to the school-based Needs Determination Team for Academically and/or Intellectually Gifted (NDT-AIG) for review.

The School Needs Determination Team may be comprised of the following members:

- (a) Current classroom teacher or previous classroom teacher
- (b) Principal or designee
- (c) School counselor
- (d) Regular education teachers representing next grade levels
- (e) AIG specialist

The NDT-AIG will work with classroom teachers to determine which students from this pool should be nominated for differentiated services. Parents, students, and teachers may also nominate students who do not appear in the screening pool. Supporting documentation such as work samples and research-based checklists may accompany these nominations. Nomination data collected from teachers, parents, students, psychologists, and/or central office staff may include standardized achievement test scores, end-of-grade scores, CogAT group and/or individual aptitude scores, grade averages, work samples, and cognitive/behavioral checklists.

When students with disabilities or a 504 plan participate in district-wide assessments, students receive testing modifications and/or accommodations as indicated in their individual plan. These modifications/accommodations are also provided for AIG screening and formal assessments. Data from the student search is recorded by the AIG Specialists on AIG Identification Pool Spreadsheets. The students who make up the Identification Pool may or may not require differentiated services. Students from underrepresented populations may need additional opportunities for AIG identification and differentiated services. This may include: increased collaboration between the AIG Specialist and the ELL teachers to collect data for students who grow three or more language levels in one academic school year, Exceptional Children teachers, collection of qualitative data from various checklists, AIG nomination/identification procedures and DEP parent meetings are communicated in parents' native language, and increased communication between the AIG Specialist and school personnel on AIG identification and nomination procedures.

The individually administered Naglieri Nonverbal Ability Test is also available for use with students from under-represented populations based on recommendation from NDT.

Individually administered tests may be preferable under certain circumstances in order to identify potentially gifted students from underrepresented populations. Individual assessments may be administered as needed throughout the year by professional personnel and as determined by the Needs Determination Team if:

- The student has a documented medical condition or disability that may interfere with the ability to perform well in a group situation (i.e., ADD, chronic asthma).
- The student has cultural differences that may interfere with language usage (i.e., ELL).
- The student is from an economically disadvantaged background.
- The existing group data (current within 12 months) on this student does not provide sufficient information to make the decision about the need for services.

Practice D

Implements screening, referral, and identification processes consistently within the LEA.

District Response: Asheboro City Schools maintains a systematic process for screenings, referrals, and identification within the district. AIG specialists provide yearly school based professional development through staff meetings and/or grade levels meetings regarding the screening, referral and identification processes to ensure consistent implementation. There is a Needs Determination Team at each school and a district level Needs Determination Team which serves as a review of school decisions. (See Attachment 4 for Student Search Process)

The School Needs Determination Team may be comprised of the following members:
One member of the NDT-AIG must be the AIG Specialist. The school level NDT should have no less than four people present. Other members should be selected from the following and must include one member who is knowledgeable about the child:

- (a) Current classroom teacher or previous classroom teacher
- (b) Principal or designee
- (c) School counselor
- (d) Regular education teachers representing next grade levels

The District Needs Determination Team (NDT-AIG) is comprised of:

One member of the district NDT-AIG must be the AIG Coordinator/AIG Lead Specialist. Other members should be selected from the following and must include one member who is knowledgeable about the child:

- (a) AIG Coordinator/Lead Specialist
- (b) AIG Specialist

The district NDT-AIG Team should have no less than four people present.

An annual review will be completed at the end of each school year for all students who have a Differentiated Education Plan (DEP) and Individual Differentiated Education Plan (IDEP). At the end of the each school year, each previously identified student will be reviewed by the AIG District Needs Determination Team. The goal is to provide consistency in identification, placement, and service options.

The annual review process is as follows:

1. Indicate the annual review date at the top of the new DEP or IDEP.
2. Review the student's performance in both gifted and general education settings.
3. Discuss the appropriateness of the options selected on the current Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP).
4. Recommend services matched to student's level of need.
5. Indicate the options selected for the next school year on the Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP).
 - a. Consider same level in intensity of services.
 - b. Consider an increased level in intensity of services.
 - c. Consider a reduced level in intensity of services.
6. School Level NDT members who are present will sign the DEP or IDEP.
7. Send an invitation to notify parents of a conference to discuss their child's DEP or IDEP for the upcoming year.
8. If a parent withdraws a student from the AIG program, an exit form must be completed.
9. 4th grade to 8th grade – DNDT will sign after review. Members will sign/date to represent the team.
10. Changes during the school year will be addressed by the AIG Specialist with individual IDEP or DEP meetings.

Practice E

Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/ families, students, and the community-at-large.

District Response: AIG Specialists maintain a communication plan regarding AIG student screening and referral by developing procedures that are available in various formats. Procedures for screening, referral, and identification are communicated to parents/families, school personnel, and students through an annual parent meeting and on the district website. AIG Specialists share screening, referral, and identification procedures with school personnel annually at faculty meetings and/or collaborative grade level meetings, and with parents/families/students annually at Differentiated Education Plan (DEP) meetings. In addition, AIG information regarding screening

process is disseminated throughout the school year at events such as open house, school level family engagement nights, and other district activities. These procedures are available in different media formats including technology components such as the district website and/or social media outlets. Translators are available at these events.

AIG Specialists maintain and review annually with parents/families documentation that explains the identification process and service options for AIG students.

Practice F

Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

District Response: Differentiated Education Plan (DEP) or IDEP forms for all students are updated each year. DEP meetings are held annually for parents of AIG students at all schools K-8. At annual DEP meetings, the AIG Specialist reviews the Asheboro City Schools' identification process and service options for AIG students. Parents/families review the AIG student's DEP with the AIG specialist and are provided time to ask questions about identification and service options. AIG Specialists also review enrichment opportunities, potential content modification, and potential learning environment modifications. All DEPs are held in a central server to maintain individual student's AIG electronic documentation.

For rising 9-12th grade students, the AIG specialist and the school counselors will advise AIG students on course selection and enrichment opportunities. Rising 9th grade AIG students will develop a 4 year plan with the middle school AIG specialist and school counselor based on students' interests and academic strengths that capitalize on advancement opportunities for high school.

An end of year review of all K-12 IDEPs and Grade 4-8 DEPs will be conducted by the AIG Specialist. IDEPs and DEPs are on file at each school and are available for review at any time by parents, administrators, classroom teachers, and teachers of the gifted. Parents of AIG students are also provided a copy of the IDEP or DEP for their records.

AIG student records are maintained in Powerschool and in a district database to ensure appropriate AIG identification records. Powerschool information is compared with district database records on a regular basis so that they accurately reflect students' identification records. AIG student records are updated regularly in order to accommodate transfer students and/or newly identified students throughout the school year.

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Ideas to Strengthen the Standard: During the 2019-2022 cycle, Asheboro City Schools has the following goals related to Standard 1:

-To improve the community at large communication. The Asheboro City Schools' AIG website will be updated with current plan information, pathways for identification, and general information about the AIG program in Asheboro City schools. New materials will be translated.

-To continue research on non-traditional measures for identification for AIG services. Asheboro City Schools currently utilizes measures of aptitude and achievement at multiple entry points. In order to develop an additional non-traditional measure, the AIG district team will continue to research various non-traditional processes for students who are culturally/ethnically diverse, economically disadvantaged, English Language Learners, highly gifted, intellectually gifted, or twice exceptional.

Sources of Evidence:

- Parent DEP Meeting sign in sheets
- School Faculty Meeting sign-in sheets/presentations
- AIG specialists data spreadsheets for AIG identified student
- AIG specialists talent pool spreadsheets
- AIG student folders
- Standardized test data, system wide benchmark scores, gifted rating scales
- Individualized Tests of Aptitude
- Individualized Tests of Achievement
- Work Samples
- Nomination Forms
- Differentiated Education Plan (DEP)
- Individualized Differentiation Plan (IDEP)
- Multiple Criteria for Identification Document
- District Website

Standard 2: Comprehensive Programming within a Total School Community

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

District Response: Asheboro City Schools provides a variety of programming services K-12 for gifted learners including cluster group options, special extension classes, small learning communities, mentorships, dual enrollment, and special counseling services to address students' academic and psycho-social needs.

AIG services by grade span includes:

Grades K-3

- collaboration with classroom teachers to provide appropriate differentiation for gifted learners
- consulting with parents to meet educational needs of students and inform about extra-curricular opportunities for gifted learners
- library of resources available to teachers and administrators to encourage critical thinking and differentiation of instruction
- professional development opportunities to increase classroom teacher awareness of the needs of gifted learners

Grades 4-8

- collaborative planning and instruction that differentiates for gifted learners
- projects and learning opportunities that offer choice and flexible pacing for gifted students
- after school clubs and other extra-curricular opportunities for gifted learners
- collaboration with school counselors to meet students' social and emotional needs
- small group instruction specific to academic needs of gifted students
- push-in services in order to co-teach and support whole group classroom instruction
- professional development opportunities to increase classroom teacher awareness of the needs of gifted learners

Grades 9-12

- advanced course opportunities through NCVPS, community college, Honors and AP courses
- collaboration with school counselors to meet students' social and emotional needs
- extra-curricular opportunities for gifted learners
- professional development opportunities to increase classroom teacher awareness of the needs of

gifted learners

AIG specialists collaborate regularly during grade level or content level meetings with AIG cluster classroom teachers, school counselors, administrators, and other support staff to plan and deliver service options for AIG students. Students are clustered in elementary and middle school in order for the AIG specialist to offer flexible grouping, co-teaching, small group instruction, and/ or small learning community opportunities to meet academic needs of AIG students.

In order to meet the social and emotional needs of gifted learners, K-12 school counselors and AIG specialists collaborate to provide additional support as needed to teachers, administrators, parents and/or individual students or groups of students. School counselors and AIG specialists meet as needed to provide direct and indirect support to discuss trends and issues associated with gifted learners in order to build a partnership in addressing social and emotional needs.

AIG specialists may enlist the help of K-12 school counselors to address the social and emotional needs of AIG students. AIG specialists may provide professional development support to school counselors, teachers, parents, students and/or administrators that may include specific meetings, book studies, articles and websites, etc.

AIG specialists maintain paper and digital copies of Differentiated Education Plans (DEPs) for all Academically and Intellectually Gifted students. Access to this information is provided to teachers, administrators, and other support staff.

Children who are gifted form a diverse group with a variety of needs that require a range of service options. According to the 2018-2019 staff and parent surveys, only 64% of teachers agreed that school counselors supports students in meeting their academic potential. In addition, 60% of surveyed parents felt that classroom teacher(s) know how to best support the complex needs of AIG students.

Practice B

Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

District Response: It is important for all aspects of the Academically and/or Intellectually Gifted Program to reflect the vision and mission of the AIG program as well as the vision and mission of Asheboro City Schools. Our program focuses on the philosophy that students should demonstrate annual growth in achievement in reading and mathematics – "a year's worth of growth for a year's worth of school." This means that high-performing students, like all other students, must continue to make academic progress from year to year. Gifted students need challenging new learning opportunities each year in order to continue their academic growth.

The Asheboro City Schools' Plan for Academically and/or Intellectually Gifted is supported by, and

connected to, numerous other system-wide initiatives and programs. AIG services in reading and math align with our district's goals and resources as outlined in the Asheboro City Schools 2016 - 2022 Strategic Plan and individual School Improvement Plans.

AIG services are determined by students' area(s) of identification. Service options are also aligned with the individual school's improvement plan. We align the AIG program and services with each area of AIG identification, goals of the program, and resources of the LEA as a maintained practice. Students that are identified in reading are clustered for reading, according to district guidelines for elementary and middle school, and receive researched based curriculum resources such as Junior Great Books, small group novel studies, vocabulary development, and/ or problem based learning. In addition, students identified in math are clustered for math according to district guidelines for elementary and middle school and receive researched based curriculum resources such as math problems of the week, project based learning, and critical thinking skill activities. Layered curriculum and other flexible learning opportunities may be provided to offer students choice in the content and pace of their learning. Small-flexible grouping instruction is frequently utilized in both ELA and Math in order to more effectively meet the needs of these learners.

The AIG specialists collaborate and consult with the regular classroom teachers to deliver services that are integrated with the instructional programs of the district. The Asheboro City Schools' AIG Plan is supported by, and connected to, numerous other system-wide initiatives and programs. The following list includes some of the system initiatives linked to meeting the needs of gifted students:

- Advanced Placement/Honors Courses
- Accelerated Classes
- College and Career Readiness Opportunities
- Focus on Multiple Forms of Student Assessment
- Asheboro High School Small Learning Communities
- Career and Technical Education Offerings
- Cluster Grouping
- Collaborative Planning
- Project Based & Problem Solving Learning Opportunities

Asheboro City Schools 2016-2022 Strategic Plan encompasses the following goals:

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

Goal 2 – Each student has a personalized education.

Goal 3 – Each student has excellent educators every day.

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

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

Asheboro City Schools is committed to expanding opportunities for AIG students at all levels through expansion of accelerated and advanced level courses. ACS will continue to explore high school courses being offered during middle school and to develop the Pre-AP and AP program at the middle

and high school levels.

Practice C

Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

District Response: AIG specialists utilize intentional, flexible grouping to provide support, and offer services to teachers of AIG students in order to create appropriate instructional and learning options. AIG specialists may also collaborate with key stakeholders to determine placement options for K-12 gifted learners. AIG students are grouped flexibly based on a variety of factors, such as readiness through student achievement and growth data, interest, and learner profile.

The following options are available for AIG students K-12:

Flexible Pacing Options: Flexible pacing is any provision that places students at an appropriate instructional level, creating the best possible match between a student's achievement and instruction and allows them to move forward in the curriculum as they achieve mastery of content and skills. These are flexible groups that are created based on student readiness.

In-Class Flexible Grouping: Students in each class are assigned to a small group for instruction. These groups may be heterogeneously grouped according to skill level. To be effective, grouping should be flexible and fit the instructional purpose. It is important that each student be provided with tasks that are challenging and appropriate.

Cross-Grade Flexible Grouping in Specific Subjects: Depending on their skill level and performance, students are grouped within the school for specific subjects and/or purposes.

Learning Environment – Instructional grouping can be flexible – within and between individual classrooms or within and between teams/grade levels, enabling students to move in and out of groups based on their needs and performance.

Cluster Grouping within a regular class: A cluster group of gifted students (4 to 8 elementary and 8 to 12 middle school students) is assigned to a regular heterogeneous class. The cluster group teacher receives extensive training in gifted education and works closely with a gifted specialist to design appropriate, differentiated curriculum for this group. This includes both resources and teaching strategies. This is an appropriate placement if the classroom is organized to meet individual needs so that flexible grouping occurs, and different abilities are valued and nurtured.

Cross Team/Subject Grouping with Collaboration: Two sections of the same subject are taught at the same time, allowing students to be grouped and regrouped between the classes for skills and enrichment. This might also involve a team teaching arrangement with an enrichment specialist.

Accelerative Options: Based on student(s) needs which may be recognized by teacher recommendation, demonstrated performance on a nationally normed test, composite score on individual IQ test, student interest and commitment, score on IOWA Acceleration Scale, and/or interview with parents and students.

Cluster Grouping within Teams: Students are assigned to teams heterogeneously. The academically able students within each team are assigned reassigned to one or more teachers for a specific block of instructional time. Placement within this group is flexible, based on student performance, and teams meet on a regular basis to review student progress.

Resource Pull-Out: Resource pull-out classes offer enrichment and instructional opportunities in writing, technology, public speaking, and advanced topics in math and independent projects. This can be a small group of students with a need for enrichment and/or differentiation in an area.

AIG specialists collaborate regularly through grade level and content area planning to discuss AIG grouping practices and growth of AIG students. Topics covered during these collaborative sessions may include:

- Monitoring local and statewide assessment data
- Professional development for administrators and teachers(including regular education and AIG Specialists) and counselors to understand the following: data of AIG students, grouping practices for growth of students, instructional strategies for groups of advanced learners

Practice D

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

District Response: AIG specialists strive to inform all stakeholders about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, the local AIG program and AIG plan through various methods and forums. This occurs during the annual Differentiated Education Plan (DEP) meeting for parents and annual review of AIG plan and services for staff members during a school staff meeting. AIG Specialists share a district wide presentation yearly at a school level staff meeting to inform school personnel about the differentiated service options, regulations for gifted education, the local AIG plan, and roles of the AIG specialist. Brochures, English and Spanish, highlighting differentiated services and instructional strategies are distributed to AIG parents at the annual DEP meeting and posted on the district website. School staff and parents serve on the AIG Advisory Board to provide feedback about services and instruction for AIG students.

AIG specialists will advocate for and communicate the principles of differentiated curriculum and instruction to match the distinct characteristics of gifted learners that may include revisiting the Differentiated Education Plan form and identification process, tracking specific data, and communicating with other specialist regularly. AIG Specialist participate in collaborative data discussions regarding AIG students academic, intellectual, and social/emotional needs.

Practice E

Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

District Response: There is a need for ongoing communication between stakeholders in key transition years, especially for 5th to 6th and 8th to 9th, to ensure an effective continuity of K-12 AIG services in Asheboro City Schools. Due to the need to provide additional supports to both the AIG students and the staff who serve the AIG students at the high school level, AIG specialists collaborate to provide additional support to teachers, administrators, school counselors, parents and/or individual students, or groups of students.

The AIG district team reviews DEPs for all AIG students annually in order to ensure the effective continuation of services. Elementary AIG specialists collaborate with middle school specialists to develop AIG clusters for ELA and Math to match students' needs. Middle school specialists collaborate with school counselors during registration in order to ensure AIG students are registering for classes that best fit their academic and social needs. Schedules of AIG students are monitored by the lead AIG specialist and school counselors to ensure students are engaged in rigorous and relevant courses.

AIG specialists monitor and communicate in ways that may include revisiting the Differentiated Education Plan form and identification process, tracking specific data, communicating with other district specialists regularly, confirming appropriate scheduling by reviewing AIG students' schedules, and district Needs Determination Teams communicate regularly to ensure continuation of services as needed and/or qualification for differentiated services. AIG specialists may provide various opportunities for stakeholders to increase their awareness of the unique expectations and services available at the elementary, middle school, and high school levels yearly.

Practice F

Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.

District Response: Survey data indicates that of certified staff need additional support to understand how to meet the social and emotional needs of AIG students. In addition only 44% of parents felt the social and emotional needs of gifted students are addressed through their school's counseling department. Therefore, there is a need to focus on addressing the social and emotional needs of AIG students through collaboration with key personnel.

AIG specialists collaborate with K-12 students, school counselors, teachers, administrators, and parents to understand and meet the social and emotional needs of AIG students. AIG specialists may develop and implement professional development for stakeholders. K-12 school counselors may provide counseling and guidance services specifically designed to address the specific needs of AIG students, and provide information and support to parents, teachers and administrators.

The Asheboro City Schools' school counselors and AIG specialists collaborate to provide additional support, as needed, for individual students or groups of students. Gifted students are provided additional assistance, as needed, for coping with their heightened sensitivity, perfectionism, peer relationships, situational stressors, and college and career planning. Asheboro City Schools has special education staff and a memorandum of agreement with a local mental health private provider (if needed) for gifted students with intensive emotional or behavioral difficulties related to learning disabilities, depression, underachievement, ADHD, or other symptoms that require extra support or intervention. In addition, AIG specialists share information on the social and emotional needs of AIG students to parents. The Asheboro City Schools' gifted specialists, in collaboration with other parent sponsored initiatives, will offer parent information concerning social and emotional needs of their gifted children. Asheboro City Schools will continue to survey both students and parents. The survey will include questions related to social and emotional issues in order to gather data in this area. This information will be used to expand the staff development and parent workshop topics.

Service options for gifted students include differentiated guidance services which target support and interventions for common concerns that specific groups of students share. As part of the differentiated program of counseling services, guidance personnel work collaboratively with the classroom teachers, gifted specialists, and administrators to support students' optimal learning and adjustment. The team will work collaboratively in a proactive approach to prevent social and emotional difficulties.

Practice G

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration.

District Response: Children who are gifted learn at a faster rate and come to class with a higher level of base knowledge than other children. Therefore, they can often move through the curriculum at a developmentally appropriate accelerated pace. Because of their different learning and social

needs, children who are gifted require time with like-minded and similar ability peers in order to establish relationships and promote growth. They may also require an alternate or compact academic course of study in order to facilitate learning growth. The Asheboro City Schools' Strategic Plan, the State Board of Education's Acceleration Policies, and our acceleration procedures are updated to articulate opportunities for various acceleration options.

AIG specialists may develop and implement professional development, provide support, and offer services to teachers of AIG students in order to create appropriate accelerative instructional and learning options. AIG specialists may also collaborate with key stakeholders to determine accelerated placement options for K-12 gifted learners.

Service delivery options may include:

Flexible Pacing Options: Flexible pacing is any provision that places students at an appropriate instructional level, creating the best possible match between student achievement and instruction and allows them to move forward in the curriculum as they achieve mastery of content and skills.

Accelerative Options: Based on student(s) needs which may be recognized by teacher recommendation, demonstrated performance on a nationally normed test, composite score on individual IQ test, student interest and commitment, score on IOWA Acceleration Scale, and/or interview with parents and students.

Advanced Placement/CTE Courses: Advanced Placement (AP) and CTE courses that earn high school and/or college level credit and/or certification may be offered so that able students can accelerate their program of study.

Credit by Demonstrated Mastery: ACS follows NCDPI policies and procedures for CDM. According to NCDPI guidelines for Credit by Demonstrated Mastery: "Credit by Demonstrated Mastery (CDM) is the process by which a student may earn credit for a high school course by demonstrating a deep understanding of the content; without course enrollment or seat time. CDM was designed to respond to needs of students, families, AIG community, school personnel and leadership. CDM specifically offers NC students the opportunity to personalize and accelerate their learning, thus allowing for optimal student growth while providing an opportunity to have effective seat time to learn new content. Students shall demonstrate mastery through a multi-phase assessment, consisting of:
Phase 1: A standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally and
Phase 2: An artifact which requires the student to apply knowledge and skills relevant to the content standards.

While the CDM process is open to all students, it is not designed for whole groups of students. Likewise, it is not intended to replace the general accelerated pathways local school districts often provide for advanced students."

Subject Advancement/Acceleration: Based on student(s) needs which may be recognized in various

ways, students may test out and bypass specific subjects or skill levels. Subject advancement/acceleration may be offered to students who demonstrate mastery of content aligned with specific course standards through state and nationally normed data, teacher recommendation, and/or students who demonstrate high interest, commitment, and motivation. In accordance with State Bill § 115C-81.36. Advanced courses in mathematics: students who score a level five on EOG or EOC test for math will be enrolled in the advanced course for the next math course in which the student is enrolled. Parents may provide written consent for the student to be excluded or removed from the course.

The State Board of Education's Acceleration Policy on Credit By Demonstrated Mastery (CDM) may be included in this subject advancement.

Early entrance to Kindergarten: ACS meets the NCDPI Guidelines for Early Entrance to Kindergarten and the school principal retains legal responsibility for this decision.

Grade Skipping: Students move ahead one or more years, skipping levels in the normal sequence of promotion. This has traditionally been used successfully with highly gifted students as a method of acceleration. In ACS, students must meet all of the following criteria to be recommended for whole grade skipping.

- Teacher recommendation based on observation with documentation of very strong need for more intensive differentiation
 - Demonstrated performance 3 or more years above grade level on a nationally normed test in reading and mathematics
 - 95-99%ile composite score on an individual IQ test
 - Student interest, commitment, and motivation based on portfolio review
 - Academic, social and emotional readiness based on a score >46 points on the IOWA Acceleration Scale
 - Extensive interview with parent and student
- School principals retain legal responsibility for this decision.

See Attachment 7 for specific criteria/content modification guidelines.

Practice H

Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

District Response: Some children who demonstrate giftedness may not be traditionally identified as gifted. This may be particularly true of students from underserved populations (culturally/ethnically

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diverse, economically disadvantaged, English Language Learners, highly gifted, and twice exceptional). For these students, additional consideration is needed to offer opportunities for identification and intentional, strategic support to promote success once identified. Asheboro City Schools implements a variety of practices to support traditionally under-represented AIG populations.

AIG specialists continue to research, develop, advocate for, and implement various intentional identification methods, services in support of traditionally under-represented AIG populations. Intentional programming options for traditionally under-represented AIG populations may include:

- TOPS forms for elementary students
- Professional development regarding under-represented populations in AIG and strategies to work with those students
- Collaborative meetings with support staff (EC, ESL, Title 1) to discuss service options and discuss referrals for differentiated services
- Enrichment opportunities provided by AIG specialist or classroom teachers

Practice I

Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

District Response: Currently, Asheboro City Schools offers a variety of extra-curricular programs and events to enhance and further develop the needs and interests of AIG students during and outside of the traditional school day.

Many enrichment/talent development opportunities are available to students at the elementary, middle and high school levels. Student participation is based on student interest, motivation, teacher recommendation, and the ability of the student to complete required prerequisites for participation if applicable. Choices will vary within each school each year. The school planning team will develop, implement, and communicate the options to staff, students, and parents in collaboration with AIG specialists to best address and enhance needs of AIG students.

List of possible options:

Elementary School:

- Geography Bee
- Technology Fair
- Speaking Day
- Literature Circles
- Expert Project
- Vocabulary Challenge
- Duke TIP
- Poetry Tea
- Biography Tea

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- K-3 Grade Family Science Packs
- Spelling Bee
- Third Grade Science Day
- Seminars
- Family Math Night/Technology
- STEAM competition
- After school clubs
- Battle of the Books
- Science Olympiad
- Girls Excelling in Math and Science (GEMS)

Middle School:

- Math Fair
- Science Fair
- Battle of the Books
- Foreign Language
- Geography Bee
- Junior Great Books
- Duke TIP
- Student Government
- Science Olympiad
- Math Olympiad
- Beta Club
- Project Based Learning
- Socratic Seminars
- Spelling Bee
- Job Shadowing
- Yearbook Staff
- Extracurricular clubs
- STEAM competition

High School:

- National Honor Society
- Art Club
- ASHE-HI-CHAT
- ASHE-HI-LIFE
- Park Street Players
- Youth Leadership Programs
- Contests/Competitions
- International Club
- J-ROTC
- Fellowship of Christian Athletes
- Governor's School
- Governor's Page
- SAT Preparation
- Science Olympiad

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- Health Occupations Student Organizations
- Service Projects
- Key Club
- Spanish Club
- French Club
- Latin Club
- Mock Trial Team
- Student Council
- Teacher Cadets
- Teenage Republicans
- Internships in Community

Ideas to Strengthen the Standard: During the 2019-2022 cycle, Asheboro City Schools has the following goals related to Standard 2:

- To further develop extra-curricular programs to enhance both academic growth and encourage talent development in AIG students
- To further on developing specific programs that focus on meeting the social and emotional needs of gifted learners

Sources of Evidence:

- Student enrollment lists: North Carolina Governor's School, AHS small learning communities, AP/Honors courses, etc.
- Roster of cluster groups
- Agendas and resources from professional development with school counselors, administrators and/or teachers
- Comprehensive progress monitoring (grades, common assessments, and benchmark assessments)
- Sign in sheet from DEP and other AIG meetings including parents, students, teachers, administrators and/or counselors
- Copies of Pacing/Curriculum Guides/Lesson plans
- AIG Data Spreadsheets
- Differentiated Education Plan
- Collaborative planning minutes
- District wide communication: Monday Musing, district website, newsletters, Connect Ed phone messages
- AIG quarterly newsletters
- AIG brochures
- AIG annual presentation materials for parents/staff
- PowerSchool and district AIG database
- Posted school offerings of enrichment opportunities in newsletters, parent letters, announcements, emails, phone calls, parent nights, open house, report card pickup and other forms of communication
- TOPS forms/USTARS packets
- AIG specialists' data spreadsheets

-Dual enrollment courses

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Standard 3: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

District Response: Asheboro City Schools understands that a continuum of programming services must be available for gifted learners including cluster group options, acceleration, special pull-out classes, mentorships, and dual enrollment to address students' academic needs. These flexible options are available for gifted students in Asheboro City Schools. When given the appropriate educational opportunities, children who are gifted or show potential will become increasingly knowledgeable; therefore, their need for differentiation increases when compared to others of their age, experience, and environment. In our 2019 stakeholder surveys, 95% of respondents believe that the district supports collaboration with schools and that AIG specialists collaborate to adapt, develop, and implement differentiated curriculum and instruction.

AIG specialists and classroom teachers collaborate during common planning sessions to adapt the NC Standard Course of Study to address the needs of advanced learners in language arts, mathematics, and other content areas as appropriate through the use of differentiation, enrichment, extension, or acceleration. The following options may be used to adapt the NC SCOS:

- K-8 flexible grouping and utilization of research based supplement resources.
- Collaborative planning with AIG specialists and other stakeholders in the AIG students' education will occur on a regularly scheduled basis.
- All gifted education students will have Differentiated Education Plans (DEPs).
- High school students are provided the opportunity to take Honors and Advanced Placement Courses.
- Credit by Demonstrated Mastery Guidelines from Department of Public Instruction (DPI) will be followed to create additional acceleration opportunities for middle school students.
- Middle School students are provided the opportunity to take High School courses in ELA, Math, Science and Social Studies

Practice B

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.

District Response: Children who are gifted share the ability to think with more complexity and abstraction than other children of their same age, experience, and environment; and, therefore they require differentiation in the curriculum and enrichment opportunities. When differentiated education is appropriately provided, children who are gifted or show potential, thrive in school.

AIG specialists and classroom teachers collaborate regularly to provide diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels. Service options available include curriculum compacting, flexible grouping, whole grade and subject acceleration. These are utilized based on abilities, readiness, interest and learning profiles. Diverse and effective instructional practices may include, but are not limited to:

- North Carolina Virtual Public School
- Advanced placement courses
- Honors level courses
- Small learning communities
- Subject advancement
- Subject acceleration
- Independent study
- Project-based learning
- Differentiated and higher level resources
- Extension and enrichment of classroom material
- Advanced coursework in middle school
- Curriculum compacting

In ACS, data is gathered about student' abilities, readiness, interests, and learning, profiles through the following options:

- Career interest inventories at the secondary level that are utilized in planning for middle and high school courses.
- All gifted education students will have Differentiated Education Plans (DEPs) that are reviewed annually.
- High school course offerings such as: Honors and Advanced Placement Courses.
- Professional Development opportunities for K-12 classroom teachers and school counselors for meeting the academic needs of gifted learners.
- Interest and multiple intelligence inventories.

Practice C

Incorporates a variety of evidence-based resources that enhance student learning.

District Response: Evidence-based resources are being utilized K-12 to enhance student learning for AIG students. Classroom teachers are provided professional development regarding implementation of resources.

AIG specialists implement current instructional practices to foster collaboration with classroom teachers to ensure differentiated needs are being met. AIG specialists review the service delivery options in the schools with a program review that consists of methods of differentiation. These may include:

- The Junior Great Books Program in grades K through 8 to cultivate potential through small group inquiry-based discussions around a complex text
- Jacob's Ladder selections to develop students' skills in literary analysis and interpretation, persuasive writing, linguistic competency, and oral communication, as well as to strengthen students' reasoning skills and understanding of the concept of change
- Facilitation of the development of curriculum extension projects for identified students in 4th and 5th grades
- STEAM extension activities
- Depth and Complexity activities to enhance critical thinking abilities
- Layered Curriculum opportunities to foster independence and choice for gifted learners
- Middle school students may participate in high school schools in order to provide acceleration options for those students.
- High school online courses, advanced placement courses, and honors courses are acceleration options available. Parents may also wish to seek acceleration opportunities beyond the school setting in order to accommodate an individual student's need that cannot be met in traditional school settings.

Asheboro City Schools offers diverse competition opportunities to enhance student learning. These may include:

- Spelling bee for students in grades 3 through 8. The purpose is to help students improve their spelling, increase their vocabularies, learn concepts, and develop correct English usage that will help them all their lives.
- Elementary and middle school students have the opportunity to participate in academic competitions such as Science Olympiad, Math Olympiad and Geography Bee. The purpose of these competitions is to secure America's global competitiveness and inspire excellence, confidence, and curiosity in U.S. middle school students through fun and challenging programs.

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-Math, Science, and Technology Fairs are offered to develop higher intellectual skills in mathematics and science. Asheboro City Schools may offer district level opportunities such as Science Fair, STEAM (Science, Technology, Engineering, Art and Math) competitions, Digital Expo and Math Fair for gifted students to enrich and extend classroom learning.

Practice D

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, and leadership.

District Response: Asheboro City Schools fosters future-ready skills through our district strategic plan and high academic standards.

Collaboration between AIG specialists and stakeholders will continue around professional development and differentiated activities related to fostering future-ready skills. Practices may include:

- Independent Projects and/or Curriculum Extension Projects
- Science Fair
- Math Fair
- Digital Expo
- STEAM competition/camp
- Science/Math Olympiad
- Geography Bee
- AVID
- Problem Based Learning
- Asheboro High School small learning communities
- Career and Technical Education courses
- North Carolina Virtual Public School
- Middle School Electives
- High School Service Learning Project
- Career guidance consistent with their strengths and assistance in making appropriate college choices.
- AP courses (including AP Capstone)
- Dual Enrollment courses
- Service learning opportunities
- Maker space activities
- Financial simulations such as reality store and Junior Achievement

AIG specialists may also use appropriate technologies to create a learning environment that supports research-based best instructional practices, various cooperative learning activities in school and extracurricular activities. Independent projects and differentiated assignments provide multiple opportunities for students to foster future-ready skills.

Practice E

Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

District Response: AIG specialists and classroom teachers collaborate to meet differentiated needs of their students. This collaboration is based on data from formative and summative assessments which serve as tools for meeting individual student needs. AIG specialists meet during collaborative discussions to share strategies based on data.

AIG specialists and classroom teachers meet regularly to discuss formative and summative data of AIG students. Stakeholders review individual AIG student progress incorporating multiple assessments (district benchmarks, NC Check-ins, lexile levels, EOG scores, EVAAS (Education Value-Added Assessment System) growth, guided reading levels for elementary students). AIG specialists maintain data spreadsheets monitoring currently identified AIG students' progress and regularly participate in school data discussions to differentiate for AIG learners. AIG specialists and classroom teachers collaborate on the following data to meet the needs of AIG students:

- Classroom summative and formative assessments
- District benchmark and State Check-in assessments
- AimswEBPlus data
- Lexile level/ SRI data
- Cognitive Abilities Test
- IOWA Test of Basic Skills
- mClass/Guided Reading level (elementary)
- Multi Tiered Support System Data (MTSS)
- NC End of Grade/End of Course data

At the middle school level, formative and summative data of AIG students is used to individualize learning through accelerated coursework. Students who demonstrate readiness in these assessments may enroll in high school courses during middle school years.

Practice F

Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

District Response: Asheboro City Schools understands that a comprehensive gifted education program must establish a plan to recognize and nurture the unique social and emotional development of gifted learners. We support a well-defined affective curriculum that addresses personal/social

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awareness and adjustment, academic planning, and vocational/career awareness for gifted learners. Children who are gifted have some unique social needs and may feel "different" from other children of their age, experience, and environment; therefore, they may need access to appropriate counseling and support to assure their affective well-being. Asheboro City Schools offers staff development for regular education teachers and school counselors in meeting the social and emotional needs of gifted students and continues to develop instructional strategies to address aspects of social and emotional needs within curriculum and instruction.

Gifted students are provided with differentiated guidance efforts to meet their unique social and emotional development. The students may be offered a continuum of service options to meet their needs through classroom counseling activities, parent meetings, focus groups, and individual and family support. Asheboro City Schools will continue clustering AIG students which provides the opportunity to learn with others of similar interest, ability, and motivation. These guidance efforts may include: book club/study, bibliotherapy using literature, joint AIG and school counselors meeting, and differentiated lessons to address social and emotional needs of the gifted.

By increasing collaboration with school counselors and AIG specialists, the continuum of service options will be extended through staff development delivered within individual schools. This collaboration occurs through regular meetings to discuss specific needs and issues related to gifted learners. Students may be offered a continuum of service options to meet their needs through classroom counseling activities, parent meetings, focus groups, and individual and family support.

The continuum of service options can be extended to individualized affective learning and needs of gifted learners with continued collaboration between school counselors and AIG specialists.

Practice G

Cultivates and develops the potential of young (K-3) students through purposeful and intentional differentiated curriculum and instruction.

District Response: The early educational experiences of potentially gifted students help to shape their learning habits; therefore, it is essential that young students with high abilities have access to appropriately stimulating and challenging education to help ensure that their potential is cultivated and developed. A cultivating education component is critical in ensuring that there is a plan in place to provide opportunities for all children to reach their potential. Our district believes in cultivating and developing the potential of young gifted students. AIG specialists and classroom teachers will collaborate to cultivate and develop the potential of young (K-3) students through purposeful and intentional strategies, differentiated curriculum and instruction.

Practices may include:

-Project U-STARS~PLUS (Using Science Talents and Abilities to Recognize Students-Promoting Learning in Underserved Students) to facilitate the recognition and cultivating of outstanding potential in typically under-served populations at the elementary level.

- Junior Great Books to cultivate potential through small group inquiry-based discussions.
- PETS (Primary Education Thinking Skills), a systematized enrichment and diagnostic thinking skills program suitable for Kindergarten through the primary grades, to align to the higher levels of revised Bloom's Taxonomy.
- Science and Nature Day for all third grade students to explore science and nature activities led by volunteers and teachers; activities correlate with the North Carolina Essential Science Standards.
- AIG specialists serve as resources for primary teachers to identify needs and locate material to extend learning opportunities.
- PD is offered to teachers at all levels about effectively teaching gifted students in order to increase the awareness of teachers to meet the needs of gifted learners.

Practice H

Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

District Response: Collaboration among AIG specialists and other staff is consistently implemented in each school. Survey data reveals that 84% of respondents feel that AIG specialists and classroom teachers collaborate with each other concerning differentiation for AIG students.

AIG specialists have a working knowledge of educational and psychological needs of the intellectually and/or academically gifted and application of a variety of instructional models and/or educational strategies appropriate for use with gifted and/or talented learners. This knowledge assists AIG specialists in developing differentiated curriculum activities in collaboration with regular education teachers to extend and enrich the standard course of study appropriate to meeting the unique intellectual and emotional needs and interests of AIG students. AIG specialists facilitate a decision making process among district personnel and design gifted services to supplement or extend the academic skills and knowledge learned in regular classrooms at all grade levels to ensure continuity as students progress throughout the program.

AIG specialists collaborate with other key personnel in delivering gifted education programming services and understand the importance of collaboration in delivering quality services for gifted learners in the classroom. This includes:

- Planning as a team to locate resources and materials to augment differentiated curriculum and to supplement independent study opportunities for individual students.
- Collaborating with counseling personnel in implementing intervention strategies for at-risk gifted students.
- Collaborating with school counselors during middle and high school scheduling for coursework
- Participating in the gathering of information that can be used to evaluate the gifted education

program.

-Providing a lending library for teachers with curriculum materials that help to extend the critical thinking of students and meet the academic needs of advanced learners in the classroom.

This collaboration occurs between AIG specialists and classroom teachers includes at the following:

- Grade level collaborative planning meetings and vertical planning meetings
- MTSS Assessment Wall Data meetings
- Monthly AIG Specialists meetings

Practice I

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

District Response: Asheboro City Schools identifies students as Academically/Intellectually Gifted in English Language Arts and Math at all grade levels (K-12). We develop and document a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG students, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents, families and AIG cluster teachers to ensure effective programming, a continuum of services, and support school transitions.

AIG Specialists develop Individual/Differentiated Education Plans annually for all AIG students and are reviewed mid-year. Each school's Needs Determination Team meets annually to review individual AIG student performance data.

Asheboro City Schools needs continued development of a 9-12 DEP that AIG students can use through their high school years. Currently, a 9-12 DEP provides a general overview of differentiated services available at the high school level and is developed for AIG students that includes areas of identification, possible learning environment modification, content differentiation options, and possible enrichment. This DEP is kept on file and held in a central database for digital access.

Ideas to Strengthen the Standard: During the 2019-2022 cycle, Asheboro City Schools has the following goals related to Standard 2:

-To research and implement a more comprehensive talent development program at the K-3 level in order to cultivate potential of students and to increase differentiation strategies for K-3 teachers to better differentiate for all learners.

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-To develop a comprehensive four-year DEP for 9-12 AIG students to implement intentional and consistent programming options for high school gifted students. This plan will be developed through a collaborative effort between middle school counselors and AIG specialists to ensure consistent services from middle to high school.

Sources of Evidence: -Differentiated Education Plan

- Collaborative Planning Minutes
- Student schedules
- Cluster rosters
- Course descriptions/registration cards (middle/high)
- Unit/lesson plans
- IOWA Acceleration Scale
- AIG specialist schedules
- portfolio/pictures of projects
- PD logs
- AIG monthly meeting minutes
- AIG specialist data spreadsheets
- TOPS forms
- Science and nature day reflection/resources
- Parent meeting logs
- School counselor lesson plans/schedules

Standard 4: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

Practice A

Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

District Response: It is important to select key personnel to work with gifted students. All AIG specialists serving in Asheboro City Schools possess AIG licensure. The AIG program is a component of the overall educational curriculum. Therefore, the implementation and monitoring of the plan is a collaboration between all district level and school level administrative leaders, the AIG specialists, and the AIG program coordinator.

Asheboro City Schools currently employs four full-time AIG-licensed gifted education specialists. These individuals serve the eight schools in the district where they collaborate to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. One of our licensed specialists serves as lead coordinator for the district and serves as a representative for the AIG department at district collaborative conversations, regional meetings, and state level conferences, professional development opportunities, and other state initiatives to support gifted programs. In addition the lead specialist:

- oversees AIG student records, screening, referral, and identification processes.
- facilitates monthly AIG meetings.
- facilitates district AIG professional development for district staff.

Together, the AIG district team (Director of AIG services and AIG specialists) will:

- Implement procedures for selecting teachers with specific responsibilities for the identification and provision of services for academically and/or intellectually gifted (AIG) students.
- Select or hire qualified personnel to serve AIG students, monitor and evaluate their effectiveness in delivering differentiated curriculum and instruction.
- Encourage qualified applicants who do not possess AIG licensure to pursue additional coursework.
- Implement a comprehensive, ongoing professional development plan for all key personnel who work with gifted learners.
- Articulate the roles and responsibilities of all persons working with AIG students.
- Facilitate a regular AIG PLC meeting to guide, plan, develop, and implement the district AIG plan.

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Practice B

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

District Response: Asheboro City Schools strives to implement current best practices defined in the field of gifted education to provide appropriate services that address the academic, intellectual, social, and emotional needs of gifted learners. AIG specialists collaborate with and provide support for classroom teachers to meet the academic and intellectual needs of gifted learners. Supports provided may include face-to-face or online professional development opportunities, modeling, co-teaching, common planning sessions, distribution of resources/materials, or small group lessons.

Current survey data showed that 94% of teachers agree with that our district supports collaboration between the AIG specialists to develop and implement differentiated curriculum. In the 2018-2019 survey data, teachers noted that collaboration included: AIG Specialists teaching lessons in clustered classrooms, providing curriculum materials, assisting with differentiation, providing small group support lessons, and conferencing with gifted parents. As a result of this survey data AIG specialists will continue to collaborate with and provide support for classroom teachers to meet the academic and intellectual needs of gifted learners through various models.

AIG specialists collaborate with school counselors to monitor and address the social and emotional needs of gifted learners. PLC meetings with AIG specialists and school counselors are held on an as needed basis to discuss issues and trends associated with gifted learners. This not only ensures that district counselors have the knowledge and awareness needed to address the social and emotional needs of gifted learners, but also helped ensure that a common mission and philosophy existed between AIG specialists and counselors. Through this collaboration, both parties can determine the most appropriate way to support gifted learners socially and emotionally at each school, as well as the best way to support teachers in addressing these needs.

AIG specialists and school administrators collaboratively address topics to support the academic, intellectual, social and emotional needs of gifted learners that may include appropriate clustering and placement options, appropriate enrichment opportunities, the determination of the types of professional development opportunities provided, or ideas for the future of the AIG program at each site.

AIG specialists support, plan, promote, and implement a range of diverse programs and activities to address the academic, intellectual, social, and emotional needs of gifted learners in the school district which may include the following:

- Spelling and Geography Bees
- Math, Science, and/or Technology Fairs
- Junior Great Books
- Independent Projects
- Science and Nature Field Trip (3rd grade students)
- North Carolina Virtual Public School courses
- Governor's School
- Summer Ventures

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- Advanced coursework in middle school (Math/ELA core plus courses, high school courses)
- Academic competitions such as Odyssey of the Mind, Math/Science Olympiad
- Credit by Demonstrated Mastery

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

District Response: AIG specialists will provide and participate in professional development in the field of gifted education to afford knowledge and implementation of current and best practices.

Staff development may:

- be offered at various times throughout the year
- be offered at the grade level, school, or district level
- be offered by content area
- be differentiated for a target audience: novice, proficient, advanced
- be required for teachers with the AIG cluster of students
- be optional to address the diverse needs of teachers

Professional development opportunities will be provided in a variety of ways to help all personnel understand AIG needs and the AIG program. These opportunities are developed as a result of annual professional development survey data of Asheboro City Schools stakeholders. This data is used to offer professional development that is a collaboration of survey results, administration, central office staff and the AIG district team.

These professional development opportunities may be delivered via the following methods:

- Online trainings
- Webinars
- Face to face workshops
- Piedmont Triad Education Consortium
- College courses for AIG licensure

During the summer of 2018, the AIG department developed and facilitated a hybrid professional learning experience for ACS employees. This was comprised of two face-to-face sessions and an eight module Canvas course. Objectives for participants included: increased awareness of traditional and nontraditional gifted characteristics, underrepresented populations, and social/emotional needs of gifted learners; implementation of research based, effective differentiation strategies in the gifted clusters classroom; development and implementation of a lesson that incorporated a method, model, or differentiation strategy. In addition, the course offered an optional module that focused on preparation for statewide AIG add-on licensure and provided resources for pursuing this process. This is available for all ACS employees. Seventeen staff members completed this first course and all noted they would recommend this course to others on the PD evaluation. Teachers earned CEUs for

successful completion of the course. This professional learning experience will be offered on a regular basis in order to increase ACS employees' capacity for working with gifted learners.

Practice D

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

District Response: Because the learning needs of children who receive gifted services are different from other children of their age, experience, and environment, teachers responsible for these students must have appropriate knowledge and skills to meet these needs. More teachers in our district need to complete AIG licensure or professional development requirements in order to make it possible for all AIG students to be served by an AIG qualified teacher.

Asheboro City Schools' offered an optional hybrid professional development course that focused on understanding gifted characteristics, research based differentiation methods and modules, and social/emotional the needs of gifted learners, and gifted resources during the summer of 2018. This local professional development opportunity will continue to be offered regularly to ensure that teachers working with AIG students who do not have an add-on license can meet the requirements for that position. At the completion of the course, participants had the option to take the Praxis exam in order to add AIG licensure to their current teaching certificate.

Completion of the professional development training in gifted education or AIG licensure is a goal of all teachers serving AIG clusters. Documentation of appropriate classes, training, experience, or workshops in designated subject area(s) may also serve in qualifying an individual to serve the gifted population.

It is important to select key personnel to work with gifted education students. We understand that gifted learners are entitled to be served by professionals who have specialized preparation in gifted education, expertise in developing appropriately differentiated content and instructional methods, ongoing professional development, and exemplary professional/personal traits. Central office staff meets annually before the start of each school year with school administrators to ensure AIG cluster guidelines are being implemented at each elementary and middle schools. AIG specialists monitor and maintain these guidelines throughout the school year. This ensures that the AIG specialists can effectively collaborate and support regular classroom teachers who have AIG clusters. The district human resource office maintains a list of district staff who are currently hold an AIG licensure and this information is available to school administrators.

Asheboro City Schools' goal during this plan is to increase the number of classroom teachers who have earned an AIG add-on licensure through Institutes of Higher Education and/or Praxis requirements.

Practice E

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

District Response: Professional development opportunities are essential in providing teachers and administrators with the knowledge and skills needed to appropriately serve AIG learners. To make professional development more efficient and effective for staff, efforts will be taken to align AIG professional development with district initiatives that reflect local program goals.

The district strategic plan, individual school improvement plans, and close collaboration with central office personnel will drive the selection, content, timing, and format of professional development offerings.

The Asheboro City Schools' Strategic Plan aligns district professional development with state and national standards and best practices in gifted education. AIG specialists, teachers, and administrators receive ongoing training relating to Future Ready Skills, the implementation of Common Core Standards, and the NC Essential Standards. Asheboro City Schools builds professional development days into the district calendar to ensure that an appropriate amount of time is allotted to building and refining skills in these areas.

Staff members are also encouraged to participate in professional development opportunities relating to Future Ready skills, the Common Core, and the NC Essential Standards sponsored by both the school district and NCDPI during the summer. AIG Specialists promote opportunities for Professional Development outside of the school district to promote best practices. The AIG lead coordinator attends regular regional meetings to collaborate with neighboring districts to provide PD.

The AIG District Team offers ongoing district and school level professional development that cover current research around topics such as gifted characteristics, methods and models, and social emotional needs. This occurs during face to face staff meetings, district professional development days and sessions as well as through online learning management systems. AIG District Team collaborates with instructional facilitators and administration to integrate best practices for gifted learners into school based PD.

Practice F

Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

District Response: According to 2019 survey data, 94% of the teachers with AIG clusters have an

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AIG specialists collaborate on a weekly basis with grade level PLC's or subject area teachers. During PLC's, AIG specialists have the opportunity to work with other classroom teachers to plan, implement, and discuss best practices. Elementary schools have bi-monthly grade level planning and data meetings in which the AIG specialists participates in regularly. Middle and high schools have weekly PLC meetings, quarterly vertical team meetings, and monthly faculty meetings in which the AIG specialists may participate.

AIG specialists also co-teach regularly in AIG cluster classrooms at the elementary and middle school level. Staff will plan, implement, and refine skills obtained from AIG staff development. AIG specialists participate in data meetings to discuss AIG students.

AIG specialists for the district also meet together regularly to plan, implement, and refine applications of professional development learning and to monitor AIG plan.

Ideas to Strengthen the Standard: -To increase the number of teacher with AIG licensure. Asheboro City Schools' goal is to increase the number of classroom teachers who have earned an AIG add-on licensure through Institutes of Higher Education (IHE) or through Praxis add-on licensure.

Sources of Evidence: -AIG staff meeting minutes and sign-in sheets

- AIG specialists schedules
- PD rosters
- AIG Clusters
- PD presentations
- List of participants (spelling/geography bee, math/science/technology fair)
- PD logs of AIG specialists
- List of licensed AIG personnel
- Collaborative planning meetings
- Assessment Wall/Data discussion meetings
- Canvas PD course
- PD Course Evaluation

Standard 5: Partnerships

The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

Practice A

Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:

- * academic and intellectual
- * social and emotional

District Response: AIG specialists and school level personnel, in collaboration with the Director of AIG Services, will conduct informational meetings for school staff, parents, and the local community. AIG school brochures with written, accurate information about the program options for gifted education and the AIG Plan will be located in each school and on the district website. A Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) will be developed annually for each currently identified student as well as newly identified students. Parents will be invited via multiple formats (email, letters, phone calls, etc.) to discuss this plan with the AIG specialist. Each school will host a meeting annually to inform parents of enrichment opportunities available during the school year. In addition to the DEP or IDEP conference, student/parent/classroom teacher conferences may be scheduled to focus on the individual student's needs and academic progress.

A district newsletter will be provided quarterly with report cards as well as being sent electronically when possible to families of gifted students. Information may include opportunities for gifted students, meeting dates, and other pertinent information for parents of gifted students.

Information will be provided to parents about local workshops and opportunities sponsored by other organizations related to gifted issues (ie, Randolph County Public Library, Randolph Community College, and other local IHEs). This may include lunch and learn sessions for parents and school based informational sessions at family engagement nights at each school site.

Partnerships with school and other local civic organizations may include:

- Donation of appropriate materials and other types of support to elementary and middle schools
- Support of school activities
- Academic Excellence Awards
- Student enrichment trips or day activities
- College Campus visits

Asheboro City Schools networks with families regarding their children's academic and social progress by communicating and working in partnerships with colleagues, administrators, school boards, students, families, and business and industry on behalf of gifted learners. Networks may include but are not limited to the following methods:

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- Create communication vehicles that explain the programming services available to AIG students (as stated above).
- Locate a variety of resources to share with parents to support their gifted children at home.
- Develop activities to encourage parental and community involvement in the education of the gifted.
- Participate in professional organizations related to gifted and talented education to inform the school district of best practices.

Practice B

Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

District Response: The Director of AIG Services, in collaboration with the AIG specialists, will conduct an informational meeting with Central Office personnel and school administrators. AIG specialists and school level personnel, in collaboration with the Director of AIG Services, will conduct informational meetings for school staff, parents, and the local community. AIG school brochures with written, accurate information about the program options for gifted education and the AIG plan will be placed on the district website and distributed to all schools. A Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) will be developed annually for each currently identified student as well as newly identified students. Parents will be invited to discuss this plan with the AIG specialist. Each school will host a meeting annually to inform parents of enrichment opportunities available during the school year. In addition to the DEP or IDEP conference, student/parent/classroom teacher conferences may be scheduled to focus on the individual student's needs and academic progress. The AIG specialists will be a part of these parent/teacher conferences as their schedule allows. The AIG district team also provides information via approved social media outlets.

The Public Information Officer will provide ongoing information regarding gifted education to the community through the local media. The Public Information Officer and district and school leadership provide information through the automated telephone messages, district newsletters, Professional Development Notes, school websites, and Monday Musings.

The district AIG team will continue to develop ways to make information about the local AIG program, the local AIG plan and other policies concerning gifted education more easily accessible to all stakeholders through the district website and other forms of electronic communication. Resources will be posted on the district website where appropriate and translated as possible. We will continue to explore the use of a webpage specific to the needs of AIG students and their parents, and communicating information about how Asheboro City Schools addresses the social/emotional and educational needs of these students.

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Practice C

Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.

District Response: Asheboro City Schools develops an advisory team to review the existing gifted plan and assess the strengths and continuous improvement areas. This process involves school system staff, parents, students, administrative staff, and members of the community. The current team updated and revised the 2016-2019 AIG Plan which contained guidelines to identify potentially gifted students and establish procedures for providing appropriate educational services.

The current AIG Advisory Team met on November 5, 2018; February 4, 2019; and April 8, 2019 to make recommendations for the new AIG plan.

Asheboro City Schools Academically and/or Intellectually Gifted Program Advisory Team for 2018-2019 included the following participants: Dr. Terry Worrell - Superintendent, Dr. Julie Pack, Director of AIG Services, Dr. Drew Maerz - Testing Coordinator, Jordi Roman - Director of Elementary Education, Robin Harris-Director of Federal Programs, Kelly Patton - AIG Specialist, Melissa McKeown - AIG Specialist, Tara Taylor - AIG Specialist, Megan Smith - AIG Specialist, Julie Brady-Principal, Dr. Penny Crooks-Principal, Chandra Manning - Instructional Facilitator, Kelly Hagood - teacher, Keri Hill - teacher, Emily Bradshaw -Instructional Facilitator, Mallory Nye -teacher, Ashley Hutton -teacher, Nichole Smith -parent, Jennifer Holland-teacher, Angie Scott-teacher, Claudia Rodriguez -teacher/parent, Melissa Belote -teacher, Tiffany Conville -teacher, Laura King -teacher, Leslie Smith-parent, Caroline Rush - Instructional Facilitator, Carlos Gomez - Instructional Facilitator/parent, Brittany Teague -teacher, Keisha Dawalt -Instructional Facilitator.

The development of the AIG plan includes gathering the input of various stakeholders through the AIG Advisory Team meetings. AIG parents were selected to represent various schools and grade level spans and were invited to participate in the Advisory Team meetings through personal invitations from AIG specialists. Additional input from AIG students, parents, teachers, and administrators is gathered through online and paper/pencil surveys. The Advisory Team analyzes and uses this survey data to make revision recommendations for the 2019-2022 plan. Implementation and monitoring of the AIG plan is obtained by collecting parent, teacher, and administrator input on the AIG survey. The AIG Advisory Team meets annually to monitor and evaluate the effectiveness of Asheboro City Schools AIG plan.

Opportunities are provided for stakeholder involvement at parent engagement nights at individual school sites. Childcare is provided at these events to encourage participation.

Practice D

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Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

District Response: Asheboro City Schools will continue to increase communication and understanding among stakeholders regarding opportunities available to AIG students on an on-going basis and in their native language. Currently, the district employs interpreters to relay information to parents in their native language for both written communication and verbally at district meetings. The AIG link on the district website includes updated opportunities for AIG students. AIG specialists create an AIG newsletter that is distributed along with student report cards each quarter. This newsletter is available in English and Spanish. Expanded use of technology such as email and social media has been implemented to increase wider communication and understanding among stakeholders. AIG materials will be translated. Interpreters are present at Differentiated Education Plan meetings and all AIG events for parents. The AIG specialist attends curriculum nights and/or open house nights at their assigned schools in order to communicate with the parents on how the curriculum is being differentiated and enriched to meet the learning needs of the AIG students. AIG specialists collaborate with the regular education teachers to make home visits to students as needed. AIG specialists attend parent/teacher "Student Led Conferences" as their schedule permits.

The Public Information Officer and district and school leadership will provide ongoing information regarding gifted education to the community through various methods including local media outlets, automated telephone messages, newsletters, Professional Development Notes, and school websites.

Practice E

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and gain support for AIG programs and services.

District Response: Asheboro City Schools believes our partnerships with parents and community members are an essential component of student success. ACS will enhance support for AIG programs and services by maintaining and creating new partnerships with parents, institutions of higher education, and local business and industry.

The parent and community volunteers play an important role in our efforts to provide effective educational experiences for all students. The following events are district-wide initiatives that involve parents/families and community leaders in the support of gifted education:

- Faith-based school volunteers
- Mentors and judges
- Math Fair judges
- Science Fair judges
- AHS Small Learning Communities
- 3rd grade science day field trip in conjunction with the NC Zoo

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- Career Day community volunteers
- Asheboro/Randolph Chamber of Commerce Student LIFT program
- Asheboro Rotary Club Student Leadership Program
- Randolph Arts Guild
- Randolph County Cooperative Extension and 4-H
- North Carolina Zoological Park
- Communities in Schools
- Student Internships
- Institutions of Higher Education
- Asheboro Public Library
- Digital Expo
- STEAM Competition
- After school enrichment opportunities with community partners

Ideas to Strengthen the Standard: During the 2019-2022 cycle, Asheboro City Schools has the following goals related to Standard 5:

- Increased effort to be inclusive of many stakeholder groups and balance the representation on the district's diverse population on the Advisory Council.
- Increase the use of technology as a way to increase the involvement of stakeholders in all aspects of the AIG program, including the development and revision of the AIG plan

Sources of Evidence: -Minutes from AIG Advisory Board meetings

- Copy of Differentiated Education Plan/Individual Differentiated Education Plans
- AIG brochures for elementary and middle schools
- Monday Musings electronic district newsletter
- Roster of AIG informational meetings
- DEP/IDEP plans signed by parents
- Copy of newsletters
- Survey results from parents, students, teachers and principals
- Annual Differentiated Plan Group meetings conducted with parents of all AIG students with interpreter present when needed
- List of mentors and judges from Senior Project
- List of Math Fair judges and organizers
- List of Tech Fair judges and organizers
- Pictures from Expert Project Fair
- List of Science Fair judges and organizers
- Presentation materials from events, web pages, rosters of club and event participants, programs

Standard 6: Program Accountability

The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. 115C-150.5-.8 {Article 9B}), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

District Response: Asheboro City Schools submitted a 2016-2019 plan that was approved by the local board of education and sent to the NC State Board of Education for review. The feedback received from NCDPI in winter of 2014 indicated the local AIG plan submission was complete with many overall commendations and applauded ACS efforts in developing a local AIG plan that is comprehensive and aligns with NC AIG Program Standards.

The AIG plan outlines the identification process, service options, and delivery of services for AIG students in grades K-12. In accordance with the General Assembly passage of Article 9B, the Academically and/or Intellectually Gifted Students Amendment, a planning team, and an advisory team were formed to review the existing gifted plan and assess the strengths and continuous improvement areas. This process involved school system staff, parents, students, administrative staff, and members of the community. The team updated and revised the 2016-2019 AIG Plan which contained guidelines to identify potentially gifted students and establish procedures for providing appropriate educational services.

The result is an updated 8th Generation three-year plan for the Academically and/or Intellectually Gifted Education Program that is designed to meet the needs of gifted students and cultivate academically and/or intellectually gifted potential especially in under-served populations in accordance with the expectations of the North Carolina AIG Program Standards. The Director of AIG Services and AIG specialists implement a comprehensive AIG program that demonstrates knowledge of state and national standards with comprehensive services for K-12 AIG students based on the standard course of study and best practices.

The 2019-2022 AIG 8th Generation Plan was submitted to the Asheboro City Schools Board of Education at their May 2019 meeting. Copies of the plan will be given to each AIG specialist, principal, and school board member. The district AIG plan will be located on the district website.

Practice B

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

District Response: The plan for Academically and/or Intellectually Gifted Education is evaluated formatively and summatively. The plan insures that student assessments and services for academically and/or intellectually gifted students are aligned and comply with both state and federal accountability standards. A variety of data collection strategies are used both initially for baseline data and throughout the three years of this plan. Data collection instruments may include test data, grade level team meetings, written and oral questionnaires, and review of multiple performance indicators and student portfolios. All evaluation procedures are supervised by the AIG Specialists and Director of AIG Services.

The AIG specialists meet bi-monthly to collaboratively plan with their cluster teachers and/or grade level teams at their assigned school sites. Regular AIG Team meetings with the AIG specialists and Director of AIG Services are held to discuss progress of the plan, to problem solve, and to make recommendations for improvement in AIG curriculum and instructional strategies. The AIG Year-at-a-Glance document is reviewed and amended at each monthly meeting and is a tool for monitoring the implementation of the AIG Plan. The Director of AIG Services and AIG lead specialist collect documents from the AIG specialists that are included in the sources of evidence for each practice. The Director of AIG Services and AIG specialists have knowledge of the identification procedures for intellectually, academically, creatively, culturally diverse, and twice-exceptional gifted learners. AIG specialists analyze assessment and achievement data for individual students throughout the school year.

AIG specialists perform the following:

- Implement the district AIG identification procedures and interpret assessments to identify the unique needs of gifted students.
- Collaborate with classroom teachers to nominate students for gifted education programming services on an ongoing basis.
- Conduct meetings to inform parents and teachers of students' eligibility and district procedures for program placement and services.

Practice C

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

District Response: Asheboro City Schools uses AIG state funds to pay for salaries, supplies and material for the local AIG program according to state policy.

The Director of AIG Services and district finance officer monitor expenditures of the AIG program

through a budget spreadsheet. The director understands that gifted education funding should be part of the continuous budget planning process and should receive support comparable to similar efforts within the district and allocates adequate time, financial support, and personnel to implement the district's AIG Plan. AIG expenditures include supplies/materials, salaries, technology, and equipment for AIG specialists and students. In North Carolina, the number of gifted education students funded by the state is currently capped at 4% of each school system's Average Daily Membership (ADM). This number does not reflect the total number of eligible students served in the district.

Practice D

Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

District Response: Asheboro City Schools' district team uses disaggregated data to analyze the annual drop out data each school year to determine the percentage of AIG students who drop out. AIG specialists maintain data spreadsheets analyzing students achievement and growth through each school year and their overall school years. Data collected by specialists may include: lexile, district benchmarks, EOG scores and EVAAS growth data for AIG students.

EVAAS (Education Value-Added Assessment System) data will be used to determine the amount of AIG student growth from one year to the next. This data will be shared with principals and teachers in order to determine specific instructional changes that may need to be implemented. The Director of Testing and Accountability will share district benchmark data with AIG specialists, classroom teachers, and administrators. AIG student performance EOG data will be analyzed annually by AIG specialists and district stakeholders.

High school dropout data will be reviewed monthly. Rationale for students' exits and withdrawals will be collected by interviewing students who have dropped out. This data will be shared with appropriate stakeholders.

Practice E

Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: The AIG specialists monitor local AIG data regarding the percentage of students in the AIG program by gender and race. Students can qualify for AIG services with a nonverbal score on the CoGat (Cognitive Abilities Test) as a cultural neutral assessment of general ability at the elementary and middle school levels. The district has accelerated options for the highly gifted

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students in middle school through CDM (Credit by Demonstrated Mastery) and high school course offerings in grade 8. High school students can take accelerated coursework through college transfer program at local community college, advanced placement courses, small learning communities and honors level classes.

The AIG district team generates reports from PowerSchool and district data to analyze data based on AIG demographic breakdown. The reports are maintained in the district AIG server. Additionally, EOG/EOC data is reviewed annually by AIG specialists in order to recommend appropriate modifications based on needs and area of identification during annual review.

Practice F

Maintains current data regarding the credentials of personnel serving AIG students.

District Response: The Human Resources office of Asheboro City Schools maintains a current database of AIG certified staff. Each year the Director of AIG Services receives an updated list of the district personnel with AIG add-on licensure from the Human Resources Department. The Director of AIG Services individually meets with each principal to review the list of personnel at their school with the AIG add-on licensure and to discuss clustering the AIG students with the most appropriate teachers for the upcoming school year.

Practice G

Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

District Response: The district has an advisory team that consists of community members, parents, teachers of the gifted, AIG specialists, and central office staff who meet to review all aspects of the local AIG program. The AIG Advisory Team consists of diverse stakeholders from each school within the district. Surveys are given each year to parents, students and classroom teachers of AIG students. The data is analyzed by AIG specialists for continuous improvement and reviewed by this team. Participants on the Asheboro City Schools Academically and/or Intellectually Gifted Program Advisory Team are representative of the diverse population and interests within our district and oversee the continued implementation of the Academically and/or Intellectually Gifted Education Plan.

The district elicits regular feedback from stakeholders with the following:

- Annual parent survey at the Differentiated Education Plan (DEP) parent meetings or other school activities throughout the year
- Option to complete either a paper/pencil or online survey for parents; Parent surveys are available in

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English and Spanish

-Elicit feedback from classroom teachers with the AIG cluster of students and administrators at grade-level planning meetings.

-School based Needs Determination Team (NDT) meet yearly at each elementary and middle school to discuss the local AIG program and student needs.

The regular feedback is gathered through implementing effective data management systems and accountability requirements for gifted students and district personnel and develops formative and summative evaluation of the gifted program that focuses on both quantitative and qualitative outcomes. This leads to ongoing reflection of the strategies and instructional approaches used by teachers with gifted students.

Practice H

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

District Response: The local AIG plan is revised as mandated by the State Board of Education. Budget, staff development needs, number of AIG certified staff, number of identified students, AIG program standards and practices, student identification procedures, and other data sources are used in the revision process for continuous program improvement.

The Asheboro City Schools 8th Generation AIG Plan was developed by using the results of the AIG Self-Assessment document, survey data from students, parents, and staff, input from AIG Advisory Team, and continuous feedback from AIG specialists. Our district organizes the evaluation of the AIG program using formal and informal evaluation techniques including systematic gathering, analyzing, and reports of formative and summative data. This data can be used to improve the existing program. AIG specialists gather information from all stakeholders using reliable and valid measures to determine AIG program effectiveness.

Practice I

Disseminates all data from evaluation of the local AIG program to the public.

District Response: The results of the AIG program evaluation are contained within the AIG Program Plan. The district AIG Program Plan is posted on the Asheboro City Schools AIG web page and the program evaluation results are also shared with stakeholders at the AIG Advisory Team meetings and district level meetings.

AIG specialists share the current AIG Plan with staff each year through school wide staff meeting and

with parents at the yearly DEP meeting.

Practice J

Safeguards the rights of all AIG students and their parents and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

District Response: The AIG plan is written and approved by the local school board and DPI. There is a clear process in place for student referrals, transfers from other LEAs and due process.

Transfer Students from other North Carolina districts with current AIG services will maintain those services for that school year. Eligibility may be verified by PowerSchool or other official AIG documentation from transferring school district. Eligibility of Transfer students from other states will be verified with documentation from transferring school district. AIG eligibility for all transfer students will be reviewed at the end of the school year during the annual review process.

The AIG Program Plan contains due process procedures regarding the identification and service decisions for all students. These procedures are used to resolve disagreements between parents/guardians and the school/district when a child is either not identified for formal AIG services or there is a concern regarding the appropriateness of services. Copies of these procedures are shared with parents at the annual Differentiated Education Plan (DEP) meetings and are available for parents upon request from the district office or individual school.

Due process procedures regarding the identification and service decisions are in place. This is a procedure to resolve disagreements between parents or guardians and the local school administrative unit when a child is either not identified for differentiated services or there is a concern regarding appropriateness of services. The process begins in the school and, if not resolved, can proceed to the administrative level in the Central Office. Asheboro City Schools' due process procedures for Academically and/or Intellectually Gifted identification services decisions are as follows:

If the student was **NOMINATED** by parents, but not **IDENTIFIED** as needing differentiated services by the NDT-AIG, inform parent/guardian of this decision by providing them with the following:

1. Copy of Multiple Criteria Pathways for AIG services (see attached)
2. Copy of Due Process Procedures Brochure (see attached)

If the student was **IDENTIFIED** and the NDT-AIG recommends a **DIFFERENTIATED EDUCATION PLAN**, inform parents/guardian of this decision by providing them with the following:

1. Copy of Multiple Criteria Pathways for AIG Services
2. Copy of Differentiated Education Plan

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3. Copy of Due Process Procedures
4. Asheboro City Schools AIG Program brochure

If parent/guardian has disagreements regarding nomination, identification, or service options, they are guaranteed the due process procedures as follows:

- I. Parent requests in writing a conference with the Needs Determination Team (NDT) at the school for AIG education.
- II. The parent will request a conference with the school principal if the principal is not a member of the NDT.
- III. The parent appeals the principal's decision to the Asheboro City Schools Director of AIG Services.
- IV. The parent appeals the AIG Director's decision to the Assistant Superintendent or Superintendent of Asheboro City Schools.
- V. The parent appeals the Superintendent's decision to the Asheboro City Schools Board of Education.
- VI. The parent petitions the administrative law judge for a contested case hearing.

Step 1: Appeal to school level Needs Determination Team (NDT) – AIG through AIG specialist

- A. Parent/guardian may make a request* for a conference with the NDT-AIG to discuss the concerns about the recommendation. A written request is required and kept by the AIG specialist.

- B. NDT–AIG reviews the student's record and previous nomination, identification, and service delivery options decisions. The team may gather additional information about the student from teachers and/or parents as needed. The Individual Student Profile may be updated.

- C. NDT-AIG grants the conference within ten (10) school days of request and responds to parent/guardian in writing within five (5) school days after the conference.

IF THE DISAGREEMENT IS NOT RESOLVED AT THE NDT-AIG CONFERENCE, THEN PROCEED TO STEP II - PRINCIPAL CONFERENCE (unless the principal of the school was on the NDT-AIG).

STEP II: – Principal Conference - (If principal was part of NDT-AIG, proceed to STEP III.)

- A. Parent may make a written request within thirty (30) calendar days for a conference with the principal after the written notification.
- B. Principal reviews the recommendation with the NDT-AIG chairperson.
- C. Principal grants the conference within ten (10) school days and responds in writing within five (5) school days after the conference.

IF THE DISAGREEMENT IS NOT RESOLVED AT THE PRINCIPAL CONFERENCE, THEN

PROCEED TO STEP III –
DIRECTOR OF AIG SERVICES

STEP III – Appeal to Director of AIG Services

- A. Parent/guardian may appeal principal's decision in writing to the Director of AIG Services within five (5) school days of receiving the response from the school principal.
- B. Director of AIG Services reviews the grievance within five (5) school days of receipt of appeal.
- C. Director AIG Services responds in writing to the parent and principal concerning the outcome of the review within ten (10) school days.

IF THE GRIEVANCE IS NOT RESOLVED AT STEP III, THEN PROCEED TO STEP IV – APPEAL TO ASSISTANT SUPERINTENDENT OR SUPERINTENDENT.

STEP IV – Appeal to Assistant Superintendent or Superintendent

- A. Parent/guardian may appeal decision to the Assistant Superintendent or Superintendent within five (5) school days of receiving the response.
- B. Assistant Superintendent/Superintendent reviews the grievance within five (5) school days of receipt of the appeal.
- C. Assistant Superintendent/Superintendent responds in writing concerning the outcome within ten (10) days to the parent/guardian and principal.

IF THE GRIEVANCE IS NOT RESOLVED IN STEP IV, THEN PROCEED TO STEP V – APPEAL TO THE BOARD OF EDUCATION

STEP V – Appeal to Asheboro City Schools Board of Education

- A. Parent may appeal to the Board of Education in writing within ten (10) school days following the written response from Step IV.
- B. The Board shall offer a final written decision within thirty (30) calendar days.

IN THE EVENT THAT THE LOCAL GRIEVANCE PROCEDURE FAILS TO RESOLVE THE DISAGREEMENT, THEN THE STATE GRIEVANCE PROCEDURE WOULD BE IMPLEMENTED.

STEP VI – State Level Grievance Procedure

- A. Parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:
 - (i) whether the local school administrative unit improperly failed to identify the child as an academically and/or intellectually gifted student,

or
(ii) whether the local plan has been implemented appropriately in regard to the child.

B. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

Informed Consent is required for all individual assessments prior to taking place. When the Needs Determination Team determines individual testing is needed, a Permission for Testing is completed by the parents/guardians. Those recommended by the NDT or as parent/teacher request will be offered during the annual testing window in grades 3, 5, and 7. Student test scores are valid for two years after date of testing. Retesting will occur outside of the two year window.

See Attachment for Due Process Brochure

Ideas to Strengthen the Standard: During the 2016-2019 cycle, Asheboro City Schools has the following goals related to Standard 6:

-To increase communication to parents and community about AIG program (newsletter, parent sessions, etc.) and develop an executive summary to share with parents, community and staff.

Sources of Evidence: -2019-2022 AIG 8th Generation Plan

- Board of Education minutes/presentation
- Asheboro City Schools District Website
- AIG specialists data spreadsheets
- AIG specialists schedules
- Year at Glance document
- Budget spreadsheet of AIG expenses
- Purchase orders/invoices for AIG materials
- EVAAS data
- Exit interviews of AHS students
- School wide screening of achievement and ability
- AIG district database
- PowerSchool AIG rosters
- DEPs
- List of AIG certified staff
- Advisory team rosters, sign in sheets, minutes
- Survey data
- Self-assessment document

- AIG district team agenda and minutes
- Due Process Brochures

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Glossary (optional):

Acronyms:

CogAT: Cognitive Abilities Test

CTONI: Comprehensive Test of Nonverbal Intelligence

DEP: Differentiated Education Plan

Duke TIP: Duke Talent Identification Program

EVAAS: Education Value - Added Assessment System

GRS: Gifted Rating Scale

ITBS: IOWA Test of Basic Skills

NDT: Needs Determination Team

NNAT: Naglieri Nonverbal Ability Test

PETS: Primary Education Thinking Skills

RIAS: Reynolds Intellectual Abilities Scale

TOPS: Teacher Observation of Potential in Students

UNIT: Universal Nonverbal Intelligence Test

U~STARS~PLUS: Using Science Talents and Abilities to Reach Students Promoting Learning in Underserved Students

WISC-IV: Weschler Intelligence Scale for Children

Appendix (optional):Standard 1 Attachment 1 -Woodcock-Johnson Testing.docx (*Appendix - Standard 1*)Standard 1 Attachment 2 Criteria Grades K-3.docx (*Appendix - Standard 1*)Standard 1 Attachment 3 Criteria Grades 4-8.docx (*Appendix - Standard 1*)Standard 1 Attachment 4-Student Search Process.docx (*Appendix - Standard 1*)Standard 1 Attachment 5 Student Search & Service Options.docx (*Appendix - Standard 1*)Standard 1 Attachment 6 Recommended Testing Procedures.docx (*Appendix - Standard 1*)Standard 2 Attachment 7 Matching Specific Criteria.docx (*Appendix - Standard 2*)Standard 6 Attachment 8 Due Process Brochures.docx (*Appendix - Standard 6*)

Career and Technical Education

Local Application System

Department of Public Instruction

Asheboro City Schools

**SUBMITTED -- This LEA's Plan Has Been Submitted for Approval by the
NC Department of Public Instruction or the LEA Board of Education.**

PART I -- THE CAREER AND TECHNICAL EDUCATION FOUR-YEAR STRATEGIC PLAN TEMPLATE

The CTE Four-Year Strategic Plan consists of five sections. Each represents strategic ways to help your key stakeholders, customers, employees, volunteers, and partners agree on what career and technical education cumulatively entails, and what the LEA needs to do to perform better.

Part I.A -- Basic Description of CTE Within the Overall Structure Affecting its Performance

This section should provide basic information on:

1. Describe how funds received under this title will be used to support career and technical education programs that are of sufficient size, scope and quality to be effective. Address each of the six required uses of funds in this section. Include budget alignment information.

UPDATED May 2019

1. Provide career exploration and career development activities

The Asheboro City Schools CTE program Comets 2 Careers is an umbrella program for all of our CTE career exploration, career development and work-based learning activities. It begins with middle school career exploration activities. These include a partnership with a local community organization called Eastside Local Development. This organization works to provide career awareness activities in our after school programs and job shadowing opportunities for our middle school population. In addition, through our Pathways work in partnership with Randolph County Schools, and Randolph Community College, we offer Manufacturing Day, Health Science Day, and Agriculture Day to 8th graders each Fall. Students visit industry sites and participate in activities at RCC that expose them to real world applications within these fields.

Career exploration at Asheboro High School includes job shadowing activities. This year we participated in our first ever Job Shadowing day, again in collaboration with RCSS and RCC. Current sophomores signed up to job shadow in the morning or afternoon and attended a luncheon at RCC. At AHS, we also offer Lunch and Learns where students can get there lunch and come to the media center to listen to a professional talk about his/her career. These have been well attended.

Summer AMP Camp (Advanced Manufacturing camp) will be joined by APP Camp (Agriculture Production) and HIP Camp (Health Industries), this summer. Again, along with RCSS and RCC, students and teachers participate as campers and are immersed in these industries to learn about career and educational opportunities through industry visits and learning lab experiences. AHS CTE offers Internships for Honors credit and is participating in Apprenticeship Randolph for the second year. Our most exciting new programming opportunity is our Summer Work Experience program. This summer, up to 10 rising AHS seniors can work for four weeks. We are partnering with NC Works to make this happen. Students will be paid on Fridays when they attend Working Smart seminars to earn that employability skills certificate. This program targets

students who do not have post-graduation plans.

2. Provide professional development for teachers, faculty, school leaders, administrators and support personnel.

Each year, a review of the Asheboro CTE Program data is conducted and the local plan is developed to address the needs of the district. The CTE Program uses the local plan to drive the professional development needs of the teachers. For example, when the data indicate our teachers need assistance in developing lessons to address the needs of EC and English Learners, this year we developed an Equity Plan to help teachers be more intentional in providing equitable instruction to EC, ELL, Academically Disadvantaged and AIG students.

In addition, teachers are provided content professional development to align with industry changes and allow teacher to stay current with industry practices and trends. Content area conferences, CTE summer conference, workshops, and curriculum writing allow teachers to provide engaging, rigorous, and relevant content for students. Our teachers also participate in professional development provided for all of our district faculty. This year, the district had a writing goal and all of our secondary teachers completed a writing focused CANVAS course developed to help teachers of all content areas incorporate writing effectively in their classrooms.

3. Provide within career and technical education the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors.

Asheboro City Schools' Career and Technical Education (CTE) program serves students in grades 6-12 as part of a comprehensive program providing career exploration, career planning, skill development, and preparation for future education. ACS CTE programs are found in both middle schools and in the comprehensive high school. The CTE program is designed to provide life and career preparation skills as students determine whether to enter the workforce, seek professional certifications, or continue into post-secondary education. The focus is on providing rigorous and relevant opportunities in a variety of subject areas so each student can explore various program areas to determine what career path best meets his or her interests and skill set. Emphasis is placed on continual learning, critical thinking, and problem solving, so that students who complete our programs enter the workforce with opportunities to be versatile and competitive with life-long learning skill sets.

To offer students rigorous opportunities within the CTE courses, the Asheboro CTE program offers students the choice to take honors level courses. AHS CTE offered our first AP course this year, AP Computer Science Principles. Ongoing PD for CTE teachers includes the integration of literacy, numeracy, 21st Century Skills, and project based learning that aligns to district strategic initiatives.

4. Support integration of academic skills into career and technical education programs of study
All CTE teachers participate in system-wide professional development. As mentioned above, this year our teachers participated in the writing goal and professional development that was delivered through a CANVAS course. CTE has representation and participation on our vertical teams, leadership team, Instructional Facilitators team, and Academic Coaches. Each year through our local planning process, we assess our math and literacy strategies and how we can continue to aid in the process of increasing those numbers and meeting our GOFIs. ACS CTE teachers also participate in CASA meetings with the purpose of analyzing assessment data, both formative and summative, to strategize how to improve instruction and student retention.

5. Plan and carry out elements that support the implementation of career and technical education programs and programs of study that result in increasing student achievement
Asheboro CTE has many programming options that aid in increasing overall student achievement. All of our teachers work from pacing guides that align with the blueprints and curriculum guides provided by DPI. Through our years working with Pathways to Prosperity, we have worked to align our programming from 6-14, with many post-secondary options for students to access during

their tenure at AHS and beyond. We realize we need to begin to reach down to 5th grade and hope to do that under the new Perkins permissives. At AHS, our number of students taking CCP course has more than doubled in the last two years, and these include many CTE courses. Our early college students are also taking advantage of our CTE programming as well. ACS CTE has developed an Automotive Academy that through our partnership with RCC allows students to access those courses as early as their freshman year.

Through the Coding grant, we have been able to begin offering coding modules at our middle school level. Our middle school students are loving this opportunity and we expect this to increasing our Computer Programming and Computer Science numbers at the high school level. ACS and Asheboro CTE offers an annual Hour of Code night in December, as well as a STEAM competition in the spring. CTSO’s offer real world experiences that are invaluable to our students. Industry recognized credentials continue to be a valuable tool that help students secure high-wage, high-skilled jobs.

6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment

A comprehensive review of all CTE programming will take place throughout the year to complete our first submission of the Comprehensive Needs Assessment. This will include a review of course offerings, equipment, personnel, all programming and program support. Throughout the year the assessment plan will be implemented to garner feedback and review throughout the year at monthly district meetings and CASA meetings. The process will be under the oversight of the CTE Director (TBD), the CTE Coordinator, CDC and SPC.

Please provide your status regarding NATEF certification process in all high schools.

We do not offer the Auto Tech program in our high school.

a. Total CTE Student Enrollments Over the Last Five Years, Grades 6 - 8, 9 - 12.

<u>*Grade Level</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
6-8	760	1,054	1,087	1,860	939
9-12	909	1,793	1,982	2,124	2,190

* Grade six is eligible for state funding only.

b. Special Populations Enrollments Over the Last Five Years, Grades 9 - 12.

<u>Special Populations</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
Nontraditional	196		383	467	462
Academically Disadvantaged			511	668	652
Economically Disadvantaged	1,250		1,369	1,465	1,510
English Learner	202		129	117	148
Single Parents	3		0	1	0
Exceptional Children	171		151	134	198
Duplicated Count Totals	1,822		2,543	2,852	2,970

ESSA Categories

Racial and Ethnic

American Indian or Alaska Native	10	2	3	3
Asian	36	51	38	42
Black or African American	266	296	348	316
Hispanic/Latino	712	855	979	1,010
Native Hawaiian or Pacific Islander		0	0	0
White	693	708	668	730
Two or More Races	59	68	84	89

Gender

Male	908	1,002	1,047	1,080
Female	868	978	1,073	1,110

Other

Migrant	0	0	0	0
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2. Describe the major geographic and demographic service area, including for instance: economy status/trends, location/geographic factors, and/or business/industry/agriculture mix.

Asheboro is the county seat of Randolph County. Centrally located in the state, Asheboro is conveniently accessible to three of North Carolina's largest metropolitan areas, major highways, and commercial airline service. The addition of interstates 73 and 74 places Randolph County in a very strategic location that assures ongoing growth and development. The addition of a Fed-Ex Hub and the development of the Honda Jet industry at the Piedmont Triad International Airport has accentuated the real outsourcing of potential job growth to Randolph County.

According to the Suburbanstats.org website, the population of Asheboro was 25,012 in 2017. Trends show increasing diversity and aging within the Asheboro community population. Of particular note, we have seen a rapid increase in the Hispanic population to 28.2% (up from 11.9% in the 2000 Census), the largest minority population in Asheboro. Student population within the Asheboro City School System has mirrored community growth. Almost 24% of the population of Asheboro live below the poverty line (national average is 14%) with the largest demographic being females age 18-24. Median income for Randolph County is \$45,939 with 37% of children living in single parent household.

Manufacturing in Randolph County still continues to be a major employer, with manufacturers being 12 of the top 25 largest employers in the county. We also know that the types of skills needed for the manufacturing jobs have shifted to more highly skilled. There are still a substantial number of workers in education, transportation, retail, sales, services, and government needed in the county. The highest growth industry has been the Healthcare sector, with continued projected employment growth in all Healthcare jobs according to NCWorks. Randolph County, not exempt from global economics, saw a rise in unemployment to a high of 13.6% in February 2010. Our current unemployment rate as of March 2018 is 4.1% according the Bureau of Labor and Statistics. This area has historically been known as a manufacturing center, with traditional industries including textiles, apparel, and furniture along with agriculture. However, transformation is taking place as the area has transitioned to a technology based and value added manufacturing economic base.

Employment clusters in Randolph County have in recent years included Upholstered Furniture, Apparel & Textiles, Plastics, Precision Machine Shops, Medical Services, and Schools/Government Offices. Target industries for growth and investment include Medical Equipment, Distribution & Logistics, Transportation Equipment, Fabricated Metals & Machinery, and Plastics. Regional Labor Market demands include Aerospace & Aviation; Medical & Life Sciences; Advanced Manufacturing; and Distribution & Logistics (According to the Randolph Economic Development Corporation website).

Select the most applicable: Primarily urban, rural or mixed.

Urban

3. Describe special relationships, such as partnerships with other providers, and with volunteers, customers and stakeholders, or customer and stakeholder groups:
 - a. Provide a narrative describing your district's Pathway Partnerships. Specify:

UPDATED May 2019

In 2014, Asheboro City Schools, Randolph Community College, and Randolph County School System formed a partnership with business and industry leaders and intermediaries known as the Central NC Pathways to Prosperity. With initial grant money through the NC Department of Instruction to create pathways, the new consortium focused its first efforts on advanced manufacturing based on data collected through asset mapping which analyzed regional employer workforce needs. Forty-two members, representing nineteen industries and organizations worked together from November 2014 - January 2015 in order to create a strategic plan to address the needs for advanced manufacturing pathways, including work-based learning opportunities and efforts to address the interest gap. Partner industries have been engaged in the work from the beginning. There has been an increased willingness from Randolph Community College to support Asheboro City Schools as we work to educate students in middle and high school on the breadth of opportunities in advanced manufacturing. We have industry partners in our schools to support Reality Store and Junior Achievement. We have guest speaker participation from industries and career fairs that are regularly supported by local employers.

More recently, industries are open to opportunities for job shadowing, internships, pre-apprenticeships and apprenticeships. From our work with the Advanced Manufacturing pathway, Apprenticeship Randolph was formed in 2016-2017 in alliance with area manufacturing industries. Momentum is continuing to grow as we work together towards the same goal of increased skilled workforce to meet the growing needs in advanced manufacturing in Randolph County. Last year, 19 Asheboro City and Randolph County students sign as apprentices to make the second cohort. This year, we were able to add Automotive to our apprenticeship opportunities. A record number of 38 pre-apprentices just signed on to participate.

Continuing the work in Advanced Manufacturing with Randolph Community College and Randolph County School System, our consortium applied for and received a grant from the Golden LEAF Foundation in the Spring of 2017. The primary outcome for this grant initiative is focused on high school partnerships, by adding additional programs: Asheboro High School added an Advanced Manufacturing program and Randolph County School System added an additional Metals program to a high school. Work will continue on linking courses to Advanced Manufacturing pathways, providing work-based learning opportunities for students, and filling the interest and skills gap for future employment in Randolph County.

In 2015-16, ACS began the Pathways to Prosperity process with Randolph County School System and Randolph Community College to develop pathways in Health Science. Health

Science pathways were updated in 2016. In the spring of 2017, Asheboro City Schools collaborated with Randolph Community College to initiate an Automotive Academy for students in grades 9-12.

Asheboro City Schools has participated in Regional Pathway development and certification efforts. In 2016, a regional Health Science pathway was certified. Work is continuing on pathways for Advanced Manufacturing, Aviation, and Transportation, Distribution & Logistics.

In the 2017-2018 school year, the Central NC Pathways to Prosperity consortium met to develop a third pathway in Agriculture. Through the strategic planning team meetings, it was determined Randolph Community College would add an Agribusiness program to its program of studies. This postsecondary program will enhance the 9-12 programs that exist in the local Asheboro City and Randolph County schools and provide a local postsecondary option for students pursuing an agriculture career.

- b. Describe how career guidance and academic counseling will be provided to CTE students including linkages to future education and training opportunities.

UPDATED May 2019

In order to provide a comprehensive counseling approach to the students in the Asheboro City Schools CTE program, we employ a full-time Career Development Coordinator (CDC) to work with students, teachers, and school counselors. The CDC works in the Career Counseling Center in the district's one high school to provide transitional services, work-based learning opportunities, and career and post-secondary counseling to students. In addition, the CDC along with the CTE Director work to coordinate professional development for all school counselors in the district to better assist students in career and college readiness activities. For example, periodically, we arrange for the school counselors to meet at Randolph Community College to learn about the programs through which students can earn certifications and dual credit in high school so that counselors can show links to careers for students early as they begin expressing personal interests.

Beginning the spring of 2016, ACS will partner with Randolph Community College and Randolph County School System through a Grant to utilize a career coach in conjunction with our career development coordinator to offer career guidance to our students at Asheboro High School. The RCC Career Coach will assist students in obtaining work-based learning experiences and develop career plans.

During the 2018-2019 school year, through Catalyzing Grant funds, we were able to add a part-time SPC to our staff. Her work has been invaluable in helping to remove barriers that our students face, especially when it comes to participating in work based learning activities.

- c. Districts must offer no less than one program of study. Upload a 6 year program(s) of study that include(s) the following: Specify:
- Secondary Coursework
 - Career and College Promise
 - Post-Secondary Coursework
 - Articulated Credit
 - Earned Credentials
 - Work Based Learning

We have attached files describing our programs of study. These files indicate our courses taught at the high school as well as the Career & College Promise courses available to students at Randolph Community College (RCC). One example program is outlined below:

Health Science Program of Study:

Secondary Coursework: Health Team Relations, Honors Biomedical Technology I and II, Health Science I and II, Nursing Fundamentals, Pharmacy Tech, Project Lead the Way (PLTW) Principles of Biomedical Science, PLTW Human Body Systems, PLTW Medical Interventions

Career & College Promise: RCC Offers Health Care Management and Medical Office Administration

Post-secondary Coursework: Upon successful completion of the PLTW four course sequence and exam, students can earn college credit. (Currently we are building the PLTW Health Science program.)

Articulated Credit: AHS Health Science I=RCC Medical Terminology I and II;

AHS Nursing Fundamentals=RCC Nursing Assistant I

Earned Credentials: NC Nurse Aide I (CNA) through Nursing Fundamentals; Pharmacy Technician Certification

Work-based Learning: Nursing Fundamentals work-based learning component; CTE

Internships; Required work-based service learning for Health Sciences Academy members (100 Hours)

Attachments

- d. Describe Business Partnerships and Advisory Councils. Specify:

Asheboro City Schools CTE program has rebuilt its Advisory Council this year based on the NC Legislative directive. The Advisory Council meets twice a year to give input on the strategies and work of the local CTE program. Membership meets the guidelines of the legislative mandate and includes business and community leaders, CTE Director, Superintendent, Randolph Community College President, and the AHS Principal. At each meeting, we ask the attendees to “save the date” for the next Advisory Council meeting, so that we can reserve a place on their calendar five to six months in advance. Regular business/community attendees at this meeting include representatives from Timken, Randolph Health, Hospice, Apprenticeship Randolph Partners, and the City of Asheboro. The structure of these meetings is governed by the by-laws and information gained from these meetings informs the local planning process. Program areas are encouraged to host their own program area advisory council meeting in addition to district advisory meetings to allow teachers to continue to build their personal relationships with program specific industries as well grow their leadership skills and ownership of their program goals.

During the 2015-2016 and 2016-2017 school years, the Pathways to Prosperity meetings served as our district Advisory Council meetings. One of the decisions made at our consortium meeting was to utilize the Randolph Community College established Advisory Councils once a year to alleviate overtaxing our community by our overlapping education institutions. Our program areas established and met with their program area advisory councils at least once during those school years. However, in 2017-2018, the large RCC Advisory Council was discontinued. Our Early Childhood Education program continues to meet yearly with RCC. In addition, we have also participated in the Certified Pathway application work for 3 pathways. These meetings include industry partners, workforce development board representatives, and education partners.

We have also partnered with Randolph Health and Randolph Community College to offer our Health Sciences Academy. In our partnership with Randolph Health, we have been able to offer students special tours and handson activities in collaboration with the hospital, as well as provide a session on ethics and patient rights. In collaboration with Randolph Community

College, we have worked to establish new Health Science Career and College Promise pathways for students to take at the college through dual enrollment such as phlebotomy.

We have a longstanding relationship with the North Carolina Zoological Park where we have a small learning community located on the Zoo property (the Asheboro High School Zoo School). Through this ongoing partnership, we added additional courses to the STEM program in the Spring of 2015 in the program area of Agricultural Education (Horticulture). Starting in the Fall of 2015, students began having access to Horticulture I, Horticulture II, Agriscience Applications, Environmental and Natural Sciences I, and Environmental and Natural Sciences II. Future plans include expansion into Animal Science tailored specifically for alignment with the Zoo, Zoo careers, and Biotechnology. In the 2016-2017 school year, we added Agriculture classes to the North Asheboro Middle School to engage students early and grow our Agriculture program. In 2017-2018, we added Agriculture to South Asheboro Middle School.

- e. Provide a narrative describing the involvement of key customer groups (who directly use and evaluate CTE programs, services, activities, and products) and key stakeholder groups (who indirectly receive yet evaluate programs and services, and who exercise sanctions over the CTE system) in planning, implementation, and evaluation of the local CTE program. The groups asterisked below are required under Perkins IV.

Students*

Business Advisors*

Labor*

Teachers*

Special Populations Reps*

Parents*

The above stakeholder groups have participated in planning, implementing, and/or evaluating our CTE program either through participating in our previous CTE Advisory Council Meetings, Apprenticeship Randolph, Asheboro/Randolph Chamber of Commerce Business & Education Subcommittee and/or the Pathways to Prosperity meetings. With the new organization of the Business Advisory Council, we intend to seek input from our stakeholder groups by implementing a customer survey to students, parents, and teachers annually to provide input on programming and program evaluation. Together, all of the above groups either directly or indirectly receive or benefit from Asheboro City Schools CTE program and services. Therefore, we garner these stakeholders' input to help evaluate and improve our program, services, activities, and output.

- f. Describe the process that will be used to evaluate and continuously improve the performance of the local CTE program.
- Asheboro City Schools utilizes the CTE local plan to make decisions and monitor performance throughout the year. Each month the teachers meet together by program area in CASA (Collaborating Around Student Achievement) teams to discuss data and local plan goals. Reflections are used to make adjustments to instruction and inform changes and/or feedback to the local plan. Teachers collaborate with the CTE Coordinator and Director to collect and analyze data for monitoring program and classroom growth.**

Each month, all CTE Teachers meet together to discuss local plan goals and performance and implement strategies outlined in the local plan at the District CTE Meeting. This process enables the whole CTE faculty to actively participate in collecting data, monitoring, and evaluating the CTE program.

To ensure the CTE program is reaching its full potential and to identify areas for future improvement efforts, a comprehensive review was undertaken in the 2014-2015 school year through the Pathways to Prosperity process with advanced manufacturing and will continue yearly until all program areas have been assessed. As discussed previously, we have completed program area reviews through the pathway process for Advanced Manufacturing, Health

Sciences, and Agriculture. Pathway activity will be planned for in our PRC014 budget. Once areas for further improvement are identified and aligned to the ACS District Strategic Plan, we will commit the necessary funding and personnel to those improvement initiatives, and new strategies, if needed, will be written and added to our Local Plan.

4. CTE's size and location(s).
See individual school reports provided via PowerSchool
5. Describe professional development in the LEA including efforts to improve (i) the recruitment and retention of career and technical education teachers, faculty, and career guidance counselors including groups underrepresented in the teaching profession; and (ii) The transition of professionals to teaching from business and industry.

Lateral Entry and new teachers will be provided extra support through both the state and local channels. They will participate in New Teacher Induction workshops through their program areas supported by CTE funds in addition to Beginning Teacher support provided through their home school with a mentor and monthly meetings, including targeted professional development meant to help with novice teacher needs, such as classroom management, lesson planning, and meeting diverse student needs.

Lateral entry and new teacher will spend at least one day with the CTE Coordinator and the Career Development Coordinator to acclimate to school and receive district assembled CTE notebook with important support information. The CTE Coordinator and CDC will provide on-site, on-going support for new teachers to assist district and school mentors.

CTE Director provides regular non-evaluative walk through feedback to teachers that includes specific information on practices and strategies, particularly to help focus on positive practices.

Asheboro City Schools provides a new teacher induction workshop, monthly new teacher meetings, and a mentor to all teachers new to the profession.

Professional Development will be carried out in the 2019-2020 school year in Asheboro City Schools CTE program by utilizing the expertise of those within our district. We will utilize district CTE Professional Learning Community (PLC) time i.e., when all CTE teachers meet together to learn together, once a month to highlight those topics and improvement strategies outlined in our local plan e.g., literacy strategies, math strategies, English Language Learner strategies. During the district workdays set aside for professional development for all teachers in the district (academic and CTE) throughout the year, CTE teachers will be expected to participate in and incorporate in their classrooms, district led professional development on writing and project based learning, which is aligned to CTE strategies for improvement. Teachers will be provided the opportunity to attend summer conference and preconference activities in July 2019 to take advantage of professional development opportunities specific to their program area. CTE Director, CTE Coordinator, and CDC will also attend summer conference for professional development in their specific areas. The CTE leadership will attend the Director Conference to obtain program updates from the NC Department of Public Instruction as well as network with other districts and learn what other programs are doing across the state. The CTE Director, CTE Coordinator, and up to 3 teachers will attend a national conference in 2018-2019 (Such as ACTE or NCPN). Each month, CTE leadership will attend the regional meetings specific to their role e.g. Director, CDC, IMC, to receive updates and professional development on relevant topics delivered by state personnel. State CTE funds will be used to support these professional development efforts.

CTE leaders will provide specific PD for school counselors at least two times in the 2018-2019 school year to help counselors understand the CTE Program and pathways better in order to provide more comprehensive counseling to students when registering for classes. The CDC participates in a weekly PLC with student services that includes all high school. Administrators

will receive PD through the advisory council meetings, administrative leadership team meetings, and curriculum conversations throughout the school year.

Part I.B -- Customer Requirements - *Customer*: anyone who receives something of value, usually by choice, from a supplier. Customers and suppliers are both inside and outside an organization. **Stakeholder Requirements** - *Stakeholder*: anyone who has a stake in (a) how well something is done, and/or (b) how good results are. Stakeholders can affect directly or indirectly rewards and punishments.

1. Describe key customer and stakeholder requirements for programs, services, and activities. Briefly describe all important requirements, and note significant differences in requirements among customer and/or stakeholder groups. Customers include students and clients, as appropriate.

See *Part II, Performance* for federal performance requirements.

See section below , for College Tech Prep performance requirements.

For College Tech Prep performance requirements.

Utilizing a four-year planning system beginning in eighth grade, Asheboro students will meet with the Career Development Coordinator at least two times prior to their tenth grade year and yearly with their counselor to develop a plan to pursue the high school career and/or college endorsement. Students who choose to pursue a career endorsement will set goals to obtain at least one industry-recognized certification, including but not limited to a Silver level or better on the WorkKeys assessment. Students will also work with counselors to plan a CTE career cluster concentration in our offered program areas aligned to their personal interests, skills, and career goals as determined by career assessments. All students who seek to receive a diploma endorsement will meet with counselors to evaluate their course selection, especially in regards to their math selection and performance each year. All students will be encouraged to aspire to earn at least one diploma endorsement.

Part I.C -- Supplier Relationships - *Supplier*: anyone who provides something of value, usually by choice, to a customer. **Partnering Relationships** - *Partner*: anyone who by mutual agreement expects, furnishes to, and receives something of value from another partner. The agreement can range from an informal one through formal contracts.

1. Describe the most important suppliers and partners which your LEA can affect, including suppliers of personnel, programs, services, activities, and goods. Consider agencies, businesses, and education institutions that affect CTE's performance.

The following is a list of our suppliers and partners:

**Air Force
ARMY
Asheboro Animal Hospital
Asheboro City Schools Board of Education
Asheboro Dermatology
Asheboro Police Department
Belk
Camp Caraway
Carolina Donor Services
Chamber of Commerce
Coast Guard
Courier Tribune Newspaper
Cox Family Practice
Dawkins Automotive
Deep River Rehabilitation, Randleman**

Deep River Rehabilitation, Asheboro
Department of Social Services
Donna Lee Loflin Elementary
East Side Local Development Corporation
ECPI University
Etc. Boutique
Family Services of the Piedmont
First Health of the Carolinas
First Methodist Preschool
First Presbyterian Preschool
First Steps Child Care Center
Five Points Medical Center
Goodwill (Asheboro)
Greensboro Area Health Education Center
Guy B. Teachey Elementary
Heart of NC Visitors Bureau
Hospice of Randolph County
Junior Achievement of Central NC
Keep Randolph Beautiful
Klaussner Home Furnishings
Law Office of Ben C. Morgan
Marines
Mathers Law Office
Mayor David Smith
Meredith College
National Guard
NAVY
NC Forest Service--Randolph County
North Carolina Zoo
NC Works
NC Zoo Wildlife Rehab Center
Northwest Area Health Education Center
Piedmont Staffing
Pfeiffer University
Precious Memories Preschool
Premier Pediatrics
Prevo Drug
Randleman Eye Center
Randolph Athletic Training Services
Randolph Co. Partnership for Children, RCPC
Randolph Community College
Randolph County Economic Development Corporation
Randolph County Emergency Management Services
Randolph County Family Crisis Center
Randolph Electric Energy Corp
Randolph Health and Rehabilitation Center
Randolph Health
Randolph Hospital Pharmacy
Randolph Medical Associates-Peds
Randolph Orthopedic and Sports Medicine
RCC-Emergency Services Training Center
Sentry Fire Protection Co
Shepherd's Way
State Employees Credit Union

StayWell
The Growing Place Child Care Center
Thomas Tire
TreesNC
UNC-G
UNCG Spartan Athletics
Village Printing
Zoo City Drug
WKXR Radio
WZOO Radio
Wells Hosiery and Apparel

2. Describe any limitations, special relationships, or special requirements that may exist with some suppliers and partners.

We see the following limitations existing with our suppliers and partners:

-We do not always have consistency in who represents the suppliers and partners to us. When we have spent time building a relationship with someone in an organization, and that person leaves the organization or the organization reorganizes, we sometimes lose the investment and effect we have with that supplier/partner. Occasionally, our relationship with a supplier/partner is built on someone having a student in our program, and once that student matriculates out (into college, career, or military) then, that person no longer is interested in being connected and wants someone else in the organization to "take over."

-Limited communication between our two middle schools and one high school as well as with parents, students, community partners, key school personnel can lead to misconceptions about our CTE program, the career planning process, and the CTE program image in general (i.e., CTE classes are reserved for only those students who are not seeking/not able to seek post-secondary education).

-We are a small city school district located in the middle of a larger county LEA. When working with our community partners, local community college and state department of public instruction, it is sometimes easy for those suppliers and/or partners to "lump" us together with the larger LEA in our county. Although we are in the same county, we have different needs and serve different students. In addition, because we are situated in the same geographical area, we sometimes pull on the same resources for support, such as local businesses and industry for partners. These partners may feel that they have to choose one or the other, serve each equally, or may choose to serve neither to "stay out of it."

Part I.D -- Performance Factors

1. Describe efforts to (i) improve the academic and technical skills and (ii) ensure learning of students participating in CTE programs (including core integration, rigorous academic standards, and strong industry experience)
 - ‡ **Career & Technical Education is an integral part of the local education system. With CTE Final Exams, WorkKeys included in High School Accountability, CTE Post-Assessments included in EVAAS growth data, and course of study requirements, Career & Technical Education has taken on a different but more meaningful role within the local educational system. Equally important, the system's administrative staff and school board have become more knowledgeable about Career & Technical Education and therefore supportive of its programs.**

Our CTE assessment data, both formative and summative, are affecting student performance as teachers adapt what and how they do things in the classroom. There is reinforcement of academic skills as it relates to the state and federal accountability measures and the Perkins Legislation. We have a good working relationship with an area nursing home and area childcare

centers/elementary schools for our work-based learning experiences. However, we have experienced obstacles in regards to turnover of our contacts in these industries as well as limitations to the types of work-based opportunities available to our students, especially in Health Science. We are currently building relationships with area industries for CTE Internships. This process has been slow, related to students' career interests, and usually involves small businesses.

The challenge before us is to involve parents in meaningful dialogue about future career opportunities as it relates to continued education during and beyond high school. An additional challenge is marketing CTE courses for all students to see them as rigorous and relevant leading to career and college readiness.

2. Describe changes taking place that affect performance and success.

a. Growth or declines in enrollments (Specify):

UPDATED May 2019

In Asheboro City Schools CTE program, we have overall enrollment of 3145 students grades 6-12 enrolled in one or more CTE courses There is growth in the program areas of Trade & Industrial and Agriculture.

In 2017 we were awarded a Golden LEAF grant in collaboration with Randolph Community College and Randolph County Schools to add an Advanced Manufacturing program to Asheboro High School for the spring of 2018. The new program has been very successful in the first semester, and registration requests for next year are a great indication that the program will continue to be successful. This year we went through the process of applying to administer the Certified Production Technician credential on site. The first set of students will test this spring. This program continues to grow.

Agriculture is a fairly new program that began at the AHS Zoo School with a fulltime teacher in 2015-2016. The program is continuing to grow in enrollment. Enrollment is contingent on students willing to attend the Zoo School campus, which is a satellite campus located on the NC Zoological Park. Over the last two years, we have expanded the agriculture program to both middle schools.

Special populations enrollment: We have experienced increases in limited English proficiency students, Academically and Economically Disadvantaged students.

We continue to see an increase in the number of students taking online courses through the North Carolina Virtual Public Schools (NCVPS) and other online programs as we work to better provide a more personalized education for students. We are looking at providing some online learning opportunities for credit recovery by developing those courses in CANVAS.

We have a Charter School in our community that pulls from both our middle and high school population.

b. New equipment?

Asheboro City Schools CTE program will continue to infuse new technology and upgrade existing equipment in existing programs.

The new Advanced Manufacturing program will require the purchase of additional equipment and tools.

The system-wide Strategic Plan calls for an increased focus on technology and STEM curriculum, which will require additional support in technology courses.

The Health Sciences Academy will require new and updated medical and science equipment. In addition, the Pathways to Prosperity work in Health Sciences may require updated medical and science equipment to align with industry standards.

Courses such as Project Lead the Way Introduction to Engineering Design and Principles of Engineering, Project Lead the Way Biomedical Science and Human Body Systems, and Robotics I and II will require the purchase of equipment to support the programs. In addition, the PLTW Health Sciences classroom will need the purchase of proper lab furniture for the science experiments and safety of lab equipment.

As the Agriculture Courses at the AHS Zoo School and middle school continue to grow and build, new equipment will be purchased to support the new programs.

State funds will be utilized for the purchase of classroom equipment and supplies. Federal funds will be utilized for program improvement.

c. New technologies?

UPDATED May 2019

Asheboro City Schools will utilize new technology to update and promote a website for Career-Technical Education that provides information for community, students, teachers, and parents regarding CTE programming, career options, student accomplishments, CTSO offerings, teacher accomplishments, and other important CTE information for students, parents, and the community. Teachers and students will utilize social media, such as Facebook, Twitter, and Instagram, as well as YouTube (Go where the students are) to promote student activity and CTE information. We will create videos of course content and upload as recruitment tools. In addition, we plan to utilize the online learning management system for students and teachers to distribute information and deliver professional development.

School Counselors and the Career Development Coordinator have become involved in the use of web-sites focused on career planning. We have also purchased Career interest software using state funds to institute at the middle and high school levels to integrate online career and academic planning throughout the district. In addition, the Career Development Coordinator and CTE Coordinator will work closely with the registration team to provide registration materials that will help students, parents, and teachers have the necessary tools to understand the CTE courses and programs offered at ACS.

Each staff member has their own computer and proper access to software tools for instruction and assessment. When the CTE Instructional Management System is fully operational in SchoolNet, teachers will have access to test item banks for online formative and benchmark assessments, in addition to the state summative assessments.

New technologies for classrooms include industrial equipment for Advanced Manufacturing classroom, Laser Engraver for technology classes, industrial embroidery machine for Apparel, 3-D printers for technology classrooms, and updated software and hardware for the classrooms. Our Technology teacher has an interactive television that he utilizes in all his classes. We have also added iPads in middle school business labs and our own server through the Coding and Mobile App Development Grant for our Coding students.

d. Funding?

UPDATED May 2019

In Asheboro City Schools CTE program, we have overall enrollment of 3145 students grades 6-12 enrolled in one or more CTE courses There is growth in the program areas of Trade & Industrial and Agriculture.

In 2017 we were awarded a Golden LEAF grant in collaboration with Randolph Community College and Randolph County Schools to add an Advanced Manufacturing program to Asheboro High School for the spring of 2018. The new program has been very successful in the

first semester, and registration requests for next year are a great indication that the program will continue to be successful. This year we went through the process of applying to administer the Certified Production Technician credential on site. The first set of students will test this spring. This program continues to grow.

Agriculture is a fairly new program that began at the AHS Zoo School with a fulltime teacher in 2015-2016. The program is continuing to grow in enrollment. Enrollment is contingent on students willing to attend the Zoo School campus, which is a satellite campus located on the NC Zoological Park. Over the last two years, we have expanded the agriculture program to both middle schools.

Special populations enrollment: We have experienced increases in limited English proficiency students, Academically and Economically Disadvantaged students.

We continue to see an increase in the number of students taking online courses through the North Carolina Virtual Public Schools (NCVPS) and other online programs as we work to better provide a more personalized education for students. We are looking at providing some online learning opportunities for credit recovery by developing those courses in CANVAS. We have a Charter School in our community that pulls from both our middle and high school population.

Asheboro City Schools receives federal, state, and local funding. Asheboro CTE Program receives federal and state funding allotments based on ADM. A charter high school opened in 2013-2014 in our local area and a middle school in 2015-2016, which affects both our enrollment and our funding as their enrollment grows. Last year, our funding was reduced by \$4389 due to charter school enrollment.

We received a \$192,000 Golden LEAF grant in the spring of 2017 to implement an Advanced Manufacturing Program in collaboration with Randolph Community College and Randolph County Schools. The grant has us to purchase most of the equipment needed to start the program.

For the second year we received a \$50,000 (??) Catalyzing CTE Through Enhanced Career Pathways Incentive Grant in collaboration with Randolph County School System, who also received \$50,000, and Randolph Community College, who received \$25,000. Through our grant, hired a part-time special populations coordinator. Her work has been invaluable. In addition to the position, our grant covers costs for summer camps in advanced manufacturing, agriculture and health science, professional development for community college and secondary teachers, enhancing Manufacturing and Health Care Days, and implementing a software at secondary schools, DefinedSTEM, that integrates project-based learning and career focused lessons with standards.

In addition, we received a \$28,900 Coding and Mobile App Development grant to embed coding in middle school business courses through the purchase of iPads and teacher professional development. In addition, we were able to purchase a server for our advanced coding students at the high school and professional development for our teachers. Our middle school teachers attended professional development throughout the 2018-19 school year to continue to improve their coding and programming instruction.

All three of these grants have enhanced our funding and our collaboration with our industry partners.

e. Labor market?

UPDATED May 2019

The unemployment rate in Randolph County was 4% in March of 2019 (US Bureau of Labor Statistics), which is equal to NC's unemployment rate. The economic condition of the area greatly affects the labor market. Each day 41.8% of Randolph county residents travel to other

counties to work thus providing a large pool of potential qualified workers to other areas, especially to Guilford County to the north.

The population of Asheboro City has increased in population by 15% over the last 10 years, increasing the labor force for the area affecting the employment rate which has declined. Randolph County's population is aging, with 37% of the population at age 50 and above.

In 2017, there were 25,012 residents in Asheboro City, of those, 4,594 were enrolled in Asheboro City Schools. According to AccessNC, 79.1% of Randolph County residents have at least a high school diploma, and 14.1% have obtained at least a Bachelor's Degree.

3. Identify and compare LEAs similar to yours which lead in performance related to each performance measure. Refer to the CTE Affinity Group Charts, regional similarities and other performance information to identify these districts

The LEAs with which we identify and compare ourselves are indicated below:

•Kannapolis City Schools—This LEA is a one high school district with a similar multi-cultural demographic make-up and a free and reduced lunch rate (78.8%) that is in range of ours (76.88%).

•Person County Schools—This LEA is also a one high school district with two middle schools, like Asheboro City Schools, and serves approximately close to the same number of students. Their free and reduced lunch rate is 57.22%.

•Randolph County Schools—This LEA serves the same geographical area as Asheboro City Schools, so we serve the same community and often exchange students.

The following is a comparison of our district to the above LEAs in performance:

•1S1: Asheboro 47.2%; Kannapolis 38.2%; Person 46.3%; Randolph 43.6%

•1S2: Asheboro 29.6%; Kannapolis 34.5%; Person 20.7%; Randolph 38.2%

•2S1: Asheboro 80.4%; Kannapolis 57%; Person 71.2%; Randolph 84.6%

•3S1: Asheboro 100%; Kannapolis 98.4 %; Person 98.7%; Randolph 98.2%

•4S1: Asheboro 99%; Kannapolis 99%; Person 99%; Randolph 99%

•5S1: Asheboro 94.4%; Kannapolis 93%; Person 94.8%; Randolph 98.2%

•6S1: Asheboro 33.8%; Kannapolis 24.3%; Person 19%; Randolph 24.6%

•6S2: Asheboro 20.4%; Kannapolis 24.6%; Person 19.8%; Randolph 32.7%

It is our hope that we continue to improve in 1S1 and 1S2 moving forward. We have dedicated much time and effort throughout the school to address these issues. We would like to learn from these other districts in areas where they are performing better.

Part I.E -- Other Factors Important to CTE's Performance

1. Describe the regulatory environment affecting CTE, such as local, state, and federal requirements; occupational health and safety; environmental, and financial factors:

See Part III *Assurances and Certifications*

2. Describe major new thrusts for CTE.

a. In your locality?

To strengthen the alignment with industry and postsecondary opportunities, we want to continue the partnership developed with Randolph Community College and Randolph County School System to develop curriculum pathways and supportive structures through the Pathways to Prosperity process each year. In addition, we strongly believe in continuing the momentum around business partnerships created by this Pathways to Prosperity work, such as Apprenticeship Randolph.

Asheboro City Schools would like to continue to offer students opportunities to strengthen their career and college readiness, we will continue to build the CTE internships in partnership with area businesses. We will also increase the number of opportunities for job shadowing for all students.

For the 2018-2019 school year, we are continuing our implementation of several relatively new courses to include Advanced Manufacturing I & II, Introduction to Trades & Industry, Principles of Education & Training, Human Growth & Development, Computer Programming I and II, and AP Computer Science Principles. We are also working to advance rigorous CTE course offerings through Honors level courses. Several of these courses will be offered in a hybrid (honors and standard) level setting and some will utilize high quality, competitive event protocols available from co-curricular Career Technical Student Organizations (CTSOs). In addition, we will offer CTE Advanced Studies to provide an opportunity for students to progress in a rigorous culminating course in FACS and STEM.

Asheboro CTE will continue participation in and promotion of the STEAM Competition, where students receive recognition for innovation, to increase interest in STEM and Arts & AV Technology related courses and to utilize technology in innovative ways to solve problems. CTE will continue to support STEAM Competition, STEAM Camp, and Digital learning activities such as "Hour of Code" to expose students to Technology and give students access to CTE classes and career opportunities.

Increased career development activities and opportunities for students beginning in middle school with a focused staff person and staff development on career development will steer students towards CTE program and certification in high school. The utilization of the career center for the high school students provides a space for individual and small group activities with a career development focus.

In addition, through a partnership with Randolph Community College and Randolph County School System, ACS will share a Career Coach that will complement the work of the Career Development Coordinator and enhance the career development activities at Asheboro High School. State CTE Funds will be allotted for workbased learning insurance and career development activities.

To increase student access to career development tools, ACS is utilizing Career Development software purchased through state funds. Using career assessments, students learn about themselves and their interests, skills, preferences and aspirations in order to make appropriate career and course decisions. They learn about career possibilities and educational pathways in order to create dynamic, actionable plans outlining the steps needed to achieve career, school and life goals. Students use information from learning styles and career interest inventories to explore career options and then are able to piece together the plan for achieving their goals through documents including 4year plans, postsecondary plans and employment essentials including applications and resumes.

To improve career counseling throughout the district, a focused professional development in

collaboration with the local community college for school counselors will provide meaningful and insightful knowledge for counselors. In addition, school counselors will be encouraged to participate in Career Focus Fridays, sponsored by Asheboro City Schools and Randolph County School System to engage counselors in area industries to improve their counseling and advising skills.

In an effort to involve our community stakeholders, Asheboro City Schools CTE program is making a concerted effort to engage its business and community leaders in program improvement and evaluation through all aspects of the program. One method of stakeholder involvement is through program area advisory council meetings held twice a year.

To strengthen student classroom performance, teachers will be learning and implementing formative assessment practices that engage students in the learning process such as student selfassessment practices.

- b. **In the state? CTE Post-Assessments in the ABCs, for instance, if and when it happens. Others? North Carolina has placed a high value on industry recognized credentials earned while in high school. We also encourage teachers to earn these credentials as well. Under the current state accountability model, the Career Readiness Certificate (silver level or above on WorkKeys assessment) is earned by senior CTE Concentrators. The CTE program will ensure that students know the importance of obtaining this highly recognized credential and will support the high school when testing occurs.**

There has also been an increased demand for student personalization in education, including the implementation of Credit by Demonstrated Mastery in CTE as well. CTE is uniquely able to meet this challenge with many performance based tasks embedded in the curriculum and CTSO competitive events. In 2017-2018, Asheboro City Schools completed the first CDM in Career & Technical Education in two courses successfully.

Throughout the state, accountability is emphasized for all teachers, and CTE is working to determine the best process for evaluating teacher effectiveness in middle school and other courses such as PLTW where there is not a post-assessment.

3. Describe how your district provides Career and Technical Education students with the following:
- a. **Strong experience in, and understanding of, all aspects of an industry. Include descriptions of at least two work-based learning opportunities that are related to career and technical education instruction. These work-based learning opportunities shall consist of on-the-job training through an internship, cooperative education, apprenticeship program or experiential learning through early childhood education and nursing fundamental clinicals..**
- The CTE Program in Asheboro City Schools addresses “all aspects of industry” by providing students opportunities to take challenging courses aligned to academic standards relevant to technical and industry standards that prepare them for certifications, further education, and employability in the career of their choice. For example, an Asheboro High School student can take Health Science I and II, and then take Nursing Fundamentals with a work-based learning component and opportunity to earn an industry recognized certification (Certified Nursing Assistant). That student is then employable with marketable skills, as well as capable of continuing his or her education in the Health Science field. All student certifications are paid for with state CTE funding.**

Asheboro City Schools offers a full range of work-based learning experiences for students starting with job-shadowing coordinated by the Career Development Coordinator at both the middle and high school levels. Students can also participate in internships through course

requirements such as health science, early childhood education, and principles of education and training or through an internship experience coordinated by the Career Development Coordinator and linked to their career interests. Last year, we also began a partnership with Apprenticeship Randolph to provide internship opportunities for students in the manufacturing industry.

- b. The same coherent and rigorous content aligned with challenging academic standards as other students.

In the Asheboro CTE Program, we teach all students. Therefore, we feel obligated to have rigorous standards in all our classes and project an image that CTE is for everyone. While teaching rigorous content, we differentiate instruction by removing barriers for special population students and providing enrichment for those students who need more challenge.

- c. Guidance to enroll in rigorous and challenging courses in core academic subjects.

All students at Asheboro High School are counseled based on their future plans. Therefore, students are guided into a rigorous fourth math and appropriately challenging English, Science, and Social Studies course selections in order to be competitive in their post-secondary experiences. We utilize information from career assessments and ACT to help students make informed course selections, as well as other data sources, such as Pre-ACT, if available. One example of this counseling is with our Health Science Academy members, who meet with our Health Science Team to set a course plan to take challenging courses within CTE and the advanced maths and sciences.

4. Describe how special populations will not be discriminated against on the basis of their special population status.

Asheboro City Schools does not discriminate on the basis of race, color, national origin, sex, or disability. We communicate this statement visually in every classroom and office, and on every CTE publication. We employ a Special Populations Coordinator (CTE Coordinator) to assist teachers in removing barriers and to work closely with other departments in the school e.g., Exceptional Children, English Language Learners, 504, students with individualized health plans, etc. In addition, we make every effort to ensure all barriers to our programs are removed. For example, in 2014-2015, we relocated our Health Science program to provide physical access to the rooms as they were previously located in an area of the building that was only accessible by stairs.

5. Describe how CTE funds will be used to promote preparation for Non-traditional fields.

In order to promote participation and completion in non-traditional fields by the underrepresented gender, we will be intentional in selecting student representatives to recruit at our student curriculum fairs, utilizing the underrepresented groups to talk to students. Our publications, such as newsletters and social media, will highlight or feature non-traditional students and careers. We will intentionally invite guest speakers and guest evaluators for projects who are non-traditional in their field. In addition, when vacancies occur for teaching positions, particularly in Health Sciences and STEM, we will recruit underrepresented candidates to enrich the candidate pool. Finally, we feel that it may be necessary to provide professional development for our school administrators and other district staff on the role of non-traditional students. We have realized that non-CTE staff do not understand the importance of helping students meet their individual pathways and how harmful stereotypical comments can be.

Asheboro City Schools

**SUBMITTED -- This LEA's Plan Has Been Submitted for Approval by the
NC Department of Public Instruction or the LEA Board of Education.**

PART II -- PERFORMANCE MANAGEMENT 2019-2020 Local Performance-Based Improvement Plan Career and Technical Education

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) went into effect in July 2007. New legislation (Perkins V) goes into effect July 1, 2019 with the 2019-2020 school year serving as a transition year.

Performance Indicator One (1S1) – Academic Attainment – Reading/Language Arts. (Perkins V: 2S1 Academic Proficiency in Reading/Language Arts)

<u>Category</u>	<u>Scores</u>									
	<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>		<u>2019-2020</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Overall	46.5	49.1	50.1	47.2	51.1	47.8	52.1		53.1	
Special Populations	40.5	44.7	45.7	37.0	46.7	42.2	47.7		48.7	
Nontraditional	59.6	46.3	47.3	10.0	48.3	40.0	49.3		50.3	
Academically Disadv.	30.2	16.7	17.7	12.5	18.7	19.0	19.7		20.7	
Economically Disadv.	42.3	44.9	45.9	38.0	46.9	46.7	47.9		48.9	
English Learner		.0	1.0	.0	2.0	.0	3.0		4.0	
Exceptional Children	33.0	60.0	61.0	.0	62.0	.0	63.0		64.0	
ESSA Categories										
Racial & Ethnic										
American Indian or Alaska Native		.0	1.0		2.0		6.0		8.4	
Asian		66.7	67.7	.0	68.7	57.1	69.7		70.7	
Black or African American	49.2	21.4	22.4	40.0	23.4	35.7	24.4		25.4	
Hispanic/Latino	34.7	48.0	49.0	40.0	50.0	39.7	51.0		52.0	
Native Hawaiian or Other Pacific Islander										
White	52.6	59.5	60.5	66.7	61.5	63.0	62.5		63.5	
Two or More Races		100.0	100.0	25.0	100.0	25.0	100.0		100.0	
Gender										
Male	42.7	40.0	41.0	44.4	42.0	39.7	43.0		44.0	
Female	49.8	57.1	58.1	49.3	59.1	56.1	60.1		61.1	
Other										
Migrant										

Category	<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>		<u>2019-2020</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Program Clusters										
Agriculture, Food and Natural Resources	40.1	20.0	21.0	36.4	22.0	36.8	23.0		24.0	
Architecture and Construction	50.2	75.0	76.0	25.0	77.0	50.0	78.0		79.0	
Arts, Audio/Video Technology and Communications	39.3	100.0	100.0	33.3	100.0	.0	100.0		100.0	
Business Management and Administration	44.3	100.0	100.0	40.0	100.0	44.4	100.0		100.0	
Education and Training										
Finance		.0	1.0		2.0	100.0	100.0		100.0	
Government and Public Administration										
Hospitality and Tourism		32.1	33.1	31.3	34.1	24.1	35.1		36.1	
Human Services		36.4	37.4	37.5	38.4	25.0	39.4		40.4	
Information and Technology		71.4	72.4	50.0	73.4	75.0	74.4		75.4	
Law, Public Safety, Corrections and Security		.0	1.0	60.0	2.0	33.3	3.0		4.0	
Manufacturing		50.0	51.0	50.0	52.0	30.0	53.0		54.0	
Marketing, Sales and Service	69.2	75.0	76.0	50.0	77.0	16.7	78.0		79.0	
Health Science	66.1	65.1	66.1	66.7	67.1	62.2	68.1		69.1	
Science, Technology, Engineering and Mathematics	51.8	66.7	67.7	42.9	68.7	63.6	69.7		70.7	
Transportation Distribution and Logistics		75.0	76.0	50.0	77.0	12.5	78.0		79.0	

*** Percentages are not reported for fewer than 10 students**

*** Benchmark values displayed in red indicate a negotiated value for the year in which it appears. Negotiated benchmark values are not used in the calculation of future benchmarks.**

Part II. - Performance Indicator# 1S1. Academic Attainment - Reading/ Language Arts

OVERALL NARRATIVE

Adequate Yearly Progress to Reach Overall Benchmark: 4.3

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance:

5/9/19

For the 2017-18 school year, Asheboro City Schools had did have a gain in proficiency from 47.2% to 47.8%. Although we missed our benchmark of 51.1%, we are heading in the right direction. District

wide, Asheboro City Schools had a writing goal for the 2018-19 school year. All secondary teachers, including CTE, were charged with completing a CANVAS course created to improve writing instruction in all content areas.

In order to address the ELA standards, which include Reading, Writing, Speaking, and Listening, Asheboro City Schools has joined an initiative with the NC Department of Public Instruction in conjunction with the Southern Regional Education Board (SREB) to integrate the Literacy Design Collaborative (LDC). LDC is a research-based lesson design template that helps teachers build students' literacy skills and understanding of academic content through meaningful reading and writing assignments that are aligned to the ELA and content standards. LDC is meant for any content area with exception of math. The implementation model for infusing the instructional use of LDC in the secondary schools includes intensive training and support for a lead team of teachers in the first year with a local coach (15-16), training and implementation by most teachers in the second year with support from the school team (16-17), and full implementation by the third year with all teachers using LDC modules in their area at least 3 times a year (17-18). CTE teachers are part of the lead teams and will also be part of the second and third year implementation. Lesson plans will be monitored by school administrators and attendance at PLCs and LDC trainings will be documented.

To assist teachers in finding rich texts appropriate for their LDC modules and classrooms, CTE teachers will collaborate with the instructional facilitators and media specialists at their schools, the Career Development Coordinator, CTE Coordinator, and the CTE Director. In addition, CTE Teachers will continue to purchase content rich and high interest informational texts related to content areas to expand classroom libraries to provide opportunities for students who typically do not have reading access at home to rich texts. State CTE funds will be budgeted for this purpose. If necessary, CTE Teachers will collaborate with the school level instructional facilitators and media specialists to use strategies to incorporate the use of the classroom libraries and texts. The CTE director will monitor the use of the funds to purchase the books while the CTE teachers will monitor the use of the books within the classroom. (1, 5, 6, 7, 9)

SPECIAL POPULATIONS

Adequate Yearly Progress to Reach Special Populations
Benchmark: 5.5

Adequate Yearly Progress to Reach Subgroup Benchmark:

Nontraditional:	9.3
Academically Disadvantaged:	0.7
Economically Disadvantaged:	1.2
English Learner:	3.0
Exceptional Children:	63.0

* **Greatest Opportunity for Improvement**

Provide a narrative describing the LEAs efforts related to (1) removing barriers for special populations that lower access to and success in programs; (2) supporting special population to meet the local benchmarks; and (3) preparing special populations students for high skill, high wage, or high demand occupations that lead to self-sufficiency:

Asheboro City Schools is committed to helping all students become literate. In our district strategic plan, we commit to our community that each student will be academically proficient as well as an effective communicator and collaborator. These skills reflect directly on the ELA standards. When special population students have individual needs that prevent them from progressing and mastering the standards, ACS has supports in place to assist them in their learning such as differentiated learning plans, alternative learning settings, and diagnostic and interventive curricula.

In addition, within the CTE classroom, CTE Teachers will make complex texts accessible to our exceptional children and nontraditional students by scaffolding the texts through research based best

practices such as preteaching vocabulary, teaching text structures, and other reading strategies modeled by the teacher. Students will be expected to grow in their reading ability and their content knowledge by successfully attacking these complex texts. Teachers will also begin explicitly teaching exceptional students a note taking strategy in middle school in order to allow students to develop and enhance their organizational skills to help them be more successful throughout their high school experience.

By helping students to access high level texts and to organize their thoughts and writing, special populations students will be prepared not just for high school, but for their work that allows for their self-sufficiency later in life. CTE Teachers can access resources to support these strategies in the ACS Literacy Plan linked to the ACS Website on the Teacher Resources page. The school administrators will monitor lesson plan development and implementation along with the school instructional facilitator. (1, 7, 9, 13)

ESSA Racial & Ethnic Categories

	Adequate Yearly Progress to Reach Subgroup Benchmark:	
	American Indian or Alaska Native:	
* Greatest Opportunity for Improvement	Asian:	12.6
	Black or African American:	
	Hispanic/Latino:	11.3
	Native Hawaiian or Other Pacific Islander:	
	White	
* Greatest Opportunity for Improvement	Two or More Races:	78.0
	Male:	3.3
	Female:	4.0
	Migrant:	

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance:

5/1/18 The data indicate that our GOFIs are our Asian and Two or More races subgroups. While we understand we must focus on these subgroups, we also understand that their data is impacted by the small size of the subgroup population. We also understand the data show that our Black and Hispanic students are far below the state performance both in our CTE Concentrators and in our overall district data. To address these data, every secondary school in Asheboro City Schools has at least one goal on their Continuous Improvement Plan that directly addresses the achievement gap. Their strategies include but are not limited to benchmark analysis for subgroup performance, before and after-school tutoring with busing, and specific-focused instruction for identified groups.

In the CTE program, to address the performance gap for our subgroups, CTE Teachers will incorporate "real world" literacy strategies, which include locating information, reading charts and graphs, and research skills. Building students' literacy skills beginning in middle school will enable students to be successful after the completion of high school in careers and further education. CTE Teachers will coordinate with their schools' media specialists and instructional facilitators to incorporate these literacy strategies into their lessons. Lesson plans and lesson plan implementation will be monitored by school administrators and school instructional facilitators. (1, 7, 13)

Asheboro City Schools

**SUBMITTED -- This LEA's Plan Has Been Submitted for Approval by the
NC Department of Public Instruction or the LEA Board of Education.**

PART II -- PERFORMANCE MANAGEMENT 2019-2020 Local Performance-Based Improvement Plan Career and Technical Education

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) went into effect in July 2007. New legislation (Perkins V) goes into effect July 1, 2019 with the 2019-2020 school year serving as a transition year.

Performance Indicator Two (1S2) – Academic Attainment - Mathematics. (Perkins V: 2S2 Academic Proficiency in Mathematics)

Category	Scores									
	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
Overall	81.1	33.0	34.0	29.6	35.0	36.4	36.0		37.0	
Special Populations	74.5	30.6	31.6	25.9	32.6	32.7	33.6		34.6	
Nontraditional	86.5	24.4	25.4	20.0	26.4	20.0	27.4		28.4	
Academically Disadv.	63.3	8.3	9.3	.0	10.3	9.5	11.3		12.3	
Economically Disadv.	77.2	30.4	31.4	25.3	32.4	34.8	33.4		34.4	
English Learner	59.6	.0	1.0	.0	2.0	.0	3.0		4.0	
Exceptional Children		.0	1.0	100.0	100.0	.0	100.0		100.0	
ESSA Categories										
Racial & Ethnic										
American Indian or Alaska Native		100.0	100.0		100.0		100.0		100.0	
Asian	100.0	33.3	34.3	.0	35.3	71.4	36.3		37.3	
Black or African American	75.9	7.1	8.1	10.0	9.1	28.6	10.1		11.1	
Hispanic/Latino	77.9	26.0	27.0	35.0	28.0	35.5	29.0		30.0	
Native Hawaiian or Other Pacific Islander										
White	84.9	48.6	49.6	35.9	50.6	35.6	51.6		52.6	
Two or More Races		100.0	100.0	.0	100.0	25.0	100.0		100.0	
Gender										
Male	76.4	32.0	33.0	27.8	34.0	40.9	35.0		36.0	
Female	85.4	33.9	34.9	31.0	35.9	31.8	36.9		37.9	
Other										
Migrant										

<u>Category</u>	<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>		<u>2019-2020</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Program Clusters										
Agriculture, Food and Natural Resources	67.1	6.7	7.7	36.4	8.7	42.1	9.7		10.7	
Architecture and Construction	87.6	50.0	51.0	25.0	52.0	17.4	53.0		54.0	
Arts, Audio/Video Technology and Communications	92.4	100.0	100.0	33.3	100.0	.0	100.0		100.0	
Business Management and Administration	85.3	33.3	34.3	40.0	35.3	66.7	36.3		37.3	
Education and Training	79.8									
Finance	100.0	.0	1.0		2.0	.0	3.0		4.0	
Government and Public Administration										
Hospitality and Tourism		28.6	29.6	18.8	30.6	31.0	31.6		32.6	
Human Services		.0	1.0	18.8	2.0	.0	3.0		4.0	
Information and Technology		42.9	43.9	25.0	44.9	50.0	45.9		46.9	
Law, Public Safety, Corrections and Security		.0	1.0	20.0	2.0	33.3	3.0		4.0	
Manufacturing	73.1	16.7	17.7	50.0	18.7	30.0	19.7		20.7	
Marketing, Sales and Service	84.6	50.0	51.0	25.0	52.0	50.0	53.0		54.0	
Health Science	93.5	44.2	45.2	40.7	46.2	37.8	47.2		48.2	
Science, Technology, Engineering and Mathematics	70.7	33.3	34.3	28.6	35.3	63.6	36.3		37.3	
Transportation Distribution and Logistics		100.0	100.0	50.0	100.0	28.6	100.0		100.0	

* Percentages are not reported for fewer than 10 students

* Benchmark values displayed in red indicate a negotiated value for the year in which it appears. Negotiated benchmark values are not used in the calculation of future benchmarks.

Part II. - Performance Indicator# 1S2. Academic Attainment - Mathematics

OVERALL NARRATIVE

Adequate Yearly Progress to Reach Overall Benchmark:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance:

5/9/19 During the 2017-18 school year, Asheboro City Schools 1S2 Mathematic Attainment score show a significant upturn, gaining 7 points from 29.6% to 36.4%. This 36.4% is above our benchmark of 35%. Asheboro City Schools, as well as ACS Career and Technical Education, has focused our goal of integrating math in all content areas.

To address math proficiency in our district, Asheboro City Schools has joined an initiative with the NC

Department of Public Instruction in conjunction with the Southern Regional Education Board (SREB) to integrate the Mathematics Design Collaborative (MDC) in our secondary schools. MDC helps math teachers know if students understand the math standards they have been taught through the use of formative assessment lessons (FALs). Teachers learn to use the FALs to adapt assignments, embed the standards, and engage students so that they understand both the “hows” and the “whys” of math. The implementation model for infusing the instructional use of MDC in the secondary schools includes intensive training and support for a lead team of teachers in the first year with a local coach (15-16), training and implementation by most math teachers in the second year with support from the school team (16-17), and full implementation by the third year with all teachers using FALs in their area at least 3 times a year (17-18).

To assist in supporting math teachers and keep students understanding that math matters in CTE contents also, CTE teachers beginning in middle school will intentionally utilize mathematical academic vocabulary that aligns with math standards when teaching CTE standards with mathematical connections to enhance students' success with mathematical concepts. CTE Teachers are encouraged to post these words in their room for reinforcement and use a word wall in an interactive way with students. In addition, teachers are asked to collaborate with math teachers to align vocabulary terminology, so that words have consistent meaning across contexts and contents. School based administrators and school instructional facilitator will monitor teacher lesson plans and word walls through periodic observations.

In addition, CTE Teachers will develop a campaign to promote math connections in their course and/or program area content to careers using videos, public service announcements, posters, etc. possibly culminating in a community event with students showcasing connections with work relevant to CTE courses and math. (1, 5, 6, 7, 9)

SPECIAL POPULATIONS

Adequate Yearly Progress to Reach Special Populations
Benchmark: 0.9

Adequate Yearly Progress to Reach Subgroup Benchmark:

Nontraditional:	7.4
Academically Disadvantaged:	1.8
Economically Disadvantaged:	
English Learner:	3.0
Exceptional Children:	101.0

*** Greatest Opportunity for Improvement**

Provide a narrative describing the LEAs efforts related to (1) removing barriers for special populations that lower access to and success in programs; (2) supporting special population to meet the local benchmarks; and (3) preparing special populations students for high skill, high wage, or high demand occupations that lead to self-sufficiency:

Asheboro City Schools is committed to helping all students become proficient in math. In our district strategic plan, we commit to our community that each student will be academically proficient as well as critical and creative thinkers, innovators, and problem solvers. These skills reflect directly on the Math standards. Each secondary school addresses Math in their continuous improvement plan.

In CTE, we see a gap with the math we use in our content and the math students are learning and using in the secondary schools. The math students are often using in CTE programs, like measuring and fractions, students learned in elementary school, but they struggle to apply them again later in middle and high school in “real world” situations, especially our special populations students. Beginning in middle school, CTE Teachers will develop and utilize visual aids for CTE classrooms that provide support for basic math problems like ruler conversions and fractions to assist students in recall and application of mathematical skills needed in CTE classrooms. By application of these skills

with visual supports and repetition, special populations students, especially LEP students, will be able to internalize the math practices. The CTE Director will monitor the creation and placement of the visual aids for the classrooms and allocate state CTE Funds if necessary. (1,9, 13)

ESSA Racial & Ethnic Categories

Adequate Yearly Progress to Reach Subgroup Benchmark:

American Indian or

Alaska Native:

Asian:

Black or African

American:

Hispanic/Latino:

Native Hawaiian or

Other Pacific

Islander:

*** Greatest Opportunity for Improvement**

White 16.0

*** Greatest Opportunity for Improvement**

Two or More 78.0

Races:

Male:

Female: 5.1

Migrant:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance:

5/9/19 Our data indicate that the subgroup populations of White and Two or More Races are our greatest opportunities for improvement in math proficiency. We also feel that our males are not performing up to national or district expectations.

To address all of these subgroups and raise their performance in math, we will encourage and support them in participating in Career & Technical Education Student Organizations competitive events beginning in middle school as well as other competitions such as Math Fair. Students will learn why math is relevant by applying math skills to potential careers and real world situations. The CDC and CTE Coordinator will monitor student involvement and participation in the CTSOs and student competitions. (1, 9, 14)

Asheboro City Schools

**SUBMITTED -- This LEA's Plan Has Been Submitted for Approval by the
NC Department of Public Instruction or the LEA Board of Education.**

PART II -- PERFORMANCE MANAGEMENT 2019-2020 Local Performance-Based Improvement Plan Career and Technical Education

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) went into effect in July 2007. New legislation (Perkins V) goes into effect July 1, 2019 with the 2019-2020 school year serving as a transition year.

Performance Indicator Three (2S1) – Technical Skill Attainment. (Perkins V: 5S1/5S2/5S3/5S4 Program Quality)

<u>Category</u>	<u>Scores</u>									
	<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>		<u>2019-2020</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Overall	86.6	84.2	87.0	80.4	87.3	79.4	87.7		88.0	
Special Populations	83.6	81.1	84.1	76.7	84.5	74.6	85.0		85.3	
Nontraditional	84.1	92.1	84.4	83.5	84.9	81.0	85.3		85.7	
Academically Disadv.	75.3		75.9	56.4	76.6	53.5	77.3		77.8	
Economically Disadv.	82.5	81.0	82.9	76.1	83.4	74.0	83.8		84.3	
English Learner	56.3	51.3	57.5	27.0	58.7	28.8	59.8		60.8	
Exceptional Children	73.5	48.9	74.2	38.8	74.9	34.1	75.6		76.2	
ESSA Categories										
Racial & Ethnic										
American Indian or Alaska Native		*		*		*				
Asian	94.2	81.3	94.4	93.6	94.6	81.2	94.8		94.8	
Black or African American	77.2	71.9	77.8	67.2	78.4	69.1	78.9		79.5	
Hispanic/Latino	78.5	80.8	79.0	77.6	79.6	73.7	80.1		80.7	
Native Hawaiian or Other Pacific Islander										
White	93.8	94.9	94.0	90.7	94.1	91.5	94.2		94.4	
Two or More Races	87.6	76.0	87.8	81.1	88.2	79.7	88.5		88.8	
Gender										
Male	85.8	78.9	86.2	75.8	86.5	75.2	86.9		87.2	
Female	87.3	90.1	87.6	84.5	87.9	83.1	88.3		88.6	
Other										
Migrant										

Program Areas	86.6	84.2	87.0	80.4	87.3	79.4	87.7	88.0
Agriculture		95.7		94.1		92.9		
Business, Finance and Information Technology Education	94.4	85.6	94.6	86.3	94.8	78.3	94.8	95.0
Health Science Education	88.0	93.0	88.4	73.2	88.6	82.0	89.0	89.3
Marketing and Entrepreneurship Education	85.0	73.8	85.4	70.7	85.8	67.7	86.3	86.5
Family & Consumer Sciences	85.6	88.0	85.9	87.4	86.3	95.1	86.7	87.0
Trade & Industrial Career Development	78.7		79.3		79.9	80.0	80.4	80.8
Technology		90.5		69.3		*		
Engineering and Design	85.9	68.6	86.4	71.7	86.7	65.5	87.1	87.4

* Percentages are not reported for fewer than 10 students

* **Benchmark values displayed in red indicate a negotiated value for the year in which it appears. Negotiated benchmark values are not used in the calculation of future benchmarks.**

Part II. - Performance Indicator# 2S1. Technical Skill Attainment

OVERALL NARRATIVE

Adequate Yearly Progress to Reach Overall Benchmark: 8.3

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance:

5/9/19 Overall, Asheboro City Schools’ CTE Program technical attainment dropped below the our benchmark for 2017-2018. Although not as significant an increase as the year prior, and while we hope this is not becoming a trend, we will continue to take measures to reverse the downslide. While we pride ourselves on hiring quality teachers, first-year CTE teachers are often lateral entry and struggle to learn content and pedagogy while understanding the school organizational system and culture. We see these teachers improve with time as they stay and acclimate to the district and to teaching. These vacancies occur most often in our health sciences, trade & industry, and technology departments. Without the support and strength of our veteran staff, we would not be able to maintain within reach of or at the state goal.

In order to improve performance in technical skill attainment, we need to invest in three areas: Teaching the standards, utilizing learning targets, and consistent use of formative assessment. CTE Teachers must ensure they are teaching the content standards through continual review of classroom unit plans, learning goals, assessments, and blueprints. One way for our teachers to learn more about the content standards is to participate in DPI sponsored curriculum projects. In addition, CTE Teachers will utilize learning targets to ensure that student learning matches daily learning goals. Teachers will also need to focus on collection of data through formative assessment. Research shows that when formative assessment is consistently used, learning is increased in the classroom. These strategies will be monitored through the evaluation of unit and daily lesson plans and walkthrough observations by school administrators and instructional facilitators.

The CTE Director will work with CTE Teachers to build comprehensive curriculum portfolios for high frequency level I classes (portfolios to include but not limited to lesson plans, assessments, activities, texts, etc.). Although every effort is made to find a suitable candidate for vacancies, when a match cannot be found, these portfolios will enable instruction to continue at a high level and students

can be proficient on technical standards. CTE Director will allocate funding for curriculum planning and development of these portfolios from state CTE Funds. CTE Coordinator will monitor the portfolios and work with long-term substitutes in their use. (1, 3, 5, 7)

SPECIAL POPULATIONS

Adequate Yearly Progress to Reach Special Populations
Benchmark: 10.4

Adequate Yearly Progress to Reach Subgroup Benchmark:

* Greatest Opportunity for Improvement	Nontraditional:	4.3
	Academically Disadvantaged:	23.8
* Greatest Opportunity for Improvement	Economically Disadvantaged:	9.8
	English Learner:	31.0
* Greatest Opportunity for Improvement	Exceptional Children:	41.5

Provide a narrative describing the LEAs efforts related to (1) removing barriers for special populations that lower access to and success in programs; (2) supporting special population to meet the local benchmarks; and (3) preparing special populations students for high skill, high wage, or high demand occupations that lead to self-sufficiency:

5/9/19 Our special populations’ technical attainment data reflects our EL and EC students’ lack of vocabulary development and test taking success. In addition, our data reflect our population of Academically Disadvantaged students and their lack of success on formal assessments.

To address these subgroups, CTE Teachers will integrate formative assessments using test items banks into their lesson structure that resemble and reflect the same format and academic language as summative assessments throughout the course. In addition, they will utilize visual cues and word walls to emphasize the proper academic vocabulary associated with their courses. This will benefit special population students, especially our EL, EC, and Academically Disadvantaged students, by helping them become familiar with academic and technical vocabulary as well as the testing format which enables them to be successful both in the classroom and during testing. Building on this success, students will have the opportunity to continue their pursuit of a CTE Concentration and/or industry recognized credentials as well as expand their opportunities to include Career and College Promise Courses, which leads career opportunities and self-sufficiency. To also assist students, teachers will provide tutoring as an additional resource.

For the 2018-2019 school year, CTE teachers implemented equity plans throughout both semesters. These ‘plans’ asked teacher to address how they would differentiate instruction and/or participation in a project or activity for EC, EL, Academically Disadvantaged and AIG students. The goal of our Equity Plans is to encourage teacher to be more intentional in their lesson planning and content delivery to ensure equity for all students. We will continue this practice for the 2019-20 school year.

These strategies will be monitored through the evaluation of lesson plans, walk-through observations, student attendance at tutoring sessions, and teacher attendance at professional development sessions by CTE Director and school principals. CTE Teachers that need professional development on academic vocabulary or implementation of formative assessment will be provided PD by instructional facilitators at school and/or CTE Director. (1, 5, 9, 13)

ESSA Racial & Ethnic Categories

Adequate Yearly Progress to Reach Subgroup Benchmark:

American Indian or Alaska Native:	
Asian:	13.6
Black or African American:	9.8
Hispanic/Latino:	6.4
Native Hawaiian or Other Pacific Islander:	
White	2.7
Two or More Races:	8.8
Male:	11.7
Female:	5.2
Migrant:	

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance:

5/1/18 Because our greatest opportunities for improvement are determined by our performance against our benchmarks, our data does not indicate that the Black subgroup is a high priority for us. However, in comparison to the state goal and our performance in the White (90.7%) and Hispanic (77.6%) subgroups, which are our two other large sub-groups, the Black subgroup (67.2%) is well-below in performance. For this reason, we will be addressing this subgroup in this section.

To improve our Black subgroup's academic performance, we know we must get this subgroup actively engaged in the learning process. We will utilize self-assessment as a strategy focused on this subgroup but not isolated to only to this group. Research on self-assessment shows that students who participate in this activity are more likely to believe in their ability to learn, cultivate internal feelings of empowerment and attribution, and develop a sense of autonomy. According to formative assessment researcher, Dylan Wiliam, these behaviors not only can help students take responsibility for their own learning, but can lead directly to improved student achievement. CTE Teachers will learn to help students assess their own learning through professional development provided during CTE profession learning community time by the CTE Director and will utilize self-assessment strategies in the classroom to engage student learning. PLC attendance will be documented and lesson planning and assessment strategies will be observed by school administrators and instructional facilitators. (1, 5, 6)

PROGRAM AREAS

Adequate Yearly Progress to Reach Program Area Benchmark:

Agriculture:	
Business, Finance and Information Technology	16.5
Education:	
Health Science Education:	7.0
Marketing and Entrepreneurship Education:	18.6
Family & Consumer Sciences:	
Trade & Industrial:	0.4
Career Development:	
Technology Engineering and Design:	21.6

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance:

5/9/19 For the 2017-2018 school year, the LPS system did not designate a program area as an opportunity for greatest improvement. However, in reviewing our data for the last three years, the Marketing and Entrepreneurship program has fallen below both the state and district benchmark. (69.3% in 2014-2015; 73.8% in 2015-2016; and 70.7% in 2016-2017). In addition, the Technology, Engineering & Design program has fallen below both the state and district benchmark for the last two years: 68.5% and 71.7% respectively. Finally, the Health Sciences program area fell below the state and district benchmark from 93% in 2015-2016 to 73.2% in 2016-2017.

To address these program areas, the following strategy will be utilized:

Marketing, Health Sciences, and TED Teachers will collaborate with peers (both in school and through CTE Moodle), CTE Coordinator, and CTE Director through program area meeting/CASA to evaluate lessons and assessments (formative, benchmark, and summative) to check for alignment with course blueprint standards and learning targets to ensure students learn the standards. Teachers will also diagnose where students are having difficulty with standards and provide support in specific areas. Teachers will participate in this process throughout the course to provide students the opportunity to become proficient. The teacher/program area collaboration will be monitored through attendance logs and participation gauged by student work samples and data provided by teachers. (1, 22)

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Asheboro City Schools

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NC Department of Public Instruction or the LEA Board of Education.**

PART II -- PERFORMANCE MANAGEMENT 2019-2020 Local Performance-Based Improvement Plan Career and Technical Education

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) went into effect in July 2007. New legislation (Perkins V) goes into effect July 1, 2019 with the 2019-2020 school year serving as a transition year.

Performance Indicator Four (3S1) – Secondary School Completion. (Perkins V: 1S2 Extended Graduation Rate)

Category	Scores									
	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
Overall	98.3	100.0	98.3	100.0	98.3	100.0	98.4		98.5	
Special Populations	97.6	100.0	97.6	100.0	97.7	100.0	97.8		97.9	
Nontraditional	100.0	100.0	100.0	100.0	100.0	100.0	100.0		100.0	
Academically Disadv.	96.2	100.0	96.3	100.0	96.5	100.0	96.6		96.7	
Economically Disadv.	98.7	100.0	98.7	100.0	98.8	100.0	98.8		98.8	
English Learner	96.2	*	96.3	*	96.5	*	96.6		96.7	
Exceptional Children	100.0	*	100.0	*	100.0	*	100.0		100.0	
ESSA Categories										
Racial & Ethnic										
American Indian or Alaska Native		*								
Asian		*		*		*				
Black or African American	97.0	100.0	97.1	100.0	97.2	100.0	97.3		97.3	
Hispanic/Latino	98.1	100.0	98.2	100.0	98.2	100.0	98.3		98.3	
Native Hawaiian or Other Pacific Islander										
White	98.9	100.0	98.9	100.0	98.9	100.0	99.0		99.0	
Two or More Races		*		*		*				
Gender										
Male	96.3	100.0	96.4	100.0	96.5	100.0	96.7		96.7	
Female	100.0	100.0	100.0	100.0	100.0	100.0	100.0		100.0	
Other										
Migrant										

<u>Category</u>	<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>		<u>2019-2020</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Program Clusters										
Agriculture, Food and Natural Resources	97.0	*	97.1	*	97.2	100.0	97.3		97.3	
Architecture and Construction	100.0	*	100.0	*	100.0	*	100.0		100.0	
Arts, Audio/Video Technology and Communications	100.0	100.0	100.0	*	100.0	100.0	100.0		100.0	
Business Management and Administration	97.6	*	97.7	*	97.8	*	97.9		97.9	
Education and Training										
Finance		*				*				
Government and Public Administration										
Hospitality and Tourism	100.0		100.0		100.0					
Human Services	100.0		100.0			*				
Information and Technology		*		*		*				
Law, Public Safety, Corrections and Security		*		*		*				
Manufacturing		*				*				
Marketing, Sales and Service		*		*		*				
Health Science	100.0	100.0	100.0	100.0	100.0	100.0	100.0		100.0	
Science, Technology, Engineering and Mathematics	94.8	*	95.0	*	95.1	*	95.3		95.5	
Transportation Distribution and Logistics		*		*		*				

* Percentages are not reported for fewer than 10 students

* Benchmark values displayed in red indicate a negotiated value for the year in which it appears. Negotiated benchmark values are not used in the calculation of future benchmarks.

Part II. - Performance Indicator# 3S1. Secondary School Completion

OVERALL NARRATIVE

Adequate Yearly Progress to Reach Overall Benchmark:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance:

5/1/18 Asheboro City Schools is excited to see the continued upward trend of the data over the last five years! In addition, we are extremely proud to be able to say that 100% of our CTE Concentrators leaving school in the last three years left with a diploma! We make great efforts in ACS to ensure that every student graduates, and our data show the impact that CTE has on helping students to graduate!

In order to maintain the high number of CTE Concentrators who earn a diploma, we feel that it is important that we continue to build a strong registration and planning system beginning in middle

school. Utilizing a career assessment system, the Career Development Coordinator, CTE Coordinator, and School Counselors will help students begin to explore career, personal interests and abilities, and course options in middle school. Student information will be available for registration to help accurately place students in appropriate courses. The resources and activities will allow teachers and students to be better equipped to effectively guide and direct students toward their academic and career goals. Students will be encouraged to begin making academic plans in the 7th grade. If we can help students to select and register for courses aligned to their individual interests and abilities, they have a greater chance of staying in high school and leave high school with a diploma.

CTE Director will allocate state CTE Funds to pay for career assessment software. CTE Coordinator and CTE Director will meet with school administrators biannually to monitor the registration process. Career Development Coordinator and Lead High School Counselor will monitor the use of career assessments and share information with the CTE Director. Teacher classroom activities and guidance activities using career assessments will be monitored by school administrators and instructional facilitators. (4, 7, 8, 11)

SPECIAL POPULATIONS

Adequate Yearly Progress to Reach Special Populations Benchmark:

Adequate Yearly Progress to Reach Subgroup Benchmark:

Nontraditional:

Academically Disadvantaged:

Economically Disadvantaged:

English Learner:

Exceptional Children:

Provide a narrative describing the LEAs efforts related to (1) removing barriers for special populations that lower access to and success in programs; (2) supporting special population to meet the local benchmarks; and (3) preparing special populations students for high skill, high wage, or high demand occupations that lead to self-sufficiency:

In order to maintain a high level of CTE Concentrators earning diplomas that are special populations students, the CTE Coordinator will coordinate with EC case managers, ELL specialists, counselors, social workers, parents, and other advocates in the students' lives to provide monitoring and networking for special populations students in danger of not graduating. The CTE Coordinator will evaluate student performance a minimum of once every grading period to determine those students in danger of failing/not receiving enough credits for graduation and set up a collaborative meeting with students' advocates to work with student on achieving and passing classes. Working through key individuals in a student's realm of influence will provide the necessary support and motivation to help a student to complete high school with a diploma in order to prepare for a high skill, high wage, or high demand occupation that leads to self-sufficiency. (9, 11, 13)

ESSA Racial & Ethnic Categories

Adequate Yearly Progress to Reach Subgroup Benchmark:

American Indian or

Alaska Native:

Asian:

Black or African

American:

Hispanic/Latino:

Native Hawaiian or

Other Pacific

Islander:

White
Two or More
Races:
Male:
Female:
Migrant:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance:

In order to maintain a high level of CTE Concentrators earning a diploma, CTE Teachers will implement authentic learning and assessment practices into their instruction at a minimum of once per grading period. Authentic learning and assessment practices are those practices where students participate in simulated, performance based tasks and are evaluated in ways that would be similar to ways in which one would be evaluated on the job. CTE Teachers will learn and discuss authentic learning practices in monthly professional learning communities and implement practices into instruction. As a part of authentic learning, students will be exposed to industry experts through guest speaking and work based learning activities or opportunities. Industry experts will also be asked to assist vetting and evaluating authentic assessments. Students who are given opportunities for increased motivation and engagement through authentic learning experiences and assessments will be more invested in their educational experience and graduate. Teacher lessons will be monitored through observation by school administrators and instructional facilitators. PLC attendance will be documented.

In an effort to increase the membership in second level classes which leads to increase probability of CTE Concentrators, the AHS CTE Teachers will create visual displays in their classrooms and school common areas to market upper level courses to students to help students see the connections to the next level courses while studying the first level content. Students will see connections to what they are learning and be interested in the next level course. Teachers can refer to their display while promoting their program area courses and pairing students with their interests. Visual displays will be in place by the end of the first grading period and updated regularly with student work and visuals. In addition, create an “ambassador” program with upper level students to visit first level courses to recruit students with students. The Career Development Coordinator will also work with CTE Teachers to allow interested students to visit second level courses when possible to ensure best fit. CTE Director, CTE Coordinator, and Career Development Coordinator will meet with School Counselors annually to educate them on the sequencing of CTE Courses and how students become CTE Concentrators to ensure appropriate registration for students.

Visual displays will be visible during walk-throughs by school administrators, instructional facilitator, and district personnel. Ambassadors and student visitations will be logged with the CDC. School Counselor PD will be documented. (2, 7, 8, 10, 20)

Asheboro City Schools

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PART II -- PERFORMANCE MANAGEMENT 2019-2020 Local Performance-Based Improvement Plan Career and Technical Education

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) went into effect in July 2007. New legislation (Perkins V) goes into effect July 1, 2019 with the 2019-2020 school year serving as a transition year.

Performance Indicator Five (4S1) – Student Graduation Rates. (Perkins V: 1S1 Four-Year Graduation Rate)

<u>Category</u>	<u>Scores</u>									
	<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>		<u>2019-2020</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Overall	85.9	100.0	86.3	99.0	86.7	100.0	87.0		87.4	
Special Populations	79.6	100.0	80.1	98.8	80.8	100.0	81.2		81.7	
Nontraditional	100.0	100.0	100.0	100.0	100.0	100.0	100.0		100.0	
Academically Disadv.	70.5	100.0	71.3	100.0	72.2	100.0	72.8		73.5	
Economically Disadv.	82.1		82.5	98.8	83.0	100.0	83.5		83.8	
English Learner	70.5		71.3	100.0	72.2	100.0	72.8		73.5	
Exceptional Children	75.1		75.8	100.0	76.5	100.0	77.1		77.6	
ESSA Categories										
Racial & Ethnic										
American Indian or Alaska Native		100.0								
Asian		100.0		100.0		100.0				
Black or African American	71.6	100.0	72.4	100.0	73.1	100.0	73.8		74.5	
Hispanic/Latino	98.1	100.0	98.1	100.0	98.2	100.0	98.3		98.3	
Native Hawaiian or Other Pacific Islander										
White	88.6	100.0	88.9	97.5	89.2	100.0	89.5		89.8	
Two or More Races		100.0		100.0		100.0				
Gender										
Male	78.9	100.0	79.5	100.0	80.1	100.0	80.7		81.1	
Female	92.3	100.0	92.5	98.6	92.7	100.0	92.9		93.1	
Other										
Migrant										
	<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>		<u>2019-2020</u>	

<u>Category</u>	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Program Clusters										
Agriculture, Food and Natural Resources	82.5	100.0	83.0	100.0	83.5	100.0	83.8		84.3	
Architecture and Construction	100.0	100.0	100.0	100.0	100.0	100.0	100.0		100.0	
Arts, Audio/Video Technology and Communications	75.4	100.0	76.0	100.0	76.7	100.0	77.3		77.9	
Business Management and Administration	87.6	100.0	87.8	100.0	88.2	100.0	88.5		88.8	
Education and Training										
Finance		100.0				100.0				
Government and Public Administration										
Hospitality and Tourism		100.0		100.0		100.0				
Human Services		100.0		100.0		100.0				
Information and Technology		100.0		80.0		100.0				
Law, Public Safety, Corrections and Security		100.0		100.0		100.0				
Manufacturing		100.0		100.0		100.0				
Marketing, Sales and Service	86.5	100.0	86.9	100.0	87.2	100.0	87.5		87.8	
Health Science	100.0	100.0	100.0	100.0	100.0	100.0	100.0		100.0	
Science, Technology, Engineering and Mathematics	71.4	100.0	72.2	100.0	73.0	100.0	73.7		74.4	
Transportation Distribution and Logistics		100.0		100.0		100.0				

*** Percentages are not reported for fewer than 10 students**

*** Benchmark values displayed in red indicate a negotiated value for the year in which it appears. Negotiated benchmark values are not used in the calculation of future benchmarks.**

Part II. - Performance Indicator# 4S1. Student Graduation Rates

OVERALL NARRATIVE

Adequate Yearly Progress to Reach Overall Benchmark:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance:

5/1/18 Asheboro City Schools is excited to see the upward trend of the data over the last four years! In addition, we are extremely proud to be able to say that 100% of our CTE Concentrators counted in the state’s computation of the cohort graduation rate for 2017-2108!

We make great efforts in ACS to ensure that every student graduates on time, and our data show the impact that CTE has on helping students to graduate! ACS 17-18 CTE Concentrator Graduation rate (100%) is higher than our overall ACS 17-18 District graduation rate (92.7%), which is higher than the NC state graduation rate (86.3%)! We are extremely proud of both our program and district’s

efforts in this area!

To ensure that our students graduate, we have several initiatives and support systems in Asheboro City Schools: The NOVA Academy, which is an alternative graduation program; Summer Recovery, which is a program where students are able to recover lost credit over the summer to stay on track for graduation; and graduation team, a group of staff members dedicated to helping at-risk students graduate. These school-wide initiatives help keep ACS students on track for graduation.

Within the CTE Program, to ensure that we continue to maintain a high number of CTE Concentrators who graduate within four years, we believe that it is vital to stress the importance of the WorkKeys credential to students' future work skills and self-sufficiency. In order to help students to be successful on the WorkKeys assessment, we need to change the culture of our schools to help teachers and students understand the benefits of this credential. An informational campaign will be launched to provide key material on the WorkKeys assessment for all students and staff. Professional Development will be provided for all Asheboro High School teachers on the value of the WorkKeys credential by CTE personnel, and the Career Development Coordinator will work with all CTE Concentrators on the importance of the WorkKeys credential and give them an opportunity to utilize KeyTrain to practice, provided by a partnership with NCWorks Career Center. PD attendance will be documented and CDC will keep a log of students participating in WorkKeys sessions. (9, 11, 13, 15)

SPECIAL POPULATIONS

Adequate Yearly Progress to Reach Special Populations Benchmark:

Adequate Yearly Progress to Reach Subgroup Benchmark:

Nontraditional:

Academically Disadvantaged:

Economically Disadvantaged:

English Learner:

Exceptional Children:

Provide a narrative describing the LEAs efforts related to (1) removing barriers for special populations that lower access to and success in programs; (2) supporting special population to meet the local benchmarks; and (3) preparing special populations students for high skill, high wage, or high demand occupations that lead to self-sufficiency:

5/1/18 In an effort to help special populations' students successfully graduate in four years, the Career Development Coordinator, CTE Coordinator, and CTE Director meet with the counseling staff to ensure the registration process includes students' four year plans and career goals. School counselors are given preparation on new and updated CTE courses to provide students with proper advice on which classes will best meet their needs.

In addition to a robust and individualized registration system, special populations' students will be identified by the CTE Teachers, Career Development Coordinator and the CTE Coordinator to participate in job shadowing, internship, and/or apprenticeship experiences that create relevance for the course work they have taken. Ideally, the experience will link to their interest and ultimately to graduation and a career. (3, 9, 11)

ESSA Racial & Ethnic Categories

Adequate Yearly Progress to Reach Subgroup Benchmark:

American Indian or

Alaska Native:

Asian:

Black or African

American:
Hispanic/Latino:
Native Hawaiian or
Other Pacific
Islander:
White
Two or More
Races:
Male:
Female:
Migrant:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance:

5/1/18 CTE Teachers will identify and meet each semester with students in their classes who are at risk of failing their course. CTE Teachers will link CTE Courses to career plan, foster a “can-do” attitude with students, and help students understand the importance of school in their journey to a career and independence. In addition, the Career Development Coordinator will work with CTE Teachers and post-secondary institutions to offer field trips so students can see first-hand the opportunities available for them after high school that lead directly to a career. The CTE Director will allocate state CTE Funding for field trips. Career Development Coordinator’s plan of work will reflect the planning and execution of the field trips. CTE Teachers and CDC will log student conferences.

In collaboration with Randolph County School System and Randolph Community College, Asheboro City Schools will participate in Advanced Manufacturing and Health Care Days, as well as other "pathway" days that are added to introduce students at 8th grade to potential careers and associated courses to encourage them to develop a pathway plan and graduate from school with a career goal. (3, 9, 11, 18, 19)

Asheboro City Schools

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PART II -- PERFORMANCE MANAGEMENT 2019-2020 Local Performance-Based Improvement Plan Career and Technical Education

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) went into effect in July 2007. New legislation (Perkins V) goes into effect July 1, 2019 with the 2019-2020 school year serving as a transition year.

Performance Indicator Six (5S1) – Secondary Placement. (Perkins V: 3S1 Postsecondary Placement)

Category	Scores									
	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
Overall	96.4	91.8	96.5	94.4	96.6	92.6	96.7			96.8
Special Populations	95.4	91.8	95.5	93.7	95.6	92.1	95.7			95.8
Nontraditional	100.0	91.9	100.0	97.5	100.0	94.6	100.0			100.0
Academically Disadv.	91.9	*	92.0	*	92.3	*	92.5			92.7
Economically Disadv.	94.8	92.5	94.9	93.1	95.0	91.9	95.2			95.4
English Learner	94.1	*	94.2	*	94.4	100.0	94.6			94.8
Exceptional Children	79.2	*	79.8	71.4	80.3	*	80.8			81.4
ESSA Categories										
Racial & Ethnic										
American Indian or Alaska Native		*		*		*				
Asian		100.0		100.0		*				
Black or African American	93.1	88.9	93.3	90.9	93.4	83.9	93.6			93.8
Hispanic/Latino	94.1	94.4	94.2	94.2	94.4	94.9	94.6			94.8
Native Hawaiian or Other Pacific Islander		*		*		*				
White	99.0	89.2	99.0	95.3	99.0	92.2	99.1			99.1
Two or More Races		*		*		100.0				
Gender										
Male	97.6	93.0	97.6	94.8	97.7	87.3	97.8			97.9
Female	95.5	90.8	95.5	94.0	95.7	96.1	95.8			95.9
Other										
Migrant		*		*		*				

<u>Category</u>	<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>		<u>2019-2020</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Program Clusters										
Agriculture, Food and Natural Resources	97.5	93.9	97.5	91.3	97.6	100.0	97.6		97.7	
Architecture and Construction	100.0	88.0	100.0	100.0	100.0	100.0	100.0		100.0	
Arts, Audio/Video Technology and Communications	100.0	*	100.0	*	100.0	*	100.0		100.0	
Business Management and Administration	94.2	100.0	94.4	*	94.6	100.0	94.8		94.8	
Education and Training		*		*		*				
Finance		83.3		*		*				
Government and Public Administration		*		*		*				
Hospitality and Tourism	100.0		98.5		100.0					
Human Services	91.2		89.2		89.0					
Information and Technology	90.5		90.0		94.2					
Law, Public Safety, Corrections and Security	87.5		100.0		100.0					
Manufacturing		100.0		*		*				
Marketing, Sales and Service	100.0	*	100.0	100.0	100.0	100.0	100.0		100.0	
Health Science	100.0	100.0	100.0	*	100.0	64.7	100.0		100.0	
Science, Technology, Engineering and Mathematics	91.7	88.2	92.0	100.0	92.1	*	92.4		92.5	
Transportation Distribution and Logistics	66.7		100.0		100.0					

* Percentages are not reported for fewer than 10 students

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Part II. - Performance Indicator# 5S1. Secondary Placement

OVERALL NARRATIVE

Adequate Yearly Progress to Reach Overall Benchmark: 4.1

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance:

5/9/19 Asheboro City Schools 5S1 data declined for the 2017-2018 school year. For the last several years, there has been a positive correlation between our graduation rate and the 5S1 data so we want to make sure this decline is not the beginning of a new trend. And although our numbers have fallen, the data still indicates that not only are our CTE Concentrators leaving high school with a diploma in four years, but they are increasingly finding placement in postsecondary education, advanced training, military or a career. We see this as affirmation that our program is providing our CTE Concentrators

and CTE participators with needed skills to obtain the necessary next steps towards their independence. Because this indicator relies so heavily on making contact with former graduates, we will continue to pursue more effective methods for reaching as many of our Concentrators as possible. Moving forward, we would like to conduct an ACS survey to ask additional specific questions related to our program and system. We feel this will help in acquiring meaningful data in addition to the state concentrator feedback survey. The Career Development Coordinator will work with the concentrators to conduct the survey late in their senior year as WorkKey results are interpreted and career readiness certificates are distributed.

To continue to raise our Secondary Placement indicator, the Career Development Coordinator and CTE Teachers will organize and implement a CTE Curriculum Fair during the school day for all students grade 8 to 11. The CDC and CTE Teachers will complete an electronic resource with detailed description of all CTE course offerings and opportunities for students and distribute a specific CTE registration booklet for teachers to ensure all staff and students understand CTE programming. Planning and organization for Curriculum Fair and CTE registration booklets will be done by a Curriculum Fair committee made up of the CDC, and CTE Teachers and Students. With increased emphasis on recruitment and CTE course education, more students will enroll and complete a CTE Concentration leading to a career pathway. The CTE Coordinator will compile data of students enrolled in second level courses.

In order to help students gain the necessary soft skills necessary for obtaining and retaining employment, the Family and Consumer Science Department will sponsor an etiquette dinner designed to help prepare students for future professional interactions. The CTE Program will partner with Randolph Community College to provide community speakers for the students and one invited parent or guardian. The CDC will provide a list of seniors who have been identified as CTE concentrators to participate. This strategy will be funded with State CTE funds and monitored through a student follow-up survey.

In addition, staff are encouraged to use social media outlets to assist in contacting and verifying CTE Concentrator Survey information. In addition the CDC will provide a space in the Career Center for posting of available internships and job listings, which offer opportunities for students to enter employment upon graduation. CTE Teachers will help solicit internships and job listings as they interact with community partners through program area advisory councils. Job postings will be made available as the CDC is alerted to each opportunity. The Career Center will advertise this component of its career development services along with support for completing applications and preparing for interviews. CDC will maintain a log of Career Center visits and jobs posted/filled. (4, 11, 23)

SPECIAL POPULATIONS

Adequate Yearly Progress to Reach Special Populations
Benchmark: 3.6

Adequate Yearly Progress to Reach Subgroup Benchmark:

Nontraditional: 5.4

Academically Disadvantaged:

Economically Disadvantaged: 3.3

English Learner:

Exceptional Children:

Provide a narrative describing the LEAs efforts related to (1) removing barriers for special populations that lower access to and success in programs; (2) supporting special population to meet the local benchmarks; and (3) preparing special populations students for high skill, high wage, or high demand occupations that lead to self-sufficiency:

5/1/18 The data reflect that our opportunity for greatest improvement lies with our Exceptional Children’s subgroup. At 71.4%, these students are not in a positive placement at a rate that we would like for them to be or we are unable to connect with them following graduation. To help prepare all students for life after graduation, the Career Development Coordinator will collaborate with teachers, counselors, and students routinely to inform teachers and students of support services available in the Career Counseling Center to aid in students' knowledge of career clusters, course options, work-based learning opportunities, and post-secondary opportunities.

The Career Development Coordinator will also work with identified and at-risk Exceptional Students to connect students to community resources, including but not limited to, mentors, internships, apprenticeships, career, and post-secondary opportunities. The Career Development Coordinator will also connect Exceptional Students with the Career Coach from Randolph Community College to learn about post-secondary opportunities after high school. Students will see the connections between their education and their post-school choices. A log of the Career Counseling Center will be used to monitor student visits. (9,11,13)

ESSA Racial & Ethnic Categories

	Adequate Yearly Progress to Reach Subgroup Benchmark:	
	American Indian or Alaska Native:	
	Asian:	
* Greatest Opportunity for Improvement	Black or African American:	9.7
	Hispanic/Latino:	
	Native Hawaiian or Other Pacific Islander:	
* Greatest Opportunity for Improvement	White:	6.9
	Two or More Races:	
* Greatest Opportunity for Improvement	Male:	10.5
	Female:	
	Migrant:	

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance:

5/9/19 The data reflects that Black, White, and Male subgroups are our greatest opportunities for improvement. The data also reflects that each of these subgroups dropped significantly. With the new implementation and expansion of our work-based learning opportunities, especially our Apprenticeship Randolph program, which have a high number of male participation, we hope to see these number increase.

CTE Director and Career Development Coordinator will work with Randolph Community College to ensure that programs and pathways offered through Career and College Promise align to targeted program areas. If new pathways need to be developed to meet the needs of our students and their future needs, the CTE Director, CDC, CTE Coordinator, and program area CTE Teachers will work with RCC to develop new pathways to submit to the state for approval. New Pathways will be shared with other LEA’s and offered to students and School Counselors to expand opportunities for registration and career pathways.

In addition, the CDC will coordinate with CTE Teachers to offer college visit(s) to postsecondary institutions which align with Asheboro City Schools’ current programs of study. Students can see the

alignment with curriculum and work/career skills as well as opportunities available beyond school. The CTE Director will allocate state CTE Funds for this strategy. The CDC will log student attendance on field trips. (3, 7, 12, 18)

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PART II -- PERFORMANCE MANAGEMENT 2019-2020 Local Performance-Based Improvement Plan Career and Technical Education

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) went into effect in July 2007. New legislation (Perkins V) goes into effect July 1, 2019 with the 2019-2020 school year serving as a transition year.

Performance Indicator Seven (6S1) - Nontraditional Participation. Proposed. By 2018-2019, 31.2 percent of participants in a course that leads to nontraditional employment are of the nontraditional gender.

<u>Category</u>	<u>Scores</u>									
	<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>		<u>2019-2020</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Overall	28.7	35.2	29.2	33.8	29.8	33.6	30.3		30.8	
Special Populations	36.3	39.7	36.6	39.3	37.1	40.5	37.4		37.7	
Nontraditional		n/a		n/a		n/a				
Academically Disadv.	31.7	30.2	32.2	27.4	32.7	33.7	33.2		33.6	
Economically Disadv.	29.1	31.4	29.6	33.0	30.1	34.2	30.8		31.2	
English Learner	25.5	27.6	26.1	29.7	26.8	30.0	27.4		28.0	
Exceptional Children	23.9	47.9	24.6	24.1	25.2	25.5	25.9		26.6	
ESSA Categories										
Racial & Ethnic										
American Indian or Alaska Native		*		*						
Asian		20.0		38.5		50.0				
Black or African American	32.1	38.1	32.5	33.1	33.0	30.4	33.5		33.8	
Hispanic/Latino	29.4	28.8	30.0	33.1	30.5	31.9	31.0		31.5	
Native Hawaiian or Other Pacific Islander										
White	27.6	40.4	28.1	34.9	28.7	33.8	29.4		29.9	
Two or More Races		50.0		33.3		44.7				
Gender										
Male	30.4	26.0	30.9	25.0	31.5	21.5	32.0		32.4	
Female	26.0	45.3	26.7	42.8	27.3	49.7	28.0		28.5	
Other										
Migrant										

Program Areas	28.7	35.2	29.2	33.8	29.8	33.6	30.3	30.8
Agriculture		56.4		57.4		54.5		
Business, Finance and Information Technology Education	41.7	21.3	42.0	22.6	42.1	13.3	42.4	42.5
Health Science Education	27.9	50.0	28.5	64.3	29.1	55.6	29.6	30.1
Marketing and Entrepreneurship Education		35.0		21.7		27.3		
Family & Consumer Sciences	43.2	35.0	43.4	31.6	43.5	37.6	43.7	43.9
Trade & Industrial Career Development	30.8	34.9	31.3	43.1	31.8	47.1	32.3	32.8
Technology Engineering and Design	23.5	19.5	24.2	18.2	24.9	13.7	25.6	26.2

* Percentages are not reported for fewer than 10 students

* Benchmark values displayed in red indicate a negotiated value for the year in which it appears. Negotiated benchmark values are not used in the calculation of future benchmarks.

Part II. - Performance Indicator# 6S1. Nontraditional Participation

OVERALL NARRATIVE

Adequate Yearly Progress to Reach Overall Benchmark:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance:

5/1/18 For the second year in a row, Asheboro City Schools has exceeded the state and district benchmark for Nontraditional Participation, indicating that we are beginning to see our strategies working in this area. In Asheboro City Schools, we make efforts to intentionally recruit students of the nontraditional gender into courses that lead to nontraditional employment. Our data reflect that our male students present the most challenge in balancing our classes to reflect close to a third of the nontraditional gender. In particular, in examining the courses that are identified as nontraditional by the NC Department of Public Instruction, we found that most of our courses that fell below the state goal and our benchmark were courses where the males were the nontraditional gender such as Parenting and Child Development, Early Childhood Education I & II, and Nursing Fundamentals. Only one of these courses is open enrollment (no application or prerequisite required). While males would be welcome and encouraged in ECE I & II and Nursing Fundamentals, student selection is dependent on student performance on a rubric and student citizenship and academic performance as there is an off-site work-based learning component tied to the courses.

In order to address the open enrollment course, we will work with School Counselors and registration team to ensure equitable access in registration practices and scheduling for courses like Parenting and Child Development. We would like to see this strategy provide equitable access to nontraditional genders in nontraditional classes and eliminate classes where only a few of one gender are represented. The CTE Coordinate and CTE Director will monitor this process with the school administrator in charge of registration.

In addition, the CTE Director, CTE Coordinator, and Career Development Coordinator will provide professional development for school counselors at least twice a year. One of the PD sessions is to be prior to spring registration. Professional development will concentrate on CTE course offerings and program benefits, utilizing tools such as Career Cruising, and counseling students into nontraditional careers using their interest inventories. School Counselors will also be provided detailed information about which courses offered in Asheboro City Schools are identified as nontraditional and by which gender in order to accurately attract more of the nontraditional students. Through providing this

professional development, more students will register and participate in nontraditional designated courses when informed by school personnel of options available to them. (5, 8, 26)

SPECIAL POPULATIONS

Adequate Yearly Progress to Reach Special Populations Benchmark:

Adequate Yearly Progress to Reach Subgroup Benchmark:

- Nontraditional:
- Academically Disadvantaged:
- Economically Disadvantaged:
- English Learner:
- Exceptional Children: 0.4

Provide a narrative describing the LEAs efforts related to (1) removing barriers for special populations that lower access to and success in programs; (2) supporting special population to meet the local benchmarks; and (3) preparing special populations students for high skill, high wage, or high demand occupations that lead to self-sufficiency:

5/1/18 Our data reflect that the subgroup of Academically Disadvantaged (27.4%) falls below the state and local benchmark. The subgroup of Limited English Proficient (29.7%) meets our local benchmark, but falls below the state benchmark. The subgroup of Exceptional Children (24.1%) fall below both the state and local benchmark. However, our overall special populations performance (39.3%) is above the state goal. We know based on our male subgroup performance, that our males are affecting these subgroups, so we must concentrate on the males in each of these special populations subgroups.

To address these young men, we will market CTE courses to by eliminating gender bias and expanding awareness of labor market demand for careers through classroom presentations, career cluster promotional materials, open houses and other parent nights, and CTE Curriculum Fairs. Gender bias will also be addressed and eliminated from our social media and website materials. Education and marketing will increase the number of nontraditional special populations students participating in courses designated as nontraditional. CTE Teachers will provide space on curriculum boards that advertise the advantage of careers to nontraditional genders and encourage and recruit nontraditional gender guest speakers to present to classes. The CTE Director will allocate state CTE funds to purchase marketing materials (i.e. posters, displays, brochures, etc.) that have been purposefully selected to depict nontraditional employment opportunities at all levels of the career lattice particularly for males in nontraditional careers. (9, 11, 13, 26)

ESSA Racial & Ethnic Categories

Adequate Yearly Progress to Reach Subgroup Benchmark:

- American Indian or Alaska Native:
- Asian:
- Black or African American: 3.1
- American:
- Hispanic/Latino:
- Native Hawaiian or Other Pacific Islander:
- White
- Two or More Races:
- Male: 10.5

*** Greatest Opportunity for Improvement**

Female:

Migrant:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance:

Our data reflect that males are not participating on our nontraditional courses at a high enough rate. We have identified the courses that are affecting our participation rate, and the course that we can have the most impact on enrollment is Parent and Child Development. However, we have observed that male students who take the class have suffered negative consequences from other male peers as well as male staff members. We understand males are more susceptible to negative remarks (intentional or unintentional) regarding their participating in a traditionally female dominated course; therefore, staff understanding and acceptance of student choices is extremely important.

Therefore, the CTE Director, Career Development Coordinator, and CTE Coordinator will provide professional development to administrators, AHS faculty, and School Counselors on the role of the nontraditional student and on how to provide sensitivity and support for those students. By doing so, our students will have a more acceptable climate to follow their interests without fear of ridicule or unintentional embarrassment. CTE Teachers will also be asked to open courses with a mini-lesson to educate students on gender issues and acceptance of student choices to provide sensitivity to all students. A safe climate will lead to more males feeling confident to pursue their unique pathway. The CTE Coordinator will monitor the number of male students participating in courses designated as nontraditional for males, and the attendance at PD will be documented. (5, 26)

PROGRAM AREAS

Adequate Yearly Progress to Reach Program Area Benchmark:

*** Greatest Opportunity for Improvement**

Agriculture:
 Business, Finance and Information Technology 29.1
 Education:
 Health Science Education:
 Marketing and Entrepreneurship Education:
 Family & Consumer Sciences: 6.1
 Trade & Industrial:
 Career Development:

*** Greatest Opportunity for Improvement**

Technology Engineering and Design: 11.9

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance:

5/1/18 Our data reflect that Business, Finance, and Information Technology Education (BFIT) is a greatest opportunity for improvement (22.6%). It is a GOFI because our benchmark is 42%. We identified our drop in BFIT to be caused by the addition of Computer Programming I and II, which only had about 10% female representation. We believe this will improve with recruitment and the fact that we have a female teaching the course. We are also adding a coding component to our middle school business courses to increase the comfort level for all students with coding and encourage females to pursue coding.

As identified previously, Family and Consumer Sciences (FACS) (31.6%) falls below the district benchmark, but meets the state benchmark, due to the low male enrollment in Parenting & Child Development and Early Childhood Education. To address the nontraditional participation in FACS we intentionally utilize males in the identified courses to assist with recruiting during the curriculum fair,

speak with students about nontraditional enrollment at registration time, and seek out and use unbiased materials.

Our data reflect that the Technology, Engineering & Design program area (18.2%) is well below both the district and state benchmark. The nontraditional participation in Technology classes is based on lack of enrollment of females. To encourage females to register for technology courses, we are working with school counselors to understand the course content so that gender bias in registration is not utilized. In addition, we will utilize social media and school display areas to showcase student projects and activities to encourage student enrollment. To also engage females in TED, we will start a SkillsUSA chapter at Asheboro High School that aligns with TED competitive events. (7,10,23,26)

Asheboro City Schools

**SUBMITTED -- This LEA's Plan Has Been Submitted for Approval by the
NC Department of Public Instruction or the LEA Board of Education.**

PART II -- PERFORMANCE MANAGEMENT 2019-2020 Local Performance-Based Improvement Plan Career and Technical Education

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) went into effect in July 2007. New legislation (Perkins V) goes into effect July 1, 2019 with the 2019-2020 school year serving as a transition year.

Performance Indicator Eight (6S2) - Nontraditional Completion. Proposed. By 2018-2019, 22.4 percent of the students who completed a program that leads to employment in nontraditional fields are of the nontraditional gender.

Scores

<u>Category</u>	<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>		<u>2019-2020</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Overall	19.6	29.8	20.4	20.4	21.3	33.9	22.1		22.8	
Special Populations	25.6	48.8	26.2	28.6	26.8	40.8	27.5		28.0	
Nontraditional		n/a		n/a		n/a				
Academically Disadv.	8.4	30.3	9.6	16.7	10.6	36.8	11.8		12.6	
Economically Disadv.	18.9	28.9	19.6	28.6	20.5	38.5	21.3		22.0	
English Learner	8.4	*	9.6	*	10.6	*	11.8		12.6	
Exceptional Children	8.4	*	9.6		10.6		11.8		12.6	
ESSA Categories										
Racial & Ethnic										
American Indian or Alaska Native										
Asian		*		*		*				
Black or African American	8.4	34.5	9.6	33.3	10.6	*	11.8		12.6	
Hispanic/Latino	14.0	29.9	14.9	25.0	15.9	25.9	16.8		17.7	
Native Hawaiian or Other Pacific Islander										
White	25.7	29.0	26.3	.0	26.9	39.1	27.6		28.1	
Two or More Races		*		*		*				
Gender										
Male	8.4	28.8	9.6	21.7	10.6	26.2	11.8		12.6	
Female	44.8	30.9	45.0	19.2	45.1	52.9	45.3		45.5	
Other										
Migrant										

<u>Category</u>	<u>2015-2016</u>		<u>2016-2017</u>		<u>2017-2018</u>		<u>2018-2019</u>		<u>2019-2020</u>	
	<u>B1</u>	<u>A1</u>	<u>B2</u>	<u>A2</u>	<u>B3</u>	<u>A3</u>	<u>B4</u>	<u>A4</u>	<u>B5</u>	<u>A5</u>
Program Clusters										
Agriculture, Food and Natural Resources		*		*	52.9					
Architecture and Construction	16.8	*	17.6	*	18.5		19.4		20.2	
Arts, Audio/Video Technology and Communications		*				*				
Business Management and Administration		*		*		*				
Education and Training	8.4		9.6		10.6		11.8		12.6	
Finance										
Government and Public Administration										
Hospitality and Tourism		43.8		30.0		50.0				
Human Services		*		15.4		*				
Information and Technology	8.4	*	9.6	*	10.6	*	11.8		12.6	
Law, Public Safety, Corrections and Security										
Manufacturing		*				*				
Marketing, Sales and Service	8.4	*	9.6	*	10.6	*	11.8		12.6	
Health Science	36.1	*	36.5	*	36.9	*	37.2		37.5	
Science, Technology, Engineering and Mathematics	13.7	*	14.7	*	15.6	*	16.6		17.4	
Transportation Distribution and Logistics	8.4		9.6		10.6	*	11.8		12.6	

* Percentages are not reported for fewer than 10 students

* Benchmark values displayed in red indicate a negotiated value for the year in which it appears. Negotiated benchmark values are not used in the calculation of future benchmarks.

Part II. - Performance Indicator# 6S2. Nontraditional Completion

OVERALL NARRATIVE

Adequate Yearly Progress to Reach Overall Benchmark:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance:

5/9/19 In Asheboro City Schools, 33.9% of students who completed a program that leads to employment in nontraditional fields are of the nontraditional gender, which is significantly higher than the 2016-17 school year (20.4%) and higher than our benchmark of 21.3%. Last year's narrative attributed missing the benchmark to white females. Our Female data increased significantly from 19.2% to 52.9%. In addition, our White data increased from 0 to 39.1%. The jump is attributed to several females who have participated in our Technology and Trade & Industrial Advanced

Manufacturing classes. Even with the positive numbers, we know we will need to be vigilant to continue to grow participation in these programs.

We realize to prepare females for non-traditional courses, we must act well before students make course selections for completer courses. Recruiting must begin as early as middle school and continue in early high school to help females who want a career in STEM, technology or trade & industrial see the opportunities and career pathways available starting in high school. Starting in middle school, students will be exposed to nontraditional career opportunities through intentional materials posted and conversations as well as opportunities to attend Advanced Manufacturing field trips to Randolph Community College and area industries. We plan to utilize classroom guidance sessions in collaboration with the Career Development Coordinator and School Counselors using a team approach to connect with all ninth graders to highlight nontraditional courses and career options and advantages. Nontraditional students can create an academic and career plan where they can map out the steps to achieve their academic and career goals in the high school and beyond including certifications. In addition, freshmen nontraditional students can be introduced to the resources, like the Career Counseling Center, Career Assessments, which will provide support to them as they complete their concentrations. A focused effort from the time a student enters high school to graduation will enable nontraditional concentrators to see and utilize the many supports in place within the system for nontraditional students.

In addition, we understand the impact that Career and Technical Student Organizations (CTSO) have on student learning and connection to the program area. We currently have three active CTSOs in Asheboro City Schools: HOSA (in Health Sciences), FFA (Agriculture), and DECA (Marketing). We also plan to add a SkillsUSA chapter to Asheboro High School. We will educate our CTSOs on the nontraditional careers and courses within their cluster area, and encourage them to reach out to nontraditional students in order to build relationships and connect those students to the curriculum and careers in those clusters. We also encourage other program areas to develop CTSOs that align with their career cluster in order to invest in their program area traditional and nontraditional students. The CTE Coordinator will document the CTSO memberships each year. CTE Director will allocate state CTE Funds to supplement the CTSO local, regional, state, and national participation per the CTE Fiscal & Policy Guide. (11, 14, 26)

SPECIAL POPULATIONS

Adequate Yearly Progress to Reach Special Populations Benchmark:

Adequate Yearly Progress to Reach Subgroup Benchmark:

Nontraditional:

Academically Disadvantaged:

Economically Disadvantaged:

English Learner:

Exceptional Children:

Provide a narrative describing the LEAs efforts related to (1) removing barriers for special populations that lower access to and success in programs; (2) supporting special population to meet the local benchmarks; and (3) preparing special populations students for high skill, high wage, or high demand occupations that lead to self-sufficiency:

In order to assist in removing barriers for special populations students and increase the number of students of the nontraditional gender enrolled in programs that lead to employment in nontraditional high wage, high demand careers, the CTE Coordinator will access student enrollment data for nontraditional first level courses. The Career Development Coordinator will use these data to individually counsel students of the nontraditional gender into second level completer courses and help those students in identifying and removing barriers to their success. The CDC will also review potential nontraditional concentrators' transcripts to ensure that students are enrolled and completing

courses in order to become concentrators. Students who work with the CDC will utilize their personal inventory information to ensure that course selection is appropriate. Course enrollment will be monitored by the CTE Coordinator and CDC will maintain a log of student conferences. (9, 11, 13, 15)

ESSA Racial & Ethnic Categories

Adequate Yearly Progress to Reach Subgroup Benchmark:

- American Indian or Alaska Native:
- Asian:
- Black or African American:
- Hispanic/Latino:
- Native Hawaiian or Other Pacific Islander:
- White
- Two or More Races:
- Male:
- Female:
- Migrant:

Provide a narrative describing how the career and technical education activities will be carried with respect to meeting the state and local adjusted levels of performance:

5/9/19 Our data reflect that we do not have GOFI's for 6S2, but we know we still have work to do. Significant increases in the Female subgroup (52.9%) and White (39.1%%) have helped our data. In addition, our Special Populations subgroups increased significantly as well.

Teacher will continue to intentionally invite the identified subgroups in Nontraditional classes to enroll in the second level course/completer course through personal note, meeting, or phone call. By receiving special invitation, students will be more likely to consider taking the next level course and completing the concentration. In addition, the Career Development Coordinator will review transcripts of all juniors and seniors, including nontraditional students, to check for opportunities for students to finish a concentration.

To facilitate enrollment in nontraditional programs, we will publicize and market job shadowing opportunities, beginning in middle school, to help students understand the work-based learning components associated with these programs. Through participation in job-shadowing activities, students will see the application of skills in the workplace and understand sequence of courses and develop a four year course plan to help them realize their goals toward completion of a nontraditional pathway. The Career Development Coordinator will work with school administrators and CTE Teachers to recruit students for job shadowing experiences. The CDC will coordinate with CTE Teachers and program area advisory council members to find sites for job shadowing opportunities. CDC will keep a log of job shadowing experiences. (3, 10, 11, 26)

Asheboro City Schools

**DRAFT -- This LEA's Plan Has Not Yet Been Approved by the
NC Department of Public Instruction or the LEA Board of Education.**

2019 - 2020 LOCAL APPLICATION APPLICATION FOR CAREER AND TECHNICAL EDUCATION (CTE)* STATE/FEDERAL FUNDING

FISCAL YEAR 2019 - 2020

PART III -- ASSURANCES AND CERTIFICATION

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 IV will be carried out.

Cover Section

Asheboro City Schools	761
Local Education Agency (LEA)	Number

APPROVED BY:

Dr. Terry Worrell	Gidget Kidd
Superintendent of Schools	Chairperson, Board of Education

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:

Aaron Woody	(336) 625-5104
Director, Career and Technical Education	Telephone Number

Director Submitted (Signature) on:

*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.

Part III.A -- Local Application Assurances

These assurances confirm the local educational agency's capacity to carry out the State and Federal legal

requirements during the timeframe of this local application. State legal requirements are designated by an (S) and federal requirements (Perkins Career and Technical Education Improvement Act of 2006 (P.L. 109-270) requirements by an (F).

A. Local Application for Career and Technical Education Programs

1. The purposes of career and technical education as established in Chapter 115C, Article 10 of the NC General Statutes are adhered to in planning, designing, implementing, supervising and evaluating the career and technical education programs within this local education agency (LEA). (S.) (Article 10 Part 1 Section 115C-151)
2. Career and technical education programs are supervised, directed, or coordinated by persons qualified under the State Board of Education policies. (S. 115C-154.(6)(7))
3. The LEA will provide free appropriate career and technical education instruction, activities, and services in accordance with this Part for all youth who elect the instruction and shall have responsibility for administering the instruction, activities, and services in accordance with federal and State law and State Board of Education policies. (S. 115C-157)
4. The expenditures in this plan will adhere to the most recent NC Career and Technical Education (CTE) Fiscal and Policy Guide. (S. 115C-154 (9); 115C-156)
5. The programs in this plan will adhere to the most recent NC Career and Technical Education Standard Course of Study Guide. (S. 115C-154)
6. The LEA has developed a career and technical education plan that describes the career and technical education needs of students and potential students in the LEA and indicates how and to what extent the programs proposed in the application meet such needs. (S. 115C-154 (8)) (F. 134 (a))
7. The LEA has conducted a comprehensive local needs assessment related to career and technical education and has included the results of the needs assessment in the local application. (F. 134 (c)(A))
8. The LEA has conducted a comprehensive local needs assessment related to career and technical education not less than once every 2 years. (F. 134 (c)(B))
9. The career and technical education programs and courses are not duplicated within the LEA unless the LEA has data to justify the duplication or has a plan to redirect the duplicative program within three years. (S. 115C-154.1 (2))
10. For all current job skill programs, there is a documented need based on labor market data or follow-up data or there is a plan to redirect the program within two years. (S. 115C-154.1 (3))
11. Career and technical education programs in the LEA are in accordance with the purposes of G.S. 115C-151:
 - (a) Occupational Skill Development - To prepare individuals for paid or unpaid employment in recognized occupations, new occupations, and emerging occupations. (S. 115C-151 (1))
 - (b) Preparation for Advanced Education - To prepare individuals for participation in advanced or highly skilled career and technical education. (S. 115C-151 (2))
 - (c) Career Development Introductory - To assist individuals in the making of informed and meaningful occupational choices. (S. 115C-151 (3))
12. New career and technical education programs show documented need based on student demands, or

- for new job skill programs, based on student and labor market demands (S. 115C-154.1(4)); or, address high-wage or high skill or in-demand occupations. (F. 135 (3))
13. All career and technical education programs are responsive to technological advances, including characteristics of the work force, and the academic, technical, and attitudinal development of students. (S. 115C-154.1 (5))
 14. Local programs using the cooperative career and technical education method will be approved subject to students enrolled being placed in employment commensurate with the respective program criteria (S. 115C-154)
 15. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study. (F. 135 (b)(1))
 16. Provide professional development programs for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. counselors, and administrators. (F. 135 (b)(1)(2))
 17. The definitions of specific career and technical education program elements are adhered to. (S. 115C-152 (1)(2)(3)(4))
 18. Support integration of academic skills into career and technical education programs and programs of study. (F.135 (4))
 19. Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance. (F. 135 (5))
 20. A formal system of evaluation is conducted annually to determine how the programs meet their state objectives and are relevant to employment and occupational needs of students. Evaluation results are maintained in the LEA file designated by the superintendent and are used for improvement in programs. (S. 115C-154 (10))
 21. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required. (F. 135 (b)(6))
 22. An organized system for conducting follow-up studies to determine the effectiveness of the career and technical education programs and guidance and counseling is used by the principal, and a compilation of all schools maintained in the office of the career and technical education director. Records and other information needed to carry out this function are maintained in the teacher's files. (S. 115C-154 (10))
 23. The LEA has on file the findings of evaluations of career and technical education programs operated in the LEA during the previous one year and five years to ascertain the effectiveness of instruction, services, and activities. (S. 115C-154 (10))
 24. Each local board of education shall be assisted by a business advisory council in performance of its duties to provide career and technical education instruction, activities, and services. (S. 115C-172)
 25. Each local school administrative unit shall offer as part of its career and technical education program

at least two work-based learning opportunities that are related to career and technical education instruction. A work-based learning opportunity shall consist of on-the-job training through an internship, cooperative education, or an apprenticeship program. (S. 115C-157).

B. Local Use of Funds

1. The LEA will not use more than five (5) percent of the funds for administrative costs associated with the administration of activities under this section. (F. 135 (d))
2. Funds allocated for career and technical education will be transferred only in accordance with any rules that the State Board of Education considers appropriate to ensure compliance with federal regulations. (S. 115C-105.25 (b)(6))
3. No funds from Perkins V shall be used to require any secondary school student to choose or pursue a specific pathway or program of study; or to mandate that any individual participate in a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (F. 214 (1)(2))
4. Funds made available under this act for career and technical education activities shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities. (F. 211 (a))
5. No funds under Perkins V may be used to provide career and technical education programs or programs of study to students prior to the middle grades (5th grade defined by ESSA) except that equipment and facilities purchased with funds under this act may be used by such students. (F. 215)
6. If the LEA uses funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel, shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical education programs located in the geographic area served by such eligible agency or eligible recipient. (F. 217)

C. Other Administrative Provisions

1. Nothing in Perkins V shall be construed to be inconsistent with applicable federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of federal programs or services. (F. 216)
2. Nothing in Perkins V shall be construed by the LEA to permit, allow, encourage, or authorize any federal control over any aspect of a private, religious, or home school, regardless of whether a home school is treated as a private school or home school under State law. This section shall not be construed to bar students attending private, religious, or home schools from participation in programs or services under this Act. (F. 213)

Part III.B -- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, debarment and suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 160-19211). Copies of the regulations may be obtained by contacting the person to which this proposal is submitted.

**Before Completing Certification,
Read Instructions on Following Pages**

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name and Title of Authorized Representative:

Dr. Aaron Woody, Assistant Superintendent of Curriculum and Instruction

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into, if it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification on all lower tier covered transactions and in all solicitations for all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and

information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Part III.C -- Certification Regarding Lobbying for Grants and Cooperative Agreements

Submission of this certification is required by Section 1352, Title 31 of the U. S. Code and is a prerequisite for making or entering into a grant or cooperative agreement over \$100,000.

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the Department of Education relied when it made or entered into this grant or cooperative agreement. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Organization Name:
Asheboro City Schools

PR/Award (or Application) Number or Project Name: Carl D. Perkins Career and Technical Education Act of 2006

Name and Title of Authorized Representative:
Dr. Aaron Woody, Assistant Superintendent of Curriculum and Instruction

Asheboro City Schools

**DRAFT -- This LEA's Plan Has Not Yet Been Approved by the
NC Department of Public Instruction or the LEA Board of Education.**

PART IV -- OPTIONAL FORMS

STATE DEPARTMENT OF PUBLIC INSTRUCTION CAREER AND TECHNICAL EDUCATION

FISCAL YEAR 2019 - 2020

Part IV.-- Application for WorkStudy Program

Asheboro City Schools	761	
Local Education Agency (LEA)	Number	Submitted Date

The above agency will **NOT** participate in the work-study program at this time.

1. Students participating in the program are:

- (a) enrolled and in good standing in a bonafide career and technical education program;
- (b) accepted for enrollment in a bonafide career and technical education program;
- (c) full-time students;
- (d) in need of the earnings from such employment to commence or continue their career and technical education program;
- (e) at least 15 years of age and less than 21 years of age at the date of commencement of employment;
and
- (f) in the opinion of appropriate school authorities, are capable of maintaining good standing in their academic and career and technical education program while employed under the work-study program.
- (g) gaining knowledge attainment and skills related to their career pathways.

2. Hours and compensation/limitations are:

- (a) maximum of 20 hours per week while classes are in session;
- (b) no limitation on amount earned during regular school term;
- (c) no limitation upon hours or amount earned during summer if student is not enrolled in classes except for 15 year olds, who may work only eight hours per day and 40 hours per week; and
- (d) rate per hour - Minimum: Effective State minimum wage rate;
 Maximum: Effective Federal minimum wage rate

3. Place of employment may be:

- (a) Local education agency, or
- (b) Public or non-profit, private agency or institution -- Federal, State, or Local.
- (c) no limitation upon hours or amount earned during summer if student is not enrolled in classes except for 15 year olds, who may work only eight hours per day and 40 hours per week; and

4. Programs will be coordinated such that:

- (a) Work will be performed pursuant to a written agreement between the local educational agency and participating public agency or institution;
- (b) Work so performed will be adequately supervised and coordinated; and
- (c) Work will not supplant present employees of participating agency or institution.
- (d) In cases where work is performed for a Federal agency or institution, the written agreement between the local educational agency and the Federal agency or institution will state that the students so employed are not Federal employees for any purpose.

5. Check the criteria used to determine eligibility to participate in work-study program:

- (a) Family or individuals' annual income are at or below the official poverty line.
- (b) Family or individuals are eligible for free or reduced price lunch.
- (c) Family or individuals are eligible for Aid to Families with Dependent Children or other public assistance.
- (d) Family or individuals are eligible for participation in programs assisted under Title II of JTPA.
- (e) If handicapped; each student also meets disadvantaged criteria (plus 1 or more of (a) - (d)).

6. This application covers the amount of Federal Career Technical Education work-study funds indicated in A. and will serve the students identified in B. below. Funds identified must be shown on program budget 18AA-323-A under Code 100 - Salaries.

A. Federal Funds --

B. Estimated Number of Students Participating -

-

7. Identification of Work-Study Supervisor

Name

Title

8. Description of work-study activities:

Career Technical Education State Basic Grants

The Office of Career, Technical, and Adult Education (OCTAE) helps fund Career Technical Education (CTE) through the Strengthening Career and Technical Education for the 21st Century Act (Perkins). Under the Perkins Act, Federal funds are made available to help provide CTE education programs and services to youth and adults. The vast majority of funds appropriated each year under the Perkins Act are awarded in the form of grants to State education agencies. These grants are usually identified as [State Basic Grants](#); funds for these grants are allotted to States (see Allotment Table for the amount your State received for Career and Technical Education) according to a formula based on States' populations in certain age groups and their per capita income.

Only State Boards for CTE are eligible to apply for State Basic Grants. The distribution of funds within a State is directed to priority items established by the State in accordance with an approved State plan for CTE. Eligible recipients for subgrants under the State Basic Grants are local educational agencies and postsecondary institutions; consortia of local educational agencies and postsecondary institutions are eligible for subgrants under the Tech Prep Grants.

The Office of Career, Technical, and Adult Education (OCTAE) issues program memoranda from time to time to guide eligible recipients in their administration of State Basic Grants.

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AMENDMENT

ASHEBORO CITY SCHOOL DISTRICT

AND

SODEXO MANAGEMENT, INC.

THIS AMENDMENT, dated June 13, 2019, 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 10, 2019 and continue through June 30, 2019, which is the end of this contract.

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

2. This Amendment is effective June 10, 2019, and thereafter, unless amended. 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): Sandra Spivey _____

Title: Finance Officer _____

SODEXO MANAGEMENT, INC.

By: _____

Name (printed): _____

Title: _____

ASHEBORO CITY SCHOOLS
Milk and Dairy Contract
2019-2020

Asheboro City Schools received only one bid from Dean Foods (Pet Dairy). The bid has been reviewed for accuracy and bid criteria.

Pet Dairy is determined to be the lowest responsive bidder.

Based on the quantities provided in the Request for Proposal, Pet Dairy's total projected bid is \$234,035. Using the same quantities, our projected cost using current pricing would be \$236,675. This equates to a projected 1.1% decrease over current pricing.

We recommend that Pet Dairy be awarded the 2019-2020 Milk and Dairy contract.

Asheboro City Schools 2019 - 2020 Interim Budget

The Board has approved the 2019-2020 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 2018-2019 ending budget as an Interim Budget for 2019-2020.

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

Overnight Trip

Group Making Request: JROTC School: Asheboro High School
Destination: Fayetteville State University/AFJROTC Cadet Officer Leadership School Date of Trip: Sunday, June Friday, 16, 2019 - June 21, 2019
Number of Students Involved: 10/14 Percent of Total Group: 10/14
Reasons for Students Not Attending: Only those cadets that qualify to attend were selected
Transportation Method: Activity Bus Charter Bus Private Automobile Other:
Charter Bus Service, state name of vendor here: n/a
If using Travel Company, state name of Vendor here: n/a

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

Number of Vehicles Needed (to be secured by the Central Office): 1
Number of Drivers Needed (to be secured by the Central Office): 0
Departure Time: 0900/16 June Return Time: 1700/21 June Round Trip Miles (estimated) 134
Estimated Cost to the Student: \$50.00
Purpose(s) of the Field Trip: Cadets will attend a 7 Day Leadership School run by 40 JROTC Instructors and 300 Cadets in attendance.

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

*MSgt John Davis

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

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

JROTC / John Davis May 22, 2019
Sponsor (Group Responsible for Paying for the Trip) Date
[Signature] 5-23-19
Approved: Principal Date
[Signature] 5/29/19
Approved: Superintendent or Designee Date
Transportation Scheduled: Transportation Supervisor Date

Special Comments/Response: Cadets will be supervised at all times by 40+ instructors and adult advisors on a univeristy campus with a graduation ceremony on Friday, June 21st.

Budget Amendment
Asheboro City Schools Administrative Unit
Federal Funds

The Asheboro City Board of Education at a regular meeting on the 13th day of June, 2019, passed the following resolution.

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

<u>Revenue</u>			
3.3600.049	IDEA Pre-School Handicapped	\$	240.00
3.3600.058	CTE Capacity Building		10,000.00
3.3600.114	IDEA-Children w/Special Needs		5,000.00
3.3600.115	Title I-Targeted Support and Improvement		<u>70,000.00</u>
		\$	<u><u>85,240.00</u></u>
 <u>Expenditure</u>			
3.5230.049	Pre-K Children w/ Disabilities Curricular Services	\$	240.00
3.5120.058	CTE Curricular Services		10,000.00
3.5840.114	Health Services		5,000.00
3.5330.115	Remedial and Supplemental K-12 Services		<u>70,000.00</u>
		\$	<u><u>85,240.00</u></u>
Total Appropriation in Current Budget		\$	4,076,056.92
Total Increase/Decrease of above amendment			<u>85,240.00</u>
Total Appropriation in Current Amended Budget		\$	<u><u>4,161,296.92</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of June, 2019.

Chairman, Board of Education

Secretary

Budget Amendment
Asheboro City Schools Administrative Unit
State Public School Fund

The Asheboro City Board of Education at a regular meeting on the 13th day of June, 2019, passed the following resolution.

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

REVENUE

1.3100.000	State Allocation	\$ <u>52,259</u>
		\$ <u><u>52,259</u></u>

EXPENDITURE

1.6550.056	Transportation Services - Transportation of Pupils	\$ 9,000
1.5110.085	Regular Instruction - MCLASS Reading 3D	7,580
1.5110.130	Regular Instruction - Textbooks	<u>35,679</u>
		\$ <u><u>52,259</u></u>

Total Appropriation in Current Budget	\$ 31,542,317
Total Increase/Decrease of above amendment	<u>52,259</u>
Total Appropriation in Current Amended Budget	\$ <u><u>31,594,576</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of June, 2019.

Chairman, Board of Education

Secretary

Memorandum of Understanding
between
Randolph Community College and Asheboro City Schools

PURPOSE and AGREEMENT

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

Randolph Community College (RCC) (herein called the "College" or RCC), and Asheboro City Schools (ACS) enter into the following agreement for the 2019-2020 academic year. The college and the school referenced herein agree to the provisions outlined in the content of this document.

FOUNDATIONAL ROLES

RCC will agree to the following responsibilities:

- Employee a High School Career Coach/Liaison; therefore, the salary, benefits, and other related expenses to the employment of the person is the responsibility of RCC.
- Hire, train, and supervise the RCC High School Career Coach/Liaison located within ACS.
- Provide services to students in accordance with Career and College Promise (CCP) guidelines, facilitating college admission processes, advising and registration in pathways for which students are qualified to enroll.
- Serve incoming cohorts of 40 Early College Academy students every year, exploring alternate delivery methods of instruction or increase capacity of class sections when feasible if the need exceeds the agreed upon number in the cohort.
- Collaborate on marketing and communication efforts to promote these educational opportunities.
- Facilitate collaboration and communication between personnel of RCC and ACS to ensure students have accurate and timely information.
- Conduct annual advisory committee meeting between both parties to review operational procedures and overall effectiveness of the program.

ACS will agree to the following responsibilities:

- Commit to creating conditions favorable for the success of the RCC High School Career Coach/Liaison by integrating the coach/liaison into the faculty and staff community of ACS.
- Promote system-wide/school-wide awareness of CCP pathways and the High

School Career Coach/Liaison.

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

COMMUNICATION, RECORDS, AND CONFIDENTIALITY

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

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

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

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

COURSES AND INSTRUCTION

RCC will agree to the following responsibilities:

- Assume sole responsibility for the hiring of instructional and support personnel.

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

ACS will agree to the following responsibilities:

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

TEXTBOOKS

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

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

ACADEMIC PROGRESS

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

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

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

STUDENT CONDUCT

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

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

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

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

RCC acknowledges that High School Students will frequently be present on and moving

about RCC's campus without ACS's direct supervision. RCC will take the same precautions to protect the safety of High School Students as RCC does for RCC students.

UNSCHEDULED CLOSINGS/DELAYS

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

INFORMATION TECHNOLOGY

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

RCC will provide a laptop computer or device for use while on site at any ACS high school for the purposes of providing services to students. If internet cannot be provided to RCC personnel using RCC devices, ACS will issue a device which will allow access for the RCC Director of Educational Partnerships/High School Coach/Liaison.

PERSONNEL

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

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

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

The public school and school-sponsored events of ACS shall remain at all times under the authority of the ACS Board of Education and the Superintendent. RCC shall ensure that its

agents, employees, and volunteers comply with any and all rules, regulations, or directives of the ACS at all times while all on school property or at school-sponsored events. ACS reserves the right to deny entrance to any school premises or school event to any individual.

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

DURATION

This Memorandum of Understanding shall become effective upon signature by the authorized officials from RCC and ACS for the 2019 – 20 academic year and will remain in effect until terminated or revised by either party. This MOU may be amended by mutual written consent of all parties. The terms of the amendment and the effective date of such amendment must be mutually agreed upon by both parties. The College and the school system may terminate this MOU upon written notice to all other parties 90 days prior to the date of termination. In the event of termination of the agreement, the date of termination will be the day after the end of the semester during which the 90-day period expires.

Affirmation of Support:

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

Dr. Terry Worrell, Superintendent
Asheboro City Schools

Date

Ms. Gidget Kidd, Board Chair, Board of Education
Asheboro City Schools

Date

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

Date

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

Date

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

Fiscal Period	Fund	Purpose	Description	Sum of Amount
3	2	6500	Operational Support Services	\$ (18,404.00)
	2	5100	Regular Instructional Services	\$ 18,404.00
4	1	6500	Operational Support Services	\$ 1,140.00
	1	5100	Regular Instructional Services	\$ (306.00)
	1	5200	Special Populations Services	\$ (2,072.00)
	1	6400	Technology Support Services	\$ 1,238.00
	3	5100	Regular Instructional Services	\$ 100.18
	3	5200	Special Populations Services	\$ 0.98
	3	5300	Alternative Programs and Services	\$ (2.96)
	3	6200	Special Population Support and Development Services	\$ 0.85
	3	6300	Alternative Programs and Services	\$ 0.48
	3	8100	Payments to Other Governmental Units	\$ (99.53)
	8	1	5100	Regular Instructional Services
1		6400	Technology Support Services	\$ (4,969.00)
1		6500	Operational Support Services	\$ (7,724.00)
3		5300	Alternative Programs and Services	\$ 186.27
3		5800	School-Based Support Services	\$ (186.27)
4		9200	Equipment	\$ 10,000.00
4		9300	Vehicles	\$ (10,000.00)
9		3	5200	Special Populations Services
3	5300	School-Based Support Services	\$ (41,502.03)	
11	1	5100	Regular Instructional Services	\$ (6,420.00)
	1	6500	Operational Support Services	\$ 6,420.00
12	1	5100	Regular Instructional Services	\$ 28,296.00
	1	5800	School-Based Support Services	\$ (28,296.00)
	1	6100	Support and Development Services	\$ (8,066.00)
	1	6300	Alternative Programs and Services	\$ (13,696.90)
	1	6500	Operational Support Services	\$ (30,007.49)
	1	6600	Financial and Human Resource Services	\$ 126,488.99
	1	6900	Policy, Leadership and Public relations Services	\$ (74,718.60)

Fiscal				
Period	Fund	Purpose	Description	Sum of Amount
12	3	5100	Regular Instructional Services	\$ (9,688.89)
	3	5200	Special Populations Services	\$ (19,023.60)
	3	5300	School-Based Support Services	\$ 19,486.90
	3	5800	School-Based Support Services	\$ 9,162.62
	3	8100	Payments to Other Governmental Units	\$ 62.97

ASHEBORO CITY SCHOOLS CHILD NUTRITION BID 2019-2020

USDA regulations require food service management contracts to be rebid every five years. The 2019-2020 school year begins a new five year contract period for the Asheboro City Schools Child Nutrition Program. The process for rebidding the contract has been:

- April 7th and April 14th, 2019 - advertisements in the Greensboro newspaper and online.
- April 23rd, 2019 - pre-proposal meeting with prospective vendors. Vendors in attendance included:
 - Aramark
 - Chartwells
 - Services Source
 - Sodexo
 - The Nutrition Group
- May 28th bids were received and opened. Sodexo was the only vendor to submit a bid.

The bid from Sodexo includes no increase in the projected Total Fixed Price Cost over the previous year's contract, with a limited financial guarantee.

Sodexo guarantees a breakeven program for the Asheboro City Schools up to \$100,000 loss. If a deficit results in the program, Sodexo shall reimburse the District for the deficit up to \$100,000.

The proposal for the fixed price cost is \$1.60. There is no change from the current rate of \$1.60.

Based on the previous information and a review of the proposal, the submitted bid from Sodexo is recommended for approval for the 2019-2020 school year.

At Sodexo, we take pride in our culture, ethics and demonstrated ability to control expenses while focusing on the entire student and their well-being. We hope that Asheboro City Schools will decide on a continued partnership with Sodexo and continue our longstanding relationships that everyone in the Asheboro City Schools community will appreciate.

1. Documentation indicating FSMC is incorporated or licensed to do business in the State of North Carolina and in good standing with all Federal, State and local regulatory institutions, including revenue departments;

This documentation can be found in the Required Documents section of this proposal.

2. FSMC must submit a bid bond or certified check in the amount of 10% of the current projected annual operating costs to show good faith; the bid bond or certified check must be enclosed with the sealed proposal;

This documentation can be found in Attachment D.

3. FSMC must submit an assurance by a surety authorized to conduct business with the State of North Carolina, highly rated and in good standing with all Federal, State and local institutions. The successful FSMC, upon award of the Contract, will issue a performance bond in the amount of the Contract. Simultaneously, with the delivery of the executed Contract, the successful FSMC must provide to the SFA the executed surety bond as required to be held as security for the SFA for the faithful performance by the FSMC of all terms of the contract;

This documentation can be found in Attachment D of this proposal.

4. Documentation is required indicating FSMC has been doing business with similar SFAs and must be familiar with Federal and State regulations pertaining to the operation of a nonprofit School Nutrition Program;

This documentation can be found in Attachment M of this proposal.

5. Documentation is required to demonstrate FSMC is presently operating a comparable, successful School Nutrition Program in a public school setting;

This documentation can be found in Attachment M of this proposal.

6. Annual reports for financial Statements must be certified by a Certified Public Accountant for the past year and must be provided in the sealed proposal

For a complete look at our financial condition, please see the attached Annual Report on the provided USB, which contains Sodexo's corporate philosophy, overall strategy and audited financial statements for the past year. Among the extensive information therein is our most recent Board of Directors' Report to Shareholders, a listing of international corporate offices and highlights from our company history.

7. An authorized representative of the FSMC must provide written proof of authority and must certify, in writing, the acceptance of the Terms and Conditions prior to the execution of the Contract.

This documentation can be found in the Required Documents section of this proposal.

By signing this cover letter, we certify that the information contained in this proposal is accurate and that all attachments required to be submitted as part of the proposal are certified to be true and binding upon our company.

Thank you for this opportunity. Together, with a shared vision, we will achieve our goals.

Sincerely

Leslie Simmonds

Leslie Simmonds
General Manager
336-633-9765
leslie.simmonds@sodexo.com

E. Bankhead

Eric Bankhead
District Manager
404-353-9541
eric.bankhead@sodexo.com

Deb McLaughlin

Deb McLaughlin
Vice President of Operations
803-319-9604
deborah.mclaughlin@sodexo.com

ATTACHMENT B

Attachment B

**Calculation of Firm, Fixed-price per Meal Equivalent
and
Calculation of Management Fee per Meal Equivalent by the FSMC**

Meal Type	Estimated Meal Counts	Meal Equivalents
Reimbursable Student Lunches	539,500	539,500
Paid Adult Lunches	N/A – <i>a la carte</i> sales to adults	-0-
Reimbursable Student Breakfasts	418,500 divided by 2	209,250
Paid Adult Breakfasts	N/A – <i>a la carte</i> sales to adults	-0-
After School Snacks	38,500 divided by 4)	9,625
<i>A la Carte</i> Sales	\$180,000 divided by \$3.75	48,000
Total Meal Equivalents	Total Projected based on computations	806,375
Proposed Fixed-price Per Meal Equivalent	(Proposed fixed-price x Meal Equivalents)	1.55
Proposed Management Fee Per Meal Equivalent	Proposed Management fee x Meal Equivalents)	.05
Total Fixed-price + Management Fee Per Meal Equivalent		1.60

ATTACHMENT C

Attachment C

Maximum Allowable Cost for All Meals and Services Firm, Fixed-Price Contract Summary

Name of Firm Submitting Proposal: Sodexo Management, Inc.

Mailing Address: 9801 Washingtonian Blvd.
Gaithersburg, MD 20878

Telephone: 888-Sodexo7

Date Submitted: May 23, 2019

Firm, fixed-price per Meal Equivalent: \$1.55

Management Fee Per Meal Equivalent: \$0.05

*Maximum Allowable Cost for All Meals and Services: \$1.60

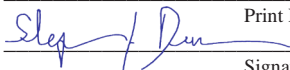
***Note: No additional fees, costs or expenses may be charged to the SFA above the Maximum Allowable Cost for All Meals and Services. Any costs or fees outside total firm, fixed-price are strictly prohibited outside of the direct cost that may be applied for the transition of SFA positions to the FSMC payroll. The inclusion of other direct costs to the SFA, outside the firm, fixed-price per meal will constitute grounds for disqualifying the offeror’s proposal.**

I certify by my signature below that no additional costs or fees have been included in this proposal that are outside the total firm, fixed-price per meal as described above; I further certify that the inclusion of other direct costs to the SFA included in the proposal constitute grounds for the proposal to be disqualified.

I certify by my signature below that the per meal prices quoted in this proposal are correct and that I have the authority to obligate the company to perform under the conditions outlined in the RFP.

I certify by my signature below that as authorized representative of the FSMC, I certify that FSMC is qualified to submit a proposal as indicated in the RFP and accept the basis for selection of an FSMC.

Stephen Dunmore Print Name

 Signature

Chief Executive Officer, Schools, Sodexo, North America Title

9801 Washingtonian Boulevard Address

Gaithersburg, Maryland 20878 Address

May 23, 2019 Date

Exhibit K

Designation of Program Responsibilities and Expenses

The SFA has deemed the following Program Responsibilities and Expenses schedule to be a necessary part of this solicitation as an indicator of which party will bear ultimate responsibility for the performance and expense of the function. Costs that are not provided for under the standard contract terms and conditions but are necessary for the effective on-site operation of the School Nutrition Program(s) and are directly incurred for the SFA's operation, must be assigned by the SFA prior to the releases of the RFP/Contract. The column selected by the SFA for each expense represents whether the SFA or FSMC is ULTIMATELY responsible for that cost.

Description	FSMC	SFA	N/A
Food:			
Food Purchases		X	
Commodity Processing Charges		X	
Processing and Payment of Invoices		X	
FSMC Employees:			
Salary/Wages	X		
Fringe Benefits and Insurance	X		
Retirement	X		
Payroll Taxes	X		
Workers Compensation	X		
Unemployment Compensation	X		
Preparation and Processing of Payroll	X		
SFA Employees:			
Wages		X	
Fringe Benefits and Insurance		X	
Retirement		X	
Payroll Taxes		X	
Workers Compensation		X	
Unemployment Compensation		X	
Preparation and Processing of Payroll		X	

Exhibit K
Designation of Program Responsibilities and Expenses (continued)

Additional Items of Responsibility and Cost

The items listed with an * are direct cost items which may or may not apply to each SFA. At local discretion, based upon actual practice and need, the SFA should assign cost responsibility for those items applicable to their operation or designate them as N/A.

Description	FSMC	SFA	N/A
Cleaning/Janitorial Supplies		X	
Paper/Disposal Supplies		X	
Tickets/Tokens			X
School/Silverware/Glassware		X	
Initial Inventory			
Replacement During Operation		X	
Telephone ¹			
Local		X	
Long Distance		X	
Uniforms			
Linens* (used in catering)		X	
Laundry	X		
Trash Removal			
From Kitchen	X		
From Dining Area		X	
From Premises		X	
Pest Control		X	
Equipment Replacement and Repair			
Non-Expendable		X	
Expendable		X	
Products and Public Liability			
Insurance*	X	X	
Equipment Rental* (explain)		X	
Car/Truck Rental*(explain)			X
Vehicle Maintenance*	X	X	
Storage Costs			
Food*		X	
Non-Food supplies*		X	

Courier Services (Bank Deposits, School Deliveries) ³	X	X	
Employee Recruitment – Initial Replacement	X		
Sales Tax		X	
Other Taxes and Licenses*	X	X	
Office Materials		X	
Printing*		X	
Promotional Materials*	X		
Other* (cannot include overhead expenses incurred by FSMC)	X		
Cleaning Responsibilities			
Food Preparation Areas (including Equipment)	X		
Serving Areas	X		
Kitchen Floors	X		
Dining Room Floors or Periodic Waxing/Buffering		X	
Hoods	X		
Grease Filters	X		
Daily Routine Cleaning of Dining Room Tables and Chairs		X	
Thorough Cleaning of Dining Room Tables and Chairs		X	
Cafeteria walls		X	
Kitchen walls	X		
Light Fixtures	X	X	
Windows		X	
Window coverings		X	
Grease Traps	X	X	
Duct Work		X	
Restrooms	X	X	
Exhaust Fans	X	X	
Other – List Below (as many lines as needed)			

IV. CONTRACT/AGREEMENT AUTHORIZATION

Offeror certifies that the FSMC shall operate in accordance with all applicable Federal and State relations and local policies. Offeror certifies that all terms and conditions within the Proposal shall be considered a part of this Contract as if incorporated herein. This Contract shall be in effect for one year and may be renewed by mutual agreement for four additional one-year periods; any contract amendment shall receive prior written approval from the NCDPI prior to execution.

IN WITNESS WHEREOF, the parties hereto have caused this Contract to be signed by their duly authorized representatives.

ATTEST:

SCHOOL FOOD AUTHORITY:

Name of SFA

Signature of Authorized Representative

Typed Name of Authorized Representative

Title

Date Signed

ATTEST:

FOOD SERVICE MANAGEMENT COMPANY:

Name of FSMC

Signature of Authorized Representative

Typed Name of Authorized Representative

Title

Date Signed

This Agreement has been approved as required by the School Budget and Fiscal Control Act.

Signature of Chief Financial Officer

Print Name

Date

Policies
For
30-Day Review

PROHIBITION AGAINST DISCRIMINATION, HARASSMENT, AND BULLYING

Policy Code: 1710/4021/7230

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

A. PROHIBITED BEHAVIORS

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

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

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

B. DEFINITIONS

For purposes of this policy, the following definitions apply:

1. Discrimination

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

2. Harassment and Bullying

- a. Harassment or bullying behavior is deliberate conduct intended to harm another person or group of persons. Such conduct violates this policy when any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication:
 - 1) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
 - 2) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits or by adversely altering the conditions of an employee's employment.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Incidents of misbehavior that do not rise to the level of discriminatory harassment or bullying may violate acceptable standards of student behavior, including, but not limited to, the expectation that students will demonstrate civility and integrity in their actions and interactions with others. See policy 4310, Integrity and Civility. The consequences for such behavior will be consistent with applicable board policy and the Code of Student Conduct.

b. Disciplinary Consequences for Employees

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

c. Consequences for Other Perpetrators

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

2. Consideration of Need for More Extensive Response

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

3. Retaliation Prohibited

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

After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable federal, state, or local laws, policies, and regulations, the superintendent or designee shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

E. TRAINING AND PROGRAMS

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

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

F. NOTICE

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

G. COORDINATORS

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

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

H. RECORDS AND REPORTING

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

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

I. EVALUATION

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

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

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

Adopted: February 18, 2010

Updated: May 10, 2012, April 10, 2014, May 14, 2015, March 11, 2016, August 10, 2017, October 15, 2018

The chairperson and the superintendent will prepare a proposed agenda for each board meeting. A request to have an item of business placed on the agenda must be received at least six working days before the meetings. (See also board policy 2310 Public Participation at Board Meetings, regarding agenda requests by individuals or groups.) However, a board member may request to have an item placed on the agenda with notification of no less than 48 hours prior to the meeting date. A reasonable attempt to notify board members of the additional agenda item will be made within the 48 hour time period. A board member may, by a timely request, have an item placed on the agenda.

The agenda for meetings shall include a consent agenda that lists items to be passed with a single motion and vote without discussion. Items may be placed on the consent agenda by the superintendent with the approval of the chairperson or by unanimous vote of a board committee at a committee meeting. Any item on the consent agenda may be removed by request of any board member or the superintendent at the meeting, prior to adoption of the agenda. Those items shall be placed on the action/discussion agenda for consideration by the board, or referred to a committee.

Each board member will receive a copy of the proposed agenda four days prior to the meeting, and the proposed agenda will be available for public inspection and/or distribution when it is distributed to the board members.

The first substantive order of business at the board meeting shall be the adoption of the agenda. The agenda, as adopted, will constitute the order of business for the meeting. At the meeting, the board may, by a majority vote, add an item that is not on the proposed agenda before the agenda is adopted. After the agenda has been adopted, a two-thirds vote is required to add an item to the agenda. Any new policy or budgetary items presented as an addendum to the published agenda are not subject to action at the same meeting.

Legal References: G.S. 115C-36

Cross References: Duties of Officers (policy 2210), Public Participation at Board Meetings (policy 2310), Advance Delivery of Meeting Materials (policy 2335)

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

Revised: December 11, 2003, January 12, 2006, February 12, 2009

Reviewed by Policy Committee on July 12, 2012

In its effort to provide a rigorous expanded curriculum that will adequately prepare students for future educational and workplace endeavors, the board will support high school students who also wish to enroll in classes taught by a college, university, community college or other approved entity in accordance with the requirements of this policy, state law and State Board of Education policy.

A. CAREER AND COLLEGE PROMISE

The Career and College Promise program is designed to offer qualified high school students structured dual enrollment opportunities that provide both entry-level job skills as well as pathways leading to a certificate, diploma or degree.

The board, in collaboration with local community colleges, may provide for dual enrollment of a qualified high school student in community college courses through (1) a Career and Technical Education Pathway leading to a job credential, certificate, or diploma aligned with one or more high school Career Clusters or (2) a College Transfer Pathway leading to a college transfer credits.

The board may also partner with institutions of higher education to establish cooperative innovative high school programs that enable a student to concurrently obtain a high school diploma and (1) begin or complete an associate degree program, (2) master a certificate or vocational program or (3) earn up to two years of college credit within five years. Students are eligible for these programs beginning in ninth grade.

The superintendent shall develop procedures consistent with this policy, state law and State Board policies.

B. OTHER COLLEGE COURSES

The superintendent shall develop procedures and requirements for awarding high school credit toward graduation upon request to students who self-enroll in courses taught by a college, university, community college or other approved entity. Credit toward graduation will be granted only for courses that are consistent with the policies and standards of the school system and State Board requirements, including the requirements of State Board of Education Policy CCRE-001, which defines “Course for Credit.”

The principal must approve the course in advance. Prior to granting approval, the principal shall determine whether the course is eligible for credit toward graduation in accordance with the procedures and requirements developed by the superintendent.

The parent or guardian of the student must give permission for the student to take the course, and the student must complete any forms required by the school system. Enrollment of a student in a course is the responsibility of the student and the student’s parent or guardian. Unless otherwise provided, all special fees and charges and any special

transportation needs are the responsibility of the student and the student's parent or guardian.

For a student to receive credit toward high school graduation, the school at which the course is offered must provide such essential information as is generally included in official transcripts of school records. This information must include: (1) a description of the content and subject matter covered by the course; (2) the number of clock hours of instruction in the course; and (3) the student's achievement or performance level in the course. In addition, a syllabus that includes course goals, course objectives, course activities and grade requirements must be provided.

The student also must meet any other requirements established by the superintendent.

Legal References: G.S. 115C art. 16 pt. 9; 115C-36, -47, -81; 115D-5(b), -20(4); S.L. 2011-145 sec. 7.1A(a), 7.1A(b), 7.1A(c), 7.1A(k); State Board of Education Policies CCRE-001, GRAD-004

Cross References: Curriculum Development (policy 3100)

Adopted: March 8, 2012

Revised: August 10, 2017

North Carolina has two separate systems that mandate reports of suspected child abuse, neglect, dependency, or maltreatment. Suspected child abuse, neglect, dependency, or death as a result of maltreatment by parents or other caretakers must be reported to the county child welfare agency. Suspected human trafficking, involuntary servitude, and sexual servitude of a child are special forms of child abuse under law and must be reported to the county child welfare agency, regardless of the relationship between the victim and the perpetrator. By contrast, suspected child maltreatment by a caregiver in a child care facility, including in a licensed preschool classroom or other licensed classroom or program operated by the school system, must be reported to the Department of Health and Human Services, Division of Child Development and Early Education. Where the source of the child abuse, neglect, dependency, or maltreatment is uncertain, a report should be made to both the county child welfare agency and the Department of Health and Human Services, Division of Child Development and Early Education.

The board of education supports all employees who in good faith make a report under either of North Carolina's mandated reporting laws.

A. DUTY TO REPORT CHILD ABUSE, NEGLECT, DEPENDENCY, OR DEATH AS A RESULT OF MALTREATMENT TO THE COUNTY CHILD WELFARE AGENCY

Any school employee who knows or has cause to suspect (1) child abuse, neglect, dependency or death as a result of maltreatment by a parent, guardian, custodian, or caretaker of the child or (2) that a child has been a victim of human trafficking, involuntary servitude, or sexual servitude by any person is legally required to report the case of the child to the director of social services. The employee also shall report the case immediately to the principal. Any doubt about reporting a suspected situation shall be resolved in favor of reporting and the report shall be made immediately.

A school employee is immune by statute from any civil and/or criminal liability when reporting in good faith suspected child trafficking, involuntary servitude, sexual servitude, or child abuse, neglect, dependency or death as a result of maltreatment. An employee who fails to report or who prevents another person from making a report is subject to disciplinary action by the school system or civil or criminal action under the law.

B. DUTY TO REPORT CHILD MALTREATMENT IN A CHILD CARE FACILITY TO THE DIVISION OF CHILD DEVELOPMENT AND EARLY EDUCATION

A school employee who has cause to suspect that a child in a child care facility has been maltreated by a caregiver or has died as a result of maltreatment occurring in a child care facility is legally required to report the case to the Department of Health and Human Services (DHHS), Division of Child Development and Early Education (DCDEE).

A "child care facility" includes any DHHS-licensed classroom or program operated by the

school system, including for example, licensed pre-school or Title I classrooms, licensed afterschool programs, and licensed developmental day programs.

Any doubt about reporting a suspected situation or uncertainty whether the child's care is being provided in a child care facility must be resolved in favor of reporting, and the report should be made immediately.

An employee making a report to DCDEE also shall immediately report the case to the principal. If the suspected maltreatment occurred in a licensed preschool classroom or other licensed classroom or program operated by board, the principal shall immediately notify the superintendent of the suspected maltreatment. No reprisals of any kind may be taken against an employee who makes a good faith report of child maltreatment occurring in any licensed preschool classroom or other licensed classroom or program operated by the board.

An employee who fails to make a report as required by law and this policy may be subject to disciplinary action by the school system. In addition, if the employee works in a licensed preschool classroom or other licensed classroom or program operated by the board, failure to report maltreatment of a child in the program or classroom may itself constitute child maltreatment and result in the employee being placed on the state child maltreatment registry.

C. COOPERATION WITH STATE AGENCIES

1. The principal may establish a contact person in the school to act as a liaison with state agencies charged with investigating reports of child abuse and neglect or child maltreatment.
2. Employees shall cooperate fully with agency personnel conducting an investigation of suspected child abuse, neglect, dependency, death as a result of maltreatment, or maltreatment occurring in a child care facility.
3. In the case of suspected abuse, neglect, dependency, or death due to maltreatment under the jurisdiction of social services, employees shall permit the child to be interviewed by social services on school campuses during school hours.
4. In a case under the jurisdiction of DCDEE concerning suspected child maltreatment by a caregiver in a child care facility, permission from the parent must be obtained before the child may be interviewed on school campus during school hours.

5. Employees shall provide confidential information to agency personnel, so long as the disclosure does not violate state or federal law.
6. Any confidential information disclosed by the investigating agency to employees must remain confidential and may be redisclosed only for purposes directly connected with carrying out the responsibilities of the school system or the employee.

D. SHARING INFORMATION WITH OTHER AGENCIES

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

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

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

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 7B-101, -301, -302 -309, -3100; 8-53.4; 14-318.2; 110-90.2, -105.3, -105.4, -105.5; 115C-400, -402; 126-5; 16 N.C.A.C. 6C.0312; State Board of Education Policy LICN-007, State Board of Education Regulation LICN-020-R(1)

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

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

Administrative Procedure: None

Revised: November 14, 2002, December 11, 2008, November 9, 2017, May 10, 2018

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 student records retained at the school. For purposes of this policy “student records” or “student education records” are those records, files, documents, and other materials that contain information directly related to the student that are maintained by the school system or by a party acting for the school system.

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

1. Student Education Records

Student education records may be separated into several categories, including, but not limited to, the following records.

a. 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.

b. 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.

c. 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.

d. 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.

e. 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.

f. 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.

2. Records Not Considered Education Records (Sole Possession, Employment, and Law Enforcement Records)

Student education 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. However, a law enforcement record containing information that was obtained from student's confidential file or other educational records must be treated as an education record and may be released only in accordance with this policy.

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

1. Review by Parent or Eligible Student

A parent or eligible student may access the student's education 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 education 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.

2. Review of Video or Audio Recordings and Photographs

a. Parents Right to Review

Upon request, a parent or eligible student may inspect and review a video or audio recording or photograph that is determined to be an education

record of the student. Individuals acting on behalf of a parent or eligible child, such as advocates or attorneys, will not be permitted to review a video or audio recording or photo unless accompanied by the parent or eligible student.

b. Status as Education Record

A video or audio recording or photo will be deemed an education record of the student if it is directly related to the student and is maintained by the school system or its agent, as provided by law. A photo, video, or audio recording (such as a surveillance video), that is created and maintained by a law enforcement unit for a law enforcement purpose, is not an education record; however, a copy of such photo, video, or audio recording provided to the school for disciplinary or other school purposes may be an education record if it is directly related to a student and is maintained by the school system.

c. Records of More Than One Student

If the recording or photo is an education record of multiple students, the school system shall make reasonable efforts to redact or segregate out the portions of the recording or photo directly related to other students before providing the parent or eligible student access, provided doing so would not destroy the meaning of the record. If redaction or segregation of the recording or photo cannot reasonably be accomplished or would destroy the meaning of the record, then the parent of each student to whom the recording or photo directly relates or such eligible students themselves shall be permitted to access the entire record.

d. Copies of Recordings and Photos

A copy of a video or audio recording or photo will be provided to a parent or eligible student only (1) if circumstances effectively prevent the parent or eligible student from exercising the right to inspect the recording or photo, such as when the parent no longer lives within commuting distance of the school system; (2) when directed by a court order or subpoena; or (3) when otherwise required by law.

3. Request to Amend the Educational Record

A parent or eligible student has the right to challenge an item in the student education 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 education 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, July 12, 2018

**ARTICULATION AGREEMENT
BETWEEN
ASHEBORO CITY SCHOOLS AND
RANDOLPH COMMUNITY COLLEGE
2019-2020**

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
2019-2020

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>
<i>BUSINESS & INFORMATION TECHNOLOGY / BUSINESS EDUCATION</i>		
BM102 Microsoft Word & Power Point	OST 136 Word Processing	3
BD102 Multimedia and Webpage Design	WEB 110 Internet/Web Fundamentals	3
<hr/>		
<i>FAMILY & CONSUMER SCIENCE / EARLY CHILDHOOD EDUCATION</i>		
FE112 Early Childhood Education I AND FE122 Early Childhood Education II	EDU 119 Intro to Early Childhood Education	4
<hr/>		
<i>HEALTH OCCUPATIONS / HEALTH SCIENCES</i>		
HU102 Health Sciences I	MED 121 Medical Terminology I AND MED 122 Medical Terminology II	3 3
HN432 Nursing Fundamentals	NAS 101 Nursing Assistant I	6
<hr/>		

MARKETING EDUCATION / ENTREPRENEURSHIP

MM512 Marketing I

MKT 120 Principles of Marketing

3

TRADE & INDUSTRIAL / INDUSTRIAL ENGINEERING & TRANSPORTATION

IC612 Drafting I AND

IC625 Honors Drafting II- Architectural

DFT 119 Basic CAD

2

ARTICULATED COURSES
Asheboro City Schools and Randolph Community College
2019-2020

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>
<i>BUSINESS & INFORMATION TECHNOLOGY / BUSINESS EDUCATION</i>		
BM102 Microsoft Word & Power Point	OST 136 Word Processing	3
BD102 Multimedia and Webpage Design	WEB 110 Internet/Web Fundamentals	3
<hr/>		
<i>FAMILY & CONSUMER SCIENCE / EARLY CHILDHOOD EDUCATION</i>		
FE112 Early Childhood Education I AND FE122 Early Childhood Education II	EDU 119 Intro to Early Childhood Education	4
<hr/>		
<i>HEALTH OCCUPATIONS / HEALTH SCIENCES</i>		
HU102 Health Sciences I	MED 121 Medical Terminology I AND MED 122 Medical Terminology II	3 3
HN432 Nursing Fundamentals	NAS 101 Nursing Assistant I	6
<hr/>		
<i>MARKETING EDUCATION / ENTREPRENEURSHIP</i>		
MM512 Marketing I	MKT 120 Principles of Marketing	3
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TRADE & INDUSTRIAL / INDUSTRIAL ENGINEERING & TRANSPORTATION

IC612 Drafting I AND

IC625 Honors Drafting II- Architectural

DFT 119 Basic CAD

2

AIA[®] Document B101[™] – 2017

Standard Form of Agreement Between Owner and Architect

AGREEMENT made as of the 31th day of January in the year 2019
(In words, indicate day, month and year.)

BETWEEN the Architect's client identified as the Owner:
(Name, legal status, address and other information)

Asheboro City Schools
1126 South Park Street
Asheboro, North Carolina 27203
(336) 625-5104

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

Smith Sinnett Architecture, P.A.
4600 Lake Boone Trail, Suite 205
Raleigh, North Carolina 27607
(919) 781-8582

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

Asheboro City Schools, Asheboro High School Renovation - Phase 3
Asheboro, North Carolina
The project consists of renovations to the existing Asheboro High School building. The work will include general renovations, ADA, mechanical and electrical upgrades, as well as new fire alarm and sprinkler systems and general interior upgrades.

The Owner and Architect agree as follows.

ADDITIONS AND DELETIONS:

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

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

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ARTICLE 1 INITIAL INFORMATION

§ 1.1 This Agreement is based on the Initial Information set forth in this Section 1.1.

(For each item in this section, insert the information or a statement such as "not applicable" or "unknown at time of execution.")

§ 1.1.1 The Owner's program for the Project:

(Insert the Owner's program, identify documentation that establishes the Owner's program, or state the manner in which the program will be developed.)

See Exhibit A - Programming Document to be determined (Attached).

§ 1.1.2 The Project's physical characteristics:

(Identify or describe pertinent information about the Project's physical characteristics, such as size; location; dimensions; geotechnical reports; site boundaries; topographic surveys; traffic and utility studies; availability of public and private utilities and services; legal description of the site, etc.)

§ 1.1.3 The Owner's budget for the Cost of the Work, as defined in Section 6.1:

(Provide total and, if known, a line item breakdown.)

The total project budget is approximately fifteen million dollars (\$15,000,000).

§ 1.1.4 The Owner's anticipated design and construction milestone dates:

- .1 Design phase milestone dates, if any

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.2 Construction commencement date:

June , 2020

.3 Substantial Completion date or dates:

.4 Other milestone dates:

§ 1.1.5 The Owner intends the following procurement and delivery method for the Project:
(Identify method such as competitive bid or negotiated contract, as well as any requirements for accelerated or fast-track design and construction, multiple bid packages, or phased construction.)

Competitive Bid

§ 1.1.6 The Owner's anticipated Sustainable Objective for the Project:
(Identify and describe the Owner's Sustainable Objective for the Project, if any.)

The project must meet or exceed NC Building Code Energy requirements and meet or exceed Energy Star minimum requirements.

§ 1.1.6.1 If the Owner identifies a Sustainable Objective, the Owner and Architect shall complete and incorporate AIA Document E204™–2017, Sustainable Projects Exhibit, into this Agreement to define the terms, conditions and services related to the Owner's Sustainable Objective. If E204–2017 is incorporated into this agreement, the Owner and Architect shall incorporate the completed E204–2017 into the agreements with the consultants and contractors performing services or Work in any way associated with the Sustainable Objective.

§ 1.1.7 The Owner identifies the following representative in accordance with Section 5.3:
(List name, address, and other contact information.)

Edward Keller, Director of Facilities and Maintenance, ACS

Asheboro City Schools
1126 South Park Street
Ashboro, NC 27203

§ 1.1.8 The persons or entities, in addition to the Owner's representative, who are required to review the Architect's submittals to the Owner are as follows:
(List name, address, and other contact information.)

Dr. Terry Worrell, Superintendent, ACS, Sandra Spivey, Finance Officer, Kristen Wright, AFO

§ 1.1.9 The Owner shall retain the following consultants and contractors:
(List name, legal status, address, and other contact information.)

.1 Geotechnical Engineer:

TBD

.2 Civil Engineer:

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TBD

.3 Other, if any:

(List any other consultants and contractors retained by the Owner.)

TBD

§ 1.1.10 The Architect identifies the following representative in accordance with Section 2.3:
(List name, address, and other contact information.)

Rhonda Angerio, AIA
Smith Sinnett Architecture, P.A.
4600 Lake Boone Trail, Suite 205
Raleigh, North Carolina 27607
(919) 749-7547

§ 1.1.11 The Architect shall retain the consultants identified in Sections 1.1.11.1 and 1.1.11.2:
(List name, legal status, address, and other contact information.)

§ 1.1.11.1 Consultants retained under Basic Services:

.1 Structural Engineer:

Kaydos Daniels Engineers, PLLC
Andrew Warnke, P.E.
400 West Morgan Street, #201
Raleigh, North Carolina 27603
(919) 828-4966

.2 Mechanical Engineer

TBD

.3 Electrical Engineer:

TBD

§ 1.1.11.2 Consultants retained under Supplemental Services:

§ 1.1.12 Other Initial Information on which the Agreement is based:

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User Notes:

(3B9ADA57)

§ 1.2 The Owner and Architect may rely on the Initial Information. Both parties, however, recognize that the Initial Information may materially change and, in that event, the Owner and the Architect shall appropriately adjust the Architect's services, schedule for the Architect's services, and the Architect's compensation. The Owner shall adjust the Owner's budget for the Cost of the Work and the Owner's anticipated design and construction milestones, as necessary, to accommodate material changes in the Initial Information.

§ 1.3 The parties shall agree upon protocols governing the transmission and use of Instruments of Service or any other information or documentation in digital form. The parties will use AIA Document E203™–2013, Building Information Modeling and Digital Data Exhibit, to establish the protocols for the development, use, transmission, and exchange of digital data.

§ 1.3.1 Any use of, or reliance on, all or a portion of a building information model without agreement to protocols governing the use of, and reliance on, the information contained in the model and without having those protocols set forth in AIA Document E203™–2013, Building Information Modeling and Digital Data Exhibit, and the requisite AIA Document G202™–2013, Project Building Information Modeling Protocol Form, shall be at the using or relying party's sole risk and without liability to the other party and its contractors or consultants, the authors of, or contributors to, the building information model, and each of their agents and employees.

ARTICLE 2 ARCHITECT'S RESPONSIBILITIES

§ 2.1 The Architect shall provide professional services as set forth in this Agreement. The Architect represents that it is properly licensed in the jurisdiction where the Project is located to provide the services required by this Agreement, or shall cause such services to be performed by appropriately licensed design professionals.

§ 2.2 The Architect shall perform its services consistent with the professional skill and care ordinarily provided by architects practicing in the same or similar locality under the same or similar circumstances. The Architect shall perform its services as expeditiously as is consistent with such professional skill and care and the orderly progress of the Project.

§ 2.3 The Architect shall identify a representative authorized to act on behalf of the Architect with respect to the Project.

§ 2.4 Except with the Owner's knowledge and consent, the Architect shall not engage in any activity, or accept any employment, interest or contribution that would reasonably appear to compromise the Architect's professional judgment with respect to this Project.

§ 2.5 The Architect shall maintain the following insurance until termination of this Agreement. If any of the requirements set forth below are in addition to the types and limits the Architect normally maintains, the Owner shall pay the Architect as set forth in Section 11.9.

§ 2.5.1 Commercial General Liability with policy limits of not less than one million dollars (\$ 1,000,000) for each occurrence and one million dollars (\$ 1,000,000) in the aggregate for bodily injury and property damage.

§ 2.5.2 Automobile Liability covering vehicles owned, and non-owned vehicles used, by the Architect with policy limits of not less than included in General Liability (\$) per accident for bodily injury, death of any person, and property damage arising out of the ownership, maintenance and use of those motor vehicles, along with any other statutorily required automobile coverage.

§ 2.5.3 The Architect may achieve the required limits and coverage for Commercial General Liability and Automobile Liability through a combination of primary and excess or umbrella liability insurance, provided such primary and excess or umbrella liability insurance policies result in the same or greater coverage as the coverages required under Sections 2.5.1 and 2.5.2, and in no event shall any excess or umbrella liability insurance provide narrower coverage than the primary policy. The excess policy shall not require the exhaustion of the underlying limits only through the actual payment by the underlying insurers.

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§ 2.5.4 Workers' Compensation at statutory limits.

§ 2.5.5 Employers' Liability with policy limits not less than included in General Liability (\$) each accident, (\$) each employee, and (\$) policy limit.

§ 2.5.6 Professional Liability covering negligent acts, errors and omissions in the performance of professional services with policy limits of not less than one million dollars (\$ 1,000,000) per claim and two million dollars (\$ 2,000,000) in the aggregate.

§ 2.5.7 **Additional Insured Obligations.** To the fullest extent permitted by law, the Architect shall cause the primary and excess or umbrella policies for Commercial General Liability and Automobile Liability to include the Owner as an additional insured for claims caused in whole or in part by the Architect's negligent acts or omissions. The additional insured coverage shall be primary and non-contributory to any of the Owner's insurance policies and shall apply to both ongoing and completed operations.

§ 2.5.8 The Architect shall provide certificates of insurance to the Owner that evidence compliance with the requirements in this Section 2.5.

ARTICLE 3 SCOPE OF ARCHITECT'S BASIC SERVICES

§ 3.1 The Architect's Basic Services consist of those described in this Article 3 and include usual and customary structural, mechanical, and electrical engineering services. Services not set forth in this Article 3 are Supplemental or Additional Services.

§ 3.1.1 The Architect shall manage the Architect's services, research applicable design criteria, attend Project meetings, communicate with members of the Project team, and report progress to the Owner.

§ 3.1.2 The Architect shall coordinate its services with those services provided by the Owner and the Owner's consultants. The Architect shall be entitled to rely on, and shall not be responsible for, the accuracy, completeness, and timeliness of, services and information furnished by the Owner and the Owner's consultants. The Architect shall provide prompt written notice to the Owner if the Architect becomes aware of any error, omission, or inconsistency in such services or information.

§ 3.1.3 As soon as practicable after the date of this Agreement, the Architect shall submit for the Owner's approval a schedule for the performance of the Architect's services. The schedule initially shall include anticipated dates for the commencement of construction and for Substantial Completion of the Work as set forth in the Initial Information. The schedule shall include allowances for periods of time required for the Owner's review, for the performance of the Owner's consultants, and for approval of submissions by authorities having jurisdiction over the Project. Once approved by the Owner, time limits established by the schedule shall not, except for reasonable cause, be exceeded by the Architect or Owner. With the Owner's approval, the Architect shall adjust the schedule, if necessary, as the Project proceeds until the commencement of construction.

§ 3.1.4 The Architect shall not be responsible for an Owner's directive or substitution, or for the Owner's acceptance of non-conforming Work, made or given without the Architect's written approval.

§ 3.1.5 The Architect shall contact governmental authorities required to approve the Construction Documents and entities providing utility services to the Project. The Architect shall respond to applicable design requirements imposed by those authorities and entities.

§ 3.1.6 The Architect shall assist the Owner in connection with the Owner's responsibility for filing documents required for the approval of governmental authorities having jurisdiction over the Project.

§ 3.2 Schematic Design Phase Services

§ 3.2.1 The Architect shall review the program and other information furnished by the Owner, and shall review laws, codes, and regulations applicable to the Architect's services.

§ 3.2.2 The Architect shall prepare a preliminary evaluation of the Owner's program, schedule, budget for the Cost of the Work, Project site, the proposed procurement and delivery method, and other Initial Information, each in

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terms of the other, to ascertain the requirements of the Project. The Architect shall notify the Owner of (1) any inconsistencies discovered in the information, and (2) other information or consulting services that may be reasonably needed for the Project.

§ 3.2.3 The Architect shall present its preliminary evaluation to the Owner and shall discuss with the Owner alternative approaches to design and construction of the Project. The Architect shall reach an understanding with the Owner regarding the requirements of the Project.

§ 3.2.4 Based on the Project requirements agreed upon with the Owner, the Architect shall prepare and present, for the Owner's approval, a preliminary design illustrating the scale and relationship of the Project components.

§ 3.2.5 Based on the Owner's approval of the preliminary design, the Architect shall prepare Schematic Design Documents for the Owner's approval. The Schematic Design Documents shall consist of drawings and other documents including a site plan, if appropriate, and preliminary building plans, sections and elevations; and may include some combination of study models, perspective sketches, or digital representations. Preliminary selections of major building systems and construction materials shall be noted on the drawings or described in writing.

§ 3.2.5.1 The Architect shall consider sustainable design alternatives, such as material choices and building orientation, together with other considerations based on program and aesthetics, in developing a design that is consistent with the Owner's program, schedule and budget for the Cost of the Work. The Owner may obtain more advanced sustainable design services as a Supplemental Service under Section 4.1.1.

§ 3.2.5.2 The Architect shall consider the value of alternative materials, building systems and equipment, together with other considerations based on program and aesthetics, in developing a design for the Project that is consistent with the Owner's program, schedule, and budget for the Cost of the Work.

§ 3.2.6 The Architect shall submit to the Owner an estimate of the Cost of the Work prepared in accordance with Section 6.3.

§ 3.2.7 The Architect shall submit the Schematic Design Documents to the Owner, and request the Owner's approval.

§ 3.3 Design Development Phase Services

§ 3.3.1 Based on the Owner's approval of the Schematic Design Documents, and on the Owner's authorization of any adjustments in the Project requirements and the budget for the Cost of the Work, the Architect shall prepare Design Development Documents for the Owner's approval. The Design Development Documents shall illustrate and describe the development of the approved Schematic Design Documents and shall consist of drawings and other documents including plans, sections, elevations, typical construction details, and diagrammatic layouts of building systems to fix and describe the size and character of the Project as to architectural, structural, mechanical and electrical systems, and other appropriate elements. The Design Development Documents shall also include outline specifications that identify major materials and systems and establish, in general, their quality levels.

§ 3.3.2 The Architect shall update the estimate of the Cost of the Work prepared in accordance with Section 6.3.

§ 3.3.3 The Architect shall submit the Design Development Documents to the Owner, advise the Owner of any adjustments to the estimate of the Cost of the Work, and request the Owner's approval.

§ 3.4 Construction Documents Phase Services

§ 3.4.1 Based on the Owner's approval of the Design Development Documents, and on the Owner's authorization of any adjustments in the Project requirements and the budget for the Cost of the Work, the Architect shall prepare Construction Documents for the Owner's approval. The Construction Documents shall illustrate and describe the further development of the approved Design Development Documents and shall consist of Drawings and Specifications setting forth in detail the quality levels and performance criteria of materials and systems and other requirements for the construction of the Work. The Owner and Architect acknowledge that, in order to perform the Work, the Contractor will provide additional information, including Shop Drawings, Product Data, Samples and other similar submittals, which the Architect shall review in accordance with Section 3.6.4.

§ 3.4.2 The Architect shall incorporate the design requirements of governmental authorities having jurisdiction over the Project into the Construction Documents.

§ 3.4.3 During the development of the Construction Documents, the Architect shall assist the Owner in the development and preparation of (1) procurement information that describes the time, place, and conditions of bidding, including bidding or proposal forms; (2) the form of agreement between the Owner and Contractor; and (3) the Conditions of the Contract for Construction (General, Supplementary and other Conditions). The Architect shall also compile a project manual that includes the Conditions of the Contract for Construction and Specifications, and may include bidding requirements and sample forms.

§ 3.4.4 The Architect shall update the estimate for the Cost of the Work prepared in accordance with Section 6.3.

§ 3.4.5 The Architect shall submit the Construction Documents to the Owner, advise the Owner of any adjustments to the estimate of the Cost of the Work, take any action required under Section 6.5, and request the Owner's approval.

§ 3.5 Procurement Phase Services

§ 3.5.1 General

The Architect shall assist the Owner in establishing a list of prospective contractors. Following the Owner's approval of the Construction Documents, the Architect shall assist the Owner in (1) obtaining either competitive bids or negotiated proposals; (2) confirming responsiveness of bids or proposals; (3) determining the successful bid or proposal, if any; and, (4) awarding and preparing contracts for construction.

§ 3.5.2 Competitive Bidding

§ 3.5.2.1 Bidding Documents shall consist of bidding requirements and proposed Contract Documents.

§ 3.5.2.2 The Architect shall assist the Owner in bidding the Project by:

- .1 facilitating the distribution of Bidding Documents to prospective bidders;
- .2 organizing and conducting a pre-bid conference for prospective bidders;
- .3 preparing responses to questions from prospective bidders and providing clarifications and interpretations of the Bidding Documents to the prospective bidders in the form of addenda; and,
- .4 organizing and conducting the opening of the bids, and subsequently documenting and distributing the bidding results, as directed by the Owner.

§ 3.5.2.3 If the Bidding Documents permit substitutions, upon the Owner's written authorization, the Architect shall, as an Additional Service, consider requests for substitutions and prepare and distribute addenda identifying approved substitutions to all prospective bidders.

§ 3.5.3 Negotiated Proposals

§ 3.5.3.1 Proposal Documents shall consist of proposal requirements and proposed Contract Documents.

§ 3.5.3.2 The Architect shall assist the Owner in obtaining proposals by:

- .1 facilitating the distribution of Proposal Documents for distribution to prospective contractors and requesting their return upon completion of the negotiation process;
- .2 organizing and participating in selection interviews with prospective contractors;
- .3 preparing responses to questions from prospective contractors and providing clarifications and interpretations of the Proposal Documents to the prospective contractors in the form of addenda; and,
- .4 participating in negotiations with prospective contractors, and subsequently preparing a summary report of the negotiation results, as directed by the Owner.

§ 3.5.3.3 If the Proposal Documents permit substitutions, upon the Owner's written authorization, the Architect shall, as an Additional Service, consider requests for substitutions and prepare and distribute addenda identifying approved substitutions to all prospective contractors.

§ 3.6 Construction Phase Services

§ 3.6.1 General

§ 3.6.1.1 The Architect shall provide administration of the Contract between the Owner and the Contractor as set forth below and in AIA Document A201™–2017, General Conditions of the Contract for Construction. If the Owner and Contractor modify AIA Document A201–2017, those modifications shall not affect the Architect’s services under this Agreement unless the Owner and the Architect amend this Agreement.

§ 3.6.1.2 The Architect shall advise and consult with the Owner during the Construction Phase Services. The Architect shall have authority to act on behalf of the Owner only to the extent provided in this Agreement. The Architect shall not have control over, charge of, or responsibility for the construction means, methods, techniques, sequences or procedures, or for safety precautions and programs in connection with the Work, nor shall the Architect be responsible for the Contractor’s failure to perform the Work in accordance with the requirements of the Contract Documents. The Architect shall be responsible for the Architect’s negligent acts or omissions, but shall not have control over or charge of, and shall not be responsible for, acts or omissions of the Contractor or of any other persons or entities performing portions of the Work.

§ 3.6.1.3 Subject to Section 4.2 and except as provided in Section 3.6.6.5, the Architect’s responsibility to provide Construction Phase Services commences with the award of the Contract for Construction and terminates on the date the Architect issues the final Certificate for Payment.

§ 3.6.2 Evaluations of the Work

§ 3.6.2.1 The Architect shall visit the site at intervals appropriate to the stage of construction, or as otherwise required in Section 4.2.3, to become generally familiar with the progress and quality of the portion of the Work completed, and to determine, in general, if the Work observed is being performed in a manner indicating that the Work, when fully completed, will be in accordance with the Contract Documents. However, the Architect shall not be required to make exhaustive or continuous on-site inspections to check the quality or quantity of the Work. On the basis of the site visits, the Architect shall keep the Owner reasonably informed about the progress and quality of the portion of the Work completed, and promptly report to the Owner (1) known deviations from the Contract Documents, (2) known deviations from the most recent construction schedule submitted by the Contractor, and (3) defects and deficiencies observed in the Work.

§ 3.6.2.2 The Architect has the authority to reject Work that does not conform to the Contract Documents. Whenever the Architect considers it necessary or advisable, the Architect shall have the authority to require inspection or testing of the Work in accordance with the provisions of the Contract Documents, whether or not the Work is fabricated, installed or completed. However, neither this authority of the Architect nor a decision made in good faith either to exercise or not to exercise such authority shall give rise to a duty or responsibility of the Architect to the Contractor, Subcontractors, suppliers, their agents or employees, or other persons or entities performing portions of the Work.

§ 3.6.2.3 The Architect shall interpret and decide matters concerning performance under, and requirements of, the Contract Documents on written request of either the Owner or Contractor. The Architect’s response to such requests shall be made in writing within any time limits agreed upon or otherwise with reasonable promptness.

§ 3.6.2.4 Interpretations and decisions of the Architect shall be consistent with the intent of, and reasonably inferable from, the Contract Documents and shall be in writing or in the form of drawings. When making such interpretations and decisions, the Architect shall endeavor to secure faithful performance by both Owner and Contractor, shall not show partiality to either, and shall not be liable for results of interpretations or decisions rendered in good faith. The Architect’s decisions on matters relating to aesthetic effect shall be final if consistent with the intent expressed in the Contract Documents.

§ 3.6.2.5 Unless the Owner and Contractor designate another person to serve as an Initial Decision Maker, as that term is defined in AIA Document A201–2017, the Architect shall render initial decisions on Claims between the Owner and Contractor as provided in the Contract Documents.

§ 3.6.3 Certificates for Payment to Contractor

§ 3.6.3.1 The Architect shall review and certify the amounts due the Contractor and shall issue certificates in such amounts. The Architect’s certification for payment shall constitute a representation to the Owner, based on the

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Architect's evaluation of the Work as provided in Section 3.6.2 and on the data comprising the Contractor's Application for Payment, that, to the best of the Architect's knowledge, information and belief, the Work has progressed to the point indicated, the quality of the Work is in accordance with the Contract Documents, and that the Contractor is entitled to payment in the amount certified. The foregoing representations are subject to (1) an evaluation of the Work for conformance with the Contract Documents upon Substantial Completion, (2) results of subsequent tests and inspections, (3) correction of minor deviations from the Contract Documents prior to completion, and (4) specific qualifications expressed by the Architect.

§ 3.6.3.2 The issuance of a Certificate for Payment shall not be a representation that the Architect has (1) made exhaustive or continuous on-site inspections to check the quality or quantity of the Work, (2) reviewed construction means, methods, techniques, sequences or procedures, (3) reviewed copies of requisitions received from Subcontractors and suppliers and other data requested by the Owner to substantiate the Contractor's right to payment, or (4) ascertained how or for what purpose the Contractor has used money previously paid on account of the Contract Sum.

§ 3.6.3.3 The Architect shall maintain a record of the Applications and Certificates for Payment.

§ 3.6.4 Submittals

§ 3.6.4.1 The Architect shall review the Contractor's submittal schedule and shall not unreasonably delay or withhold approval of the schedule. The Architect's action in reviewing submittals shall be taken in accordance with the approved submittal schedule or, in the absence of an approved submittal schedule, with reasonable promptness while allowing sufficient time, in the Architect's professional judgment, to permit adequate review.

§ 3.6.4.2 The Architect shall review and approve, or take other appropriate action upon, the Contractor's submittals such as Shop Drawings, Product Data and Samples, but only for the limited purpose of checking for conformance with information given and the design concept expressed in the Contract Documents. Review of such submittals is not for the purpose of determining the accuracy and completeness of other information such as dimensions, quantities, and installation or performance of equipment or systems, which are the Contractor's responsibility. The Architect's review shall not constitute approval of safety precautions or construction means, methods, techniques, sequences or procedures. The Architect's approval of a specific item shall not indicate approval of an assembly of which the item is a component.

§ 3.6.4.3 If the Contract Documents specifically require the Contractor to provide professional design services or certifications by a design professional related to systems, materials, or equipment, the Architect shall specify the appropriate performance and design criteria that such services must satisfy. The Architect shall review and take appropriate action on Shop Drawings and other submittals related to the Work designed or certified by the Contractor's design professional, provided the submittals bear such professional's seal and signature when submitted to the Architect. The Architect's review shall be for the limited purpose of checking for conformance with information given and the design concept expressed in the Contract Documents. The Architect shall be entitled to rely upon, and shall not be responsible for, the adequacy and accuracy of the services, certifications, and approvals performed or provided by such design professionals.

§ 3.6.4.4 Subject to Section 4.2, the Architect shall review and respond to requests for information about the Contract Documents. The Architect shall set forth, in the Contract Documents, the requirements for requests for information. Requests for information shall include, at a minimum, a detailed written statement that indicates the specific Drawings or Specifications in need of clarification and the nature of the clarification requested. The Architect's response to such requests shall be made in writing within any time limits agreed upon, or otherwise with reasonable promptness. If appropriate, the Architect shall prepare and issue supplemental Drawings and Specifications in response to the requests for information.

§ 3.6.4.5 The Architect shall maintain a record of submittals and copies of submittals supplied by the Contractor in accordance with the requirements of the Contract Documents.

§ 3.6.5 Changes in the Work

§ 3.6.5.1 The Architect may order minor changes in the Work that are consistent with the intent of the Contract Documents and do not involve an adjustment in the Contract Sum or an extension of the Contract Time. Subject to

Section 4.2, the Architect shall prepare Change Orders and Construction Change Directives for the Owner's approval and execution in accordance with the Contract Documents.

§ 3.6.5.2 The Architect shall maintain records relative to changes in the Work.

§ 3.6.6 Project Completion

§ 3.6.6.1 The Architect shall:

- 1 conduct inspections to determine the date or dates of Substantial Completion and the date of final completion;
- 2 issue Certificates of Substantial Completion;
- 3 forward to the Owner, for the Owner's review and records, written warranties and related documents required by the Contract Documents and received from the Contractor; and,
- 4 issue a final Certificate for Payment based upon a final inspection indicating that, to the best of the Architect's knowledge, information, and belief, the Work complies with the requirements of the Contract Documents.

§ 3.6.6.2 The Architect's inspections shall be conducted with the Owner to check conformance of the Work with the requirements of the Contract Documents and to verify the accuracy and completeness of the list submitted by the Contractor of Work to be completed or corrected.

§ 3.6.6.3 When Substantial Completion has been achieved, the Architect shall inform the Owner about the balance of the Contract Sum remaining to be paid the Contractor, including the amount to be retained from the Contract Sum, if any, for final completion or correction of the Work.

§ 3.6.6.4 The Architect shall forward to the Owner the following information received from the Contractor: (1) consent of surety or sureties, if any, to reduction in or partial release of retainage or the making of final payment; (2) affidavits, receipts, releases and waivers of liens, or bonds indemnifying the Owner against liens; and (3) any other documentation required of the Contractor under the Contract Documents.

§ 3.6.6.5 Upon request of the Owner, and prior to the expiration of one year from the date of Substantial Completion, the Architect shall, without additional compensation, conduct a meeting with the Owner to review the facility operations and performance.

ARTICLE 4 SUPPLEMENTAL AND ADDITIONAL SERVICES

§ 4.1 Supplemental Services

§ 4.1.1 The services listed below are not included in Basic Services but may be required for the Project. The Architect shall provide the listed Supplemental Services only if specifically designated in the table below as the Architect's responsibility, and the Owner shall compensate the Architect as provided in Section 11.2. Unless otherwise specifically addressed in this Agreement, if neither the Owner nor the Architect is designated, the parties agree that the listed Supplemental Service is not being provided for the Project.

(Designate the Architect's Supplemental Services and the Owner's Supplemental Services required for the Project by indicating whether the Architect or Owner shall be responsible for providing the identified Supplemental Service. Insert a description of the Supplemental Services in Section 4.1.2 below or attach the description of services as an exhibit to this Agreement.)

Supplemental Services	Responsibility <i>(Architect, Owner, or not provided)</i>
§ 4.1.1.1 Programming	A/O
§ 4.1.1.2 Multiple preliminary designs	A
§ 4.1.1.3 Measured drawings	A
§ 4.1.1.4 Existing facilities surveys	A
§ 4.1.1.5 Site evaluation and planning	A
§ 4.1.1.6 Building Information Model management responsibilities	A
§ 4.1.1.7 Development of Building Information Models for post construction use	NP

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§ 4.1.1.8	Civil engineering	A
§ 4.1.1.9	Landscape design	A
§ 4.1.1.10	Architectural interior design	A
§ 4.1.1.11	Value analysis	NP
§ 4.1.1.12	Detailed cost estimating beyond that required in Section 6.3	A
§ 4.1.1.13	On-site project representation	A
§ 4.1.1.14	Conformed documents for construction	A
§ 4.1.1.15	As-designed record drawings	NP
§ 4.1.1.16	As-constructed record drawings	NP
§ 4.1.1.17	Post-occupancy evaluation	NP
§ 4.1.1.18	Facility support services	NP
§ 4.1.1.19	Tenant-related services	NP
§ 4.1.1.20	Architect's coordination of the Owner's consultants	O
§ 4.1.1.21	Telecommunications/data design	A
§ 4.1.1.22	Security evaluation and planning	A
§ 4.1.1.23	Commissioning	NP
§ 4.1.1.24	Sustainable Project Services pursuant to Section 4.1.3	NP
§ 4.1.1.25	Fast-track design services	NP
§ 4.1.1.26	Multiple bid packages	NP
§ 4.1.1.27	Historic preservation	NP
§ 4.1.1.28	Furniture, furnishings, and equipment design	NP
§ 4.1.1.29	Other services provided by specialty Consultants	NP
§ 4.1.1.30	Other Supplemental Services	NP

§ 4.1.2 Description of Supplemental Services

§ 4.1.2.1 A description of each Supplemental Service identified in Section 4.1.1 as the Architect's responsibility is provided below.

(Describe in detail the Architect's Supplemental Services identified in Section 4.1.1 or, if set forth in an exhibit, identify the exhibit. The AIA publishes a number of Standard Form of Architect's Services documents that can be included as an exhibit to describe the Architect's Supplemental Services.)

Not Applicable

§ 4.1.2.2 A description of each Supplemental Service identified in Section 4.1.1 as the Owner's responsibility is provided below.

(Describe in detail the Owner's Supplemental Services identified in Section 4.1.1 or, if set forth in an exhibit, identify the exhibit.)

Survey, Topography, Special Inspections, Commissioning

§ 4.1.3 If the Owner identified a Sustainable Objective in Article 1, the Architect shall provide, as a Supplemental Service, the Sustainability Services required in AIA Document E204™-2017, Sustainable Projects Exhibit, attached to this Agreement. The Owner shall compensate the Architect as provided in Section 11.2.

§ 4.2 Architect's Additional Services

The Architect may provide Additional Services after execution of this Agreement without invalidating the Agreement. Except for services required due to the fault of the Architect, any Additional Services provided in

accordance with this Section 4.2 shall entitle the Architect to compensation pursuant to Section 11.3 and an appropriate adjustment in the Architect's schedule.

§ 4.2.1 Upon recognizing the need to perform the following Additional Services, the Architect shall notify the Owner with reasonable promptness and explain the facts and circumstances giving rise to the need. The Architect shall not proceed to provide the following Additional Services until the Architect receives the Owner's written authorization:

- .1 Services necessitated by a change in the Initial Information, previous instructions or approvals given by the Owner, or a material change in the Project including size, quality, complexity, the Owner's schedule or budget for Cost of the Work, or procurement or delivery method;
- .2 Services necessitated by the enactment or revision of codes, laws, or regulations, including changing or editing previously prepared Instruments of Service;
- .3 Changing or editing previously prepared Instruments of Service necessitated by official interpretations of applicable codes, laws or regulations that are either (a) contrary to specific interpretations by the applicable authorities having jurisdiction made prior to the issuance of the building permit, or (b) contrary to requirements of the Instruments of Service when those Instruments of Service were prepared in accordance with the applicable standard of care;
- .4 Services necessitated by decisions of the Owner not rendered in a timely manner or any other failure of performance on the part of the Owner or the Owner's consultants or contractors;
- .5 Preparing digital models or other design documentation for transmission to the Owner's consultants and contractors, or to other Owner-authorized recipients;
- .6 Preparation of design and documentation for alternate bid or proposal requests proposed by the Owner;
- .7 Preparation for, and attendance at, a public presentation, meeting or hearing;
- .8 Preparation for, and attendance at, a dispute resolution proceeding or legal proceeding, except where the Architect is party thereto;
- .9 Evaluation of the qualifications of entities providing bids or proposals;
- .10 Consultation concerning replacement of Work resulting from fire or other cause during construction; or,
- .11 Assistance to the Initial Decision Maker, if other than the Architect.

§ 4.2.2 To avoid delay in the Construction Phase, the Architect shall provide the following Additional Services, notify the Owner with reasonable promptness, and explain the facts and circumstances giving rise to the need. If, upon receipt of the Architect's notice, the Owner determines that all or parts of the services are not required, the Owner shall give prompt written notice to the Architect of the Owner's determination. The Owner shall compensate the Architect for the services provided prior to the Architect's receipt of the Owner's notice.

- .1 Reviewing a Contractor's submittal out of sequence from the submittal schedule approved by the Architect;
- .2 Responding to the Contractor's requests for information that are not prepared in accordance with the Contract Documents or where such information is available to the Contractor from a careful study and comparison of the Contract Documents, field conditions, other Owner-provided information, Contractor-prepared coordination drawings, or prior Project correspondence or documentation;
- .3 Preparing Change Orders and Construction Change Directives that require evaluation of Contractor's proposals and supporting data, or the preparation or revision of Instruments of Service;
- .4 Evaluating an extensive number of Claims as the Initial Decision Maker; or,
- .5 Evaluating substitutions proposed by the Owner or Contractor and making subsequent revisions to Instruments of Service resulting therefrom.

§ 4.2.3 The Architect shall provide Construction Phase Services exceeding the limits set forth below as Additional Services. When the limits below are reached, the Architect shall notify the Owner:

- .1 2 (Two) reviews of each Shop Drawing, Product Data item, sample and similar submittals of the Contractor
- .2 Weekly () visits to the site by the Architect during construction
- .3 2 (Two) inspections for any portion of the Work to determine whether such portion of the Work is substantially complete in accordance with the requirements of the Contract Documents
- .4 2 (Two) inspections for any portion of the Work to determine final completion.

§ 4.2.4 Except for services required under Section 3.6.6.5 and those services that do not exceed the limits set forth in Section 4.2.3, Construction Phase Services provided more than 60 days after (1) the date of Substantial Completion

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of the Work or (2) the initial date of Substantial Completion identified in the agreement between the Owner and Contractor, whichever is earlier, shall be compensated as Additional Services to the extent the Architect incurs additional cost in providing those Construction Phase Services.

§ 4.2.5 If the services covered by this Agreement have not been completed within N/A () months of the date of this Agreement, through no fault of the Architect, extension of the Architect's services beyond that time shall be compensated as Additional Services.

ARTICLE 5 OWNER'S RESPONSIBILITIES

§ 5.1 Unless otherwise provided for under this Agreement, the Owner shall provide information in a timely manner regarding requirements for and limitations on the Project, including a written program, which shall set forth the Owner's objectives; schedule; constraints and criteria, including space requirements and relationships; flexibility; expandability; special equipment; systems; and site requirements.

§ 5.2 The Owner shall establish the Owner's budget for the Project, including (1) the budget for the Cost of the Work as defined in Section 6.1; (2) the Owner's other costs; and, (3) reasonable contingencies related to all of these costs. The Owner shall update the Owner's budget for the Project as necessary throughout the duration of the Project until final completion. If the Owner significantly increases or decreases the Owner's budget for the Cost of the Work, the Owner shall notify the Architect. The Owner and the Architect shall thereafter agree to a corresponding change in the Project's scope and quality.

§ 5.3 The Owner shall identify a representative authorized to act on the Owner's behalf with respect to the Project. The Owner shall render decisions and approve the Architect's submittals in a timely manner in order to avoid unreasonable delay in the orderly and sequential progress of the Architect's services.

§ 5.4 The Owner shall furnish surveys to describe physical characteristics, legal limitations and utility locations for the site of the Project, and a written legal description of the site. The surveys and legal information shall include, as applicable, grades and lines of streets, alleys, pavements and adjoining property and structures; designated wetlands; adjacent drainage; rights-of-way, restrictions, easements, encroachments, zoning, deed restrictions, boundaries and contours of the site; locations, dimensions, and other necessary data with respect to existing buildings, other improvements and trees; and information concerning available utility services and lines, both public and private, above and below grade, including inverts and depths. All the information on the survey shall be referenced to a Project benchmark.

§ 5.5 The Owner shall furnish services of geotechnical engineers, which may include test borings, test pits, determinations of soil bearing values, percolation tests, evaluations of hazardous materials, seismic evaluation, ground corrosion tests and resistivity tests, including necessary operations for anticipating subsoil conditions, with written reports and appropriate recommendations.

§ 5.6 The Owner shall provide the Supplemental Services designated as the Owner's responsibility in Section 4.1.1.

§ 5.7 If the Owner identified a Sustainable Objective in Article 1, the Owner shall fulfill its responsibilities as required in AIA Document E204™-2017, Sustainable Projects Exhibit, attached to this Agreement.

§ 5.8 The Owner shall coordinate the services of its own consultants with those services provided by the Architect. Upon the Architect's request, the Owner shall furnish copies of the scope of services in the contracts between the Owner and the Owner's consultants. The Owner shall furnish the services of consultants other than those designated as the responsibility of the Architect in this Agreement, or authorize the Architect to furnish them as an Additional Service, when the Architect requests such services and demonstrates that they are reasonably required by the scope of the Project. The Owner shall require that its consultants and contractors maintain insurance, including professional liability insurance, as appropriate to the services or work provided.

§ 5.9 The Owner shall furnish tests, inspections and reports required by law or the Contract Documents, such as structural, mechanical, and chemical tests, tests for air and water pollution, and tests for hazardous materials.

§ 5.10 The Owner shall furnish all legal, insurance and accounting services, including auditing services, that may be reasonably necessary at any time for the Project to meet the Owner's needs and interests.

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§ 5.11 The Owner shall provide prompt written notice to the Architect if the Owner becomes aware of any fault or defect in the Project, including errors, omissions or inconsistencies in the Architect's Instruments of Service.

§ 5.12 The Owner shall include the Architect in all communications with the Contractor that relate to or affect the Architect's services or professional responsibilities. The Owner shall promptly notify the Architect of the substance of any direct communications between the Owner and the Contractor otherwise relating to the Project. Communications by and with the Architect's consultants shall be through the Architect.

§ 5.13 Before executing the Contract for Construction, the Owner shall coordinate the Architect's duties and responsibilities set forth in the Contract for Construction with the Architect's services set forth in this Agreement. The Owner shall provide the Architect a copy of the executed agreement between the Owner and Contractor, including the General Conditions of the Contract for Construction.

§ 5.14 The Owner shall provide the Architect access to the Project site prior to commencement of the Work and shall obligate the Contractor to provide the Architect access to the Work wherever it is in preparation or progress.

§ 5.15 Within 15 days after receipt of a written request from the Architect, the Owner shall furnish the requested information as necessary and relevant for the Architect to evaluate, give notice of, or enforce lien rights.

ARTICLE 6 COST OF THE WORK

§ 6.1 For purposes of this Agreement, the Cost of the Work shall be the total cost to the Owner to construct all elements of the Project designed or specified by the Architect and shall include contractors' general conditions costs, overhead and profit. The Cost of the Work also includes the reasonable value of labor, materials, and equipment, donated to, or otherwise furnished by, the Owner. The Cost of the Work does not include the compensation of the Architect; the costs of the land, rights-of-way, financing, or contingencies for changes in the Work; or other costs that are the responsibility of the Owner.

§ 6.2 The Owner's budget for the Cost of the Work is provided in Initial Information, and shall be adjusted throughout the Project as required under Sections 5.2, 6.4 and 6.5. Evaluations of the Owner's budget for the Cost of the Work, and the preliminary estimate of the Cost of the Work and updated estimates of the Cost of the Work, prepared by the Architect, represent the Architect's judgment as a design professional. It is recognized, however, that neither the Architect nor the Owner has control over the cost of labor, materials, or equipment; the Contractor's methods of determining bid prices; or competitive bidding, market, or negotiating conditions. Accordingly, the Architect cannot and does not warrant or represent that bids or negotiated prices will not vary from the Owner's budget for the Cost of the Work, or from any estimate of the Cost of the Work, or evaluation, prepared or agreed to by the Architect.

§ 6.3 In preparing estimates of the Cost of Work, the Architect shall be permitted to include contingencies for design, bidding, and price escalation; to determine what materials, equipment, component systems, and types of construction are to be included in the Contract Documents; to recommend reasonable adjustments in the program and scope of the Project; and to include design alternates as may be necessary to adjust the estimated Cost of the Work to meet the Owner's budget. The Architect's estimate of the Cost of the Work shall be based on current area, volume or similar conceptual estimating techniques. If the Owner requires a detailed estimate of the Cost of the Work, the Architect shall provide such an estimate, if identified as the Architect's responsibility in Section 4.1.1, as a Supplemental Service.

§ 6.4 If, through no fault of the Architect, the Procurement Phase has not commenced within 90 days after the Architect submits the Construction Documents to the Owner, the Owner's budget for the Cost of the Work shall be adjusted to reflect changes in the general level of prices in the applicable construction market.

§ 6.5 If at any time the Architect's estimate of the Cost of the Work exceeds the Owner's budget for the Cost of the Work, the Architect shall make appropriate recommendations to the Owner to adjust the Project's size, quality, or budget for the Cost of the Work, and the Owner shall cooperate with the Architect in making such adjustments.

§ 6.6 If the Owner's budget for the Cost of the Work at the conclusion of the Construction Documents Phase Services is exceeded by the lowest bona fide bid or negotiated proposal, the Owner shall

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- .1 give written approval of an increase in the budget for the Cost of the Work;
- .2 authorize rebidding or renegotiating of the Project within a reasonable time;
- .3 terminate in accordance with Section 9.5;
- .4 in consultation with the Architect, revise the Project program, scope, or quality as required to reduce the Cost of the Work; or,
- .5 implement any other mutually acceptable alternative.

§ 6.7 If the Owner chooses to proceed under Section 6.6.4, the Architect shall modify the Construction Documents as necessary to comply with the Owner's budget for the Cost of the Work at the conclusion of the Construction Documents Phase Services, or the budget as adjusted under Section 6.6.1. If the Owner requires the Architect to modify the Construction Documents because the lowest bona fide bid or negotiated proposal exceeds the Owner's budget for the Cost of the Work due to market conditions the Architect could not reasonably anticipate, the Owner shall compensate the Architect for the modifications as an Additional Service pursuant to Section 11.3; otherwise the Architect's services for modifying the Construction Documents shall be without additional compensation. In any event, the Architect's modification of the Construction Documents shall be the limit of the Architect's responsibility under this Article 6.

ARTICLE 7 COPYRIGHTS AND LICENSES

§ 7.1 The Architect and the Owner warrant that in transmitting Instruments of Service, or any other information, the transmitting party is the copyright owner of such information or has permission from the copyright owner to transmit such information for its use on the Project.

§ 7.2 The Architect and the Architect's consultants shall be deemed the authors and owners of their respective Instruments of Service, including the Drawings and Specifications, and shall retain all common law, statutory and other reserved rights, including copyrights. Submission or distribution of Instruments of Service to meet official regulatory requirements or for similar purposes in connection with the Project is not to be construed as publication in derogation of the reserved rights of the Architect and the Architect's consultants.

§ 7.3 The Architect grants to the Owner a nonexclusive license to use the Architect's Instruments of Service solely and exclusively for purposes of constructing, using, maintaining, altering and adding to the Project, provided that the Owner substantially performs its obligations under this Agreement, including prompt payment of all sums due pursuant to Article 9 and Article 11. The Architect shall obtain similar nonexclusive licenses from the Architect's consultants consistent with this Agreement. The license granted under this section permits the Owner to authorize the Contractor, Subcontractors, Sub-subcontractors, and suppliers, as well as the Owner's consultants and separate contractors, to reproduce applicable portions of the Instruments of Service, subject to any protocols established pursuant to Section 1.3, solely and exclusively for use in performing services or construction for the Project. If the Architect rightfully terminates this Agreement for cause as provided in Section 9.4, the license granted in this Section 7.3 shall terminate.

§ 7.3.1 In the event the Owner uses the Instruments of Service without retaining the authors of the Instruments of Service, the Owner releases the Architect and Architect's consultant(s) from all claims and causes of action arising from such uses. The Owner, to the extent permitted by law, further agrees to indemnify and hold harmless the Architect and its consultants from all costs and expenses, including the cost of defense, related to claims and causes of action asserted by any third person or entity to the extent such costs and expenses arise from the Owner's use of the Instruments of Service under this Section 7.3.1. The terms of this Section 7.3.1 shall not apply if the Owner rightfully terminates this Agreement for cause under Section 9.4.

§ 7.4 Except for the licenses granted in this Article 7, no other license or right shall be deemed granted or implied under this Agreement. The Owner shall not assign, delegate, sublicense, pledge or otherwise transfer any license granted herein to another party without the prior written agreement of the Architect. Any unauthorized use of the Instruments of Service shall be at the Owner's sole risk and without liability to the Architect and the Architect's consultants.

§ 7.5 Except as otherwise stated in Section 7.3, the provisions of this Article 7 shall survive the termination of this Agreement.

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ARTICLE 8 CLAIMS AND DISPUTES

§ 8.1 General

§ 8.1.1 The Owner and Architect shall commence all claims and causes of action against the other and arising out of or related to this Agreement, whether in contract, tort, or otherwise, in accordance with the requirements of the binding dispute resolution method selected in this Agreement and within the period specified by applicable law, but in any case not more than 10 years after the date of Substantial Completion of the Work. The Owner and Architect waive all claims and causes of action not commenced in accordance with this Section 8.1.1.

§ 8.1.2 To the extent damages are covered by property insurance, the Owner and Architect waive all rights against each other and against the contractors, consultants, agents, and employees of the other for damages, except such rights as they may have to the proceeds of such insurance as set forth in AIA Document A201–2017, General Conditions of the Contract for Construction. The Owner or the Architect, as appropriate, shall require of the contractors, consultants, agents, and employees of any of them, similar waivers in favor of the other parties enumerated herein.

§ 8.1.3 The Architect and Owner waive consequential damages for claims, disputes, or other matters in question, arising out of or relating to this Agreement. This mutual waiver is applicable, without limitation, to all consequential damages due to either party’s termination of this Agreement, except as specifically provided in Section 9.7.

§ 8.2 Mediation

§ 8.2.1 Any claim, dispute or other matter in question arising out of or related to this Agreement shall be subject to mediation as a condition precedent to binding dispute resolution. If such matter relates to or is the subject of a lien arising out of the Architect’s services, the Architect may proceed in accordance with applicable law to comply with the lien notice or filing deadlines prior to resolution of the matter by mediation or by binding dispute resolution.

§ 8.2.2 The Owner and Architect shall endeavor to resolve claims, disputes and other matters in question between them by mediation, which, unless the parties mutually agree otherwise, shall be administered by the American Arbitration Association in accordance with its Construction Industry Mediation Procedures in effect on the date of this Agreement. A request for mediation shall be made in writing, delivered to the other party to this Agreement, and filed with the person or entity administering the mediation. The request may be made concurrently with the filing of a complaint or other appropriate demand for binding dispute resolution but, in such event, mediation shall proceed in advance of binding dispute resolution proceedings, which shall be stayed pending mediation for a period of 60 days from the date of filing, unless stayed for a longer period by agreement of the parties or court order. If an arbitration proceeding is stayed pursuant to this section, the parties may nonetheless proceed to the selection of the arbitrator(s) and agree upon a schedule for later proceedings.

§ 8.2.3 The parties shall share the mediator’s fee and any filing fees equally. The mediation shall be held in the place where the Project is located, unless another location is mutually agreed upon. Agreements reached in mediation shall be enforceable as settlement agreements in any court having jurisdiction thereof.

§ 8.2.4 If the parties do not resolve a dispute through mediation pursuant to this Section 8.2, the method of binding dispute resolution shall be the following:

(Check the appropriate box.)

- Arbitration pursuant to Section 8.3 of this Agreement
- Litigation in a court of competent jurisdiction
- Other: *(Specify)*

If the Owner and Architect do not select a method of binding dispute resolution, or do not subsequently agree in writing to a binding dispute resolution method other than litigation, the dispute will be resolved in a court of competent jurisdiction.

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§ 8.3 Arbitration

§ 8.3.1 If the parties have selected arbitration as the method for binding dispute resolution in this Agreement, any claim, dispute or other matter in question arising out of or related to this Agreement subject to, but not resolved by, mediation shall be subject to arbitration, which, unless the parties mutually agree otherwise, shall be administered by the American Arbitration Association in accordance with its Construction Industry Arbitration Rules in effect on the date of this Agreement. A demand for arbitration shall be made in writing, delivered to the other party to this Agreement, and filed with the person or entity administering the arbitration.

§ 8.3.1.1 A demand for arbitration shall be made no earlier than concurrently with the filing of a request for mediation, but in no event shall it be made after the date when the institution of legal or equitable proceedings based on the claim, dispute or other matter in question would be barred by the applicable statute of limitations. For statute of limitations purposes, receipt of a written demand for arbitration by the person or entity administering the arbitration shall constitute the institution of legal or equitable proceedings based on the claim, dispute or other matter in question.

§ 8.3.2 The foregoing agreement to arbitrate, and other agreements to arbitrate with an additional person or entity duly consented to by parties to this Agreement, shall be specifically enforceable in accordance with applicable law in any court having jurisdiction thereof.

§ 8.3.3 The award rendered by the arbitrator(s) shall be final, and judgment may be entered upon it in accordance with applicable law in any court having jurisdiction thereof.

§ 8.3.4 Consolidation or Joinder

§ 8.3.4.1 Either party, at its sole discretion, may consolidate an arbitration conducted under this Agreement with any other arbitration to which it is a party provided that (1) the arbitration agreement governing the other arbitration permits consolidation; (2) the arbitrations to be consolidated substantially involve common questions of law or fact; and (3) the arbitrations employ materially similar procedural rules and methods for selecting arbitrator(s).

§ 8.3.4.2 Either party, at its sole discretion, may include by joinder persons or entities substantially involved in a common question of law or fact whose presence is required if complete relief is to be accorded in arbitration, provided that the party sought to be joined consents in writing to such joinder. Consent to arbitration involving an additional person or entity shall not constitute consent to arbitration of any claim, dispute or other matter in question not described in the written consent.

§ 8.3.4.3 The Owner and Architect grant to any person or entity made a party to an arbitration conducted under this Section 8.3, whether by joinder or consolidation, the same rights of joinder and consolidation as the Owner and Architect under this Agreement.

§ 8.4 The provisions of this Article 8 shall survive the termination of this Agreement.

ARTICLE 9 TERMINATION OR SUSPENSION

§ 9.1 If the Owner fails to make payments to the Architect in accordance with this Agreement, such failure shall be considered substantial nonperformance and cause for termination or, at the Architect's option, cause for suspension of performance of services under this Agreement. If the Architect elects to suspend services, the Architect shall give seven days' written notice to the Owner before suspending services. In the event of a suspension of services, the Architect shall have no liability to the Owner for delay or damage caused the Owner because of such suspension of services. Before resuming services, the Owner shall pay the Architect all sums due prior to suspension and any expenses incurred in the interruption and resumption of the Architect's services. The Architect's fees for the remaining services and the time schedules shall be equitably adjusted.

§ 9.2 If the Owner suspends the Project, the Architect shall be compensated for services performed prior to notice of such suspension. When the Project is resumed, the Architect shall be compensated for expenses incurred in the interruption and resumption of the Architect's services. The Architect's fees for the remaining services and the time schedules shall be equitably adjusted.

§ 9.3 If the Owner suspends the Project for more than 90 cumulative days for reasons other than the fault of the Architect, the Architect may terminate this Agreement by giving not less than seven days' written notice.

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§ 9.4 Either party may terminate this Agreement upon not less than seven days' written notice should the other party fail substantially to perform in accordance with the terms of this Agreement through no fault of the party initiating the termination.

§ 9.5 The Owner may terminate this Agreement upon not less than seven days' written notice to the Architect for the Owner's convenience and without cause.

§ 9.6 If the Owner terminates this Agreement for its convenience pursuant to Section 9.5, or the Architect terminates this Agreement pursuant to Section 9.3, the Owner shall compensate the Architect for services performed prior to termination, Reimbursable Expenses incurred, and costs attributable to termination, including the costs attributable to the Architect's termination of consultant agreements.

§ 9.7 In addition to any amounts paid under Section 9.6, if the Owner terminates this Agreement for its convenience pursuant to Section 9.5, or the Architect terminates this Agreement pursuant to Section 9.3, the Owner shall pay to the Architect the following fees:

(Set forth below the amount of any termination or licensing fee, or the method for determining any termination or licensing fee.)

.1 Termination Fee:

.2 Licensing Fee if the Owner intends to continue using the Architect's Instruments of Service:

§ 9.8 Except as otherwise expressly provided herein, this Agreement shall terminate one year from the date of Substantial Completion.

§ 9.9 The Owner's rights to use the Architect's Instruments of Service in the event of a termination of this Agreement are set forth in Article 7 and Section 9.7.

ARTICLE 10 MISCELLANEOUS PROVISIONS

§ 10.1 This Agreement shall be governed by the law of the place where the Project is located, excluding that jurisdiction's choice of law rules. If the parties have selected arbitration as the method of binding dispute resolution, the Federal Arbitration Act shall govern Section 8.3.

§ 10.2 Terms in this Agreement shall have the same meaning as those in AIA Document A201-2017, General Conditions of the Contract for Construction.

§ 10.3 The Owner and Architect, respectively, bind themselves, their agents, successors, assigns, and legal representatives to this Agreement. Neither the Owner nor the Architect shall assign this Agreement without the written consent of the other, except that the Owner may assign this Agreement to a lender providing financing for the Project if the lender agrees to assume the Owner's rights and obligations under this Agreement, including any payments due to the Architect by the Owner prior to the assignment.

§ 10.4 If the Owner requests the Architect to execute certificates, the proposed language of such certificates shall be submitted to the Architect for review at least 14 days prior to the requested dates of execution. If the Owner requests the Architect to execute consents reasonably required to facilitate assignment to a lender, the Architect shall execute all such consents that are consistent with this Agreement, provided the proposed consent is submitted to the Architect for review at least 14 days prior to execution. The Architect shall not be required to execute certificates or consents that would require knowledge, services, or responsibilities beyond the scope of this Agreement.

§ 10.5 Nothing contained in this Agreement shall create a contractual relationship with, or a cause of action in favor of, a third party against either the Owner or Architect.

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§ 10.6 Unless otherwise required in this Agreement, the Architect shall have no responsibility for the discovery, presence, handling, removal or disposal of, or exposure of persons to, hazardous materials or toxic substances in any form at the Project site.

§ 10.7 The Architect shall have the right to include photographic or artistic representations of the design of the Project among the Architect's promotional and professional materials. The Architect shall be given reasonable access to the completed Project to make such representations. However, the Architect's materials shall not include the Owner's confidential or proprietary information if the Owner has previously advised the Architect in writing of the specific information considered by the Owner to be confidential or proprietary. The Owner shall provide professional credit for the Architect in the Owner's promotional materials for the Project. This Section 10.7 shall survive the termination of this Agreement unless the Owner terminates this Agreement for cause pursuant to Section 9.4.

§ 10.8 If the Architect or Owner receives information specifically designated as "confidential" or "business proprietary," the receiving party shall keep such information strictly confidential and shall not disclose it to any other person except as set forth in Section 10.8.1. This Section 10.8 shall survive the termination of this Agreement.

§ 10.8.1 The receiving party may disclose "confidential" or "business proprietary" information after 7 days' notice to the other party, when required by law, arbitrator's order, or court order, including a subpoena or other form of compulsory legal process issued by a court or governmental entity, or to the extent such information is reasonably necessary for the receiving party to defend itself in any dispute. The receiving party may also disclose such information to its employees, consultants, or contractors in order to perform services or work solely and exclusively for the Project, provided those employees, consultants and contractors are subject to the restrictions on the disclosure and use of such information as set forth in this Section 10.8.

§ 10.9 The invalidity of any provision of the Agreement shall not invalidate the Agreement or its remaining provisions. If it is determined that any provision of the Agreement violates any law, or is otherwise invalid or unenforceable, then that provision shall be revised to the extent necessary to make that provision legal and enforceable. In such case the Agreement shall be construed, to the fullest extent permitted by law, to give effect to the parties' intentions and purposes in executing the Agreement.

ARTICLE 11 COMPENSATION

§ 11.1 For the Architect's Basic Services described under Article 3, the Owner shall compensate the Architect as follows:

.1 Stipulated Sum
(Insert amount)

N/A

.2 Percentage Basis
(Insert percentage value)

Twelve (12) % of the Owner's budget for the Cost of the Work, as calculated in accordance with Section 11.6.

.3 Other
(Describe the method of compensation)

For full architectural and engineering design services comprised of a renovation project, the fee shall be based on a twelve percent (12%) fee based on the contractor's bid price and eighty percent of any unaccepted alternates. The initial design funds available for the start of the project is five hundred thousand dollars (\$500,000).

§ 11.2 For the Architect's Supplemental Services designated in Section 4.1.1 and for any Sustainability Services required pursuant to Section 4.1.3, the Owner shall compensate the Architect as follows:

(Insert amount of, or basis for, compensation. If necessary, list specific services to which particular methods of compensation apply.)

N/A

§ 11.3 For Additional Services that may arise during the course of the Project, including those under Section 4.2, the Owner shall compensate the Architect as follows:

(Insert amount of, or basis for, compensation.)

All additional services shall be in an amount mutually agreed to in writing, by the Owner and Architect, prior to the commencement of the work.

§ 11.4 Compensation for Supplemental and Additional Services of the Architect's consultants when not included in Section 11.2 or 11.3, shall be the amount invoiced to the Architect plus twenty percent (20 %), or as follows:

(Insert amount of, or basis for computing, Architect's consultants' compensation for Supplemental or Additional Services.)

All additional services shall be in an amount mutually agreed to in writing, by the Owner and Architect, prior to the commencement of the work.

§ 11.5 When compensation for Basic Services is based on a stipulated sum or a percentage basis, the proportion of compensation for each phase of services shall be as follows:

Schematic Design Phase	twenty-five	percent (25	%)
Design Development Phase	fifteen	percent (15	%)
Construction Documents Phase	thirty	percent (30	%)
Procurement Phase	five	percent (5	%)
Construction Phase	twenty-five	percent (25	%)
Total Basic Compensation	one hundred	percent (100	%)

§ 11.6 When compensation identified in Section 11.1 is on a percentage basis, progress payments for each phase of Basic Services shall be calculated by multiplying the percentages identified in this Article by the Owner's most recent budget for the Cost of the Work. Compensation paid in previous progress payments shall not be adjusted based on subsequent updates to the Owner's budget for the Cost of the Work.

§ 11.6.1 When compensation is on a percentage basis and any portions of the Project are deleted or otherwise not constructed, compensation for those portions of the Project shall be payable to the extent services are performed on those portions. The Architect shall be entitled to compensation in accordance with this Agreement for all services performed whether or not the Construction Phase is commenced.

§ 11.7 The hourly billing rates for services of the Architect and the Architect's consultants are set forth below. The rates shall be adjusted in accordance with the Architect's and Architect's consultants' normal review practices.

(If applicable, attach an exhibit of hourly billing rates or insert them below.)

See below

Employee or Category	Rate (\$0.00)
Principal	\$150/hour
Project manager	\$130/hour
Project Architect	\$110/hour
Project Designer	\$90/hour
Administrator	\$65/hour

§ 11.8 Compensation for Reimbursable Expenses

§ 11.8.1 Reimbursable Expenses are in addition to compensation for Basic, Supplemental, and Additional Services

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and include expenses incurred by the Architect and the Architect's consultants directly related to the Project, as follows:

- .1 Transportation and authorized out-of-town travel and subsistence;
- .2 Long distance services, dedicated data and communication services, teleconferences, Project web sites, and extranets;
- .3 Permitting and other fees required by authorities having jurisdiction over the Project;
- .4 Printing, reproductions, plots, and standard form documents;
- .5 Postage, handling, and delivery;
- .6 Expense of overtime work requiring higher than regular rates, if authorized in advance by the Owner;
- .7 Renderings, physical models, mock-ups, professional photography, and presentation materials requested by the Owner or required for the Project;
- .8 If required by the Owner, and with the Owner's prior written approval, the Architect's consultants' expenses of professional liability insurance dedicated exclusively to this Project, or the expense of additional insurance coverage or limits in excess of that normally maintained by the Architect's consultants;
- .9 All taxes levied on professional services and on reimbursable expenses;
- .10 Site office expenses;
- .11 Registration fees and any other fees charged by the Certifying Authority or by other entities as necessary to achieve the Sustainable Objective; and,
- .12 Other similar Project-related expenditures.

§ 11.8.2 For Reimbursable Expenses the compensation shall be the expenses incurred by the Architect and the Architect's consultants plus twenty percent (20 %) of the expenses incurred.

§ 11.9 **Architect's Insurance.** If the types and limits of coverage required in Section 2.5 are in addition to the types and limits the Architect normally maintains, the Owner shall pay the Architect for the additional costs incurred by the Architect for the additional coverages as set forth below:

(Insert the additional coverages the Architect is required to obtain in order to satisfy the requirements set forth in Section 2.5, and for which the Owner shall reimburse the Architect.)

§ 11.10 Payments to the Architect

§ 11.10.1 Initial Payments

§ 11.10.1.1 An initial payment of zero (\$ 0) shall be made upon execution of this Agreement and is the minimum payment under this Agreement. It shall be credited to the Owner's account in the final invoice.

§ 11.10.1.2 If a Sustainability Certification is part of the Sustainable Objective, an initial payment to the Architect of (\$) shall be made upon execution of this Agreement for registration fees and other fees payable to the Certifying Authority and necessary to achieve the Sustainability Certification. The Architect's payments to the Certifying Authority shall be credited to the Owner's account at the time the expense is incurred.

§ 11.10.2 Progress Payments

§ 11.10.2.1 Unless otherwise agreed, payments for services shall be made monthly in proportion to services performed. Payments are due and payable upon presentation of the Architect's invoice. Amounts unpaid () days after the invoice date shall bear interest at the rate entered below, or in the absence thereof at the legal rate prevailing from time to time at the principal place of business of the Architect.

(Insert rate of monthly or annual interest agreed upon.)

zero % 0

§ 11.10.2.2 The Owner shall not withhold amounts from the Architect's compensation to impose a penalty or liquidated damages on the Architect, or to offset sums requested by or paid to contractors for the cost of changes in the Work, unless the Architect agrees or has been found liable for the amounts in a binding dispute resolution proceeding.

Init.

§ 11.10.2.3 Records of Reimbursable Expenses, expenses pertaining to Supplemental and Additional Services, and services performed on the basis of hourly rates shall be available to the Owner at mutually convenient times.

ARTICLE 12 SPECIAL TERMS AND CONDITIONS

Special terms and conditions that modify this Agreement are as follows:
(Include other terms and conditions applicable to this Agreement.)

ARTICLE 13 SCOPE OF THE AGREEMENT

§ 13.1 This Agreement represents the entire and integrated agreement between the Owner and the Architect and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended only by written instrument signed by both the Owner and Architect.

§ 13.2 This Agreement is comprised of the following documents identified below:

- .1 AIA Document B101™-2017, Standard Form Agreement Between Owner and Architect
- .2 AIA Document E203™-2013, Building Information Modeling and Digital Data Exhibit, dated as indicated below:

(Insert the date of the E203-2013 incorporated into this agreement.) (N/A)

- .3 Exhibits:

(Check the appropriate box for any exhibits incorporated into this Agreement.)

AIA Document E204™-2017, Sustainable Projects Exhibit, dated as indicated below:
(Insert the date of the E204-2017 incorporated into this agreement.)

Other Exhibits incorporated into this Agreement:

(Clearly identify any other exhibits incorporated into this Agreement, including any exhibits and scopes of services identified as exhibits in Section 4.1.2.)

- .4 Other documents:

(List other documents, if any, forming part of the Agreement.)

Exhibit A - Asheboro City Schools Programming for Asheboro High School Renovation - Phase 3.

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

OWNER (Signature)

Gidget Kidd, Board Chair, ACS Board of Education

(Printed name and title)



ARCHITECT (Signature)

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

(Printed name, title, and license number, if required)

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Points of Pride Update

June 13, 2019

ACS State Math Fair Winners

On Friday, May 3, four students competed in the North Carolina Council of Teachers of Mathematics (NCCTM) State Math Fair. Students included Rolando Hernandez, Jenna Graham, and Arvin Singh from Asheboro High School, and Will Kelley from South Asheboro Middle School. Will Kelley won an Honorable Mention in the Middle School Division.

CWM Habitat for Humanity Build Day

On Saturday, 56 McCrary staff, students and family members volunteered with Habitat for Humanity and contributed 138.5 hours on the construction of a Habitat home. The home will be donated to future Habitat homeowners. McCrary says they, "love giving back to the community that gives us so much!" A special thank you to Mr. Watson, the school's physical education teacher, for organizing this annual project and Rodney and Claire Overcash with Habitat who always welcome the McCrary team warmly.

AHS Signing Day

We want to congratulate all of our Asheboro High School seniors who signed to participate in athletics next school year. Congratulations to:

- Tyler McKinney – Football at Emory and Henry College
- Angie Pincus – Tennis at Ave Marie University
- Omar Aboutaleb – Soccer at Barton College
- Jose Garcia – Soccer at Barton College
- Branson Adams – Soccer at Pfeiffer University
- Luis Mena – Wrestling at Belmont-Abbey College
- Yazzmyn Johnson – Track and Field at Pfeiffer University
- Marquis Graham – Track and Field at Catawba College
- Reagan Underwood – Soccer at Concord University
- Trevor Marsh – Baseball at UNC-Wilmington

Gene Woodle: Recipient of the Governor's Volunteer Service Award

Congratulations to Gene Woodle, who was honored on May 8 with the prestigious Governor's Volunteer Service Award for his contribution to the community. Asheboro City Schools nominated Gene Woodle, one of the founders of The Village of Barnabas, for the group's work in mentoring at-risk youth. Mr. Woodle also serves as an assistant at Guy B. Teachey Elementary School.

Innovation Station at NAMS

On May 16, the NC A&T Innovation Station visited NAMS. Seventh-grade students participated in STEM activities and designed floor plans for their future home.

Congrats Dr. Favasuli!

Congratulations to Dr. Cayce Favasuli, the Asheboro Association of Educational Office Professionals (AAEOP) Administrator of the Year!

FFA and DECA Host Etiquette 101

On May 21, the Asheboro Zoo FFA Chapter and Asheboro High School DECA Club collaborated to sponsor an "Etiquette Dinner." During this event, 20 members of the organizations learned how to demonstrate proper etiquette in a professional dining situation. From which fork to use to how to shake hands, these students gained valuable skills and the confidence to use them successfully in their future careers. The event was facilitated by former AHS teacher, Mrs. Susan Garkalns, and featured a four-course meal prepared and served by The Table.

Heels and Huddles

The first ever Heels and Huddles, hosted by the Asheboro High School Athletic Booster Club, was a tremendous success. This special event was open to families who were interested in learning more about the game of football through practice drills and Q&A. Many thanks to Coach Gillespie for spearheading the event and to Tammy Richardson for sharing the information!

Inaugural Class of Mustache Fraternity Brothers Graduating!

The first group of Mustache Fraternity members are graduating from Asheboro High School this year. We are proud of all of our outstanding young men in this group, from freshmen to seniors!

AMP Summit

Randolph Community College hosted the first ever Advanced Manufacturing Pathway (AMP) Summit to share with the community about a number of programs and initiatives to steer students to careers in advanced manufacturing. The event started with panel discussion featuring representatives from Elastic Therapy, Inc., PEMMCO Mfg., and Jowat Adhesives. Joint initiatives discussed included:

- Funding from the Golden LEAF Foundation
- 8th and 10th-Grade Manufacturing Days
- Apprenticeship Randolph
- Career Focus Fridays, Insider Tour Tuesdays
- National Apprenticeship Day
- Job Shadow Day
- Summer Teacher Internships
- AMP Camp

ACS had representation from Ms. Mireida Perez-Cortez, Wes Berrier, Alonzo Castro Perez, and Sarah Beth Robbins!

Congratulations to recipients of the ACS Education Foundation Scholarships





<u>Scholarship Name</u>	<u>Student Name</u>	<u>Amount</u>
Chick-fil-A/Asheboro Business Community	Zackery Queen	\$1,000
B. Frank Barham Excellence in Mathematics	Thomas Gawf	\$500
Diane L. Frost/Centennial	Javier Smith	\$1,000
Christine Fennell	Yazzmyn Johnson	\$500
Dr. Bob W. Gordon	Jacob Lawrence	\$1,000
Richard Harrington	Alexis Alston	\$500
Pam Hill	Zoey Little	\$500
Derek Kesler	Attiya Muhammad	\$1,000
JB and Claire Davis Scholarship of Excellence	Haylee Kirkman	\$750
Richard Morgan	Georgianna Antoniou	\$500
Brooke Upchurch Phillips	Erika Parades Ruiz	\$1,000
Lee Phoenix	Gabrielle Parks	\$1,000
Shann Redding Scholarship for Excellence	Cameron Surratt	\$1,000
Ruby B Smith Memorial	Claudia "Whitney" Hoffman	\$2,000
C. Reitzel Smith Memorial	Alex Castaneda	\$500
Dr. Gurdial S. and Mrs. Surinder Walha	Emma Trotter	\$500
Fields Scholarship (paying out all)	Alvis Adames	\$700
Charles Spivey	Jacob Bolick	\$1,000
Allen Tate	Nathalia Gil	\$1,000
Express Personnel Services	Thomas Gawf	\$500
T. Henry Redding Scholarship of Achievement	Saul Badillo	\$1,000
William H. Redding Scholarship for Excellence	Delaney McKaughn	\$1,000
Sodexo Services	Nathan Otero	\$1,000
Katie Bunch Servant Leadership	Grayson Armstrong & Mary Kate Kovash	\$1,000/each
Lee J. Stone	Rachel Luna Sanchez	\$2,000
Lisa Robertson	Rachel Luna Sanchez	\$1,000

Calendar of Events				
June, 2019				
	<u>DATE</u>	<u>MEETING</u>	<u>TIME</u>	<u>LOCATION</u>
Wed.	June 12	Summer Academy begins	7:30 - 12: 30	GBT and SAMS and AHS
Wed - Thurs	June 12 - 27	Summer Academy (no Fris, testing on June 26-27)	7:30 a.m. - 12:30 p.m.	GBT and SAMS and AHS
Thurs	June 13	Asheboro City Board of Education Meeting	7:30 p.m.	NAMS Theatre
Thurs - Fri.	June 14-15	Russ Murphy Sr. Football and Cheerleading Camp	All Day	
Mon	June 17-20	AMP Camp	9-3	RCC
Mon - Wed	June 17 -19	HSA Pathways Camps	9- 3	TBD
Thurs - Fri	June 20 - 21	Summer Academy EOG/EOC		
Mon - Thurs	June 24-27	Agriculture Pathways Camp	8:30 a.m. - 3:30 p.m.	Cooperative Extension
Mon - Thurs.	July 8 - 11	Read to Achieve	7:45 a.m. - 2:45 p.m.	BAL
Mon - Thurs.	July 15 - 18	Read to Achieve	7:45 a.m. - 2:45 p.m.	BAL
Mon - Thurs.	July 22 - 25	Read to Achieve	7:45 a.m. - 2:45 p.m.	BAL
Mon - Wed	July 29 - 31	Read to Achieve	7:45 a.m. - 2:45 p.m.	BAL
2019-2020				
Mon - Thurs.	July 8 - 11	Read to Achieve	7:45 a.m. - 2:45 p.m.	BAL
Thurs	July 11	Asheboro City Board of Education meeting	7:30 p.m.	ECDC
Mon - Thurs.	July 15 - 18	Read to Achieve	7:45 a.m. - 2:45 p.m.	BAL
Mon - Thurs.	July 22 - 25	Read to Achieve	7:45 a.m. - 2:45 p.m.	BAL
Mon - Wed	July 29 - 31	Read to Achieve	7:45 a.m. - 2:45 p.m.	BAL
Thurs	8-Aug	Asheboro City Board of Education meeting	7:30 p.m.	ECDC
Fri	16-Aug	Optional Teacher Workday	All day	All sites
Mon	19-Aug	Professional Development Day for Teachers	All day	All sites
Tues	20-Aug	Professional Development Day for Teachers	All day	All sites
Wed	21-Aug	Teacher Workday	All day	All sites
Thurs	22-Aug	Teacher Workday	All day	All sites
Fri	23-Aug	Teacher Workday	All day	All sites
Fri	23-Aug	Convocation	8 - 11 a.m.	AHS New Gym
Mon	26-Aug	First Day Back for Students	All day	All sites
Mon	2-Sep	Labor Day Holiday	All day	All sites
Thurs	12-Sep	Asheboro City Board of Education meeting	7:30 p.m.	ECDC
Thurs	10-Oct	Asheboro City Board of Education meeting	7:30 p.m.	ECDC
Fri	Oct. 18	AHS Homecoming Event (against Southern Guilford)	7:30 p.m.	Lee J. Stone Stadium
Mon	11-Nov	Veteran's Day Holiday	All day	All sites
Thurs	14-Nov	Asheboro City Board of Education meeting	7:30 p.m.	ECDC
Wed	27-Nov	Optional Teacher Workday	All day	All sites
Thurs	12-Dec	Asheboro City Board of Education meeting	7:30 p.m.	ECDC

Fri	20-Dec	Annual Leave for teachers	All day	All sites	
Mon	23-Dec	Annual Leave for teachers	All day	All sites	
Tues - Thurs	Dec 24-26	Winter Break for all staff (Christmas holiday)	All day	All sites	
Fri - Tues	Dec 27 - 31	Annual Leave for teachers	All day	All sites	
Wed	1-Jan	New Years Day holiday (2020!)	All day	All sites	
Thurs	9-Jan	Asheboro City Board of Education meeting	7:30 p.m.	ECDC	
Mon	20-Jan	Dr. Martin Luther King, Jr. holiday	All day	All sites	
Tues	21-Jan	Teacher Workday	All day	All sites	
Thurs	13-Feb	Asheboro City Board of Education meeting	7:30 p.m.	ECDC	
Mon	17-Feb	Annual Leave for teachers	All day	All sites	
Thurs	April 9	Asheboro City Board of Education meeting	7:30 p.m.	ECDC	
Fri	April 10	Good Fri holiday	All day	All sites	
Mon - Fri	April 13 - 17	Annual Leave for teachers (Spring Break)	All day	All sites	
Thurs	May 15	Asheboro City Board of Education meeting	7:30 p.m.	ECDC	
Mon	May 25	Memorial Day holiday	All day	All sites	
Fri	June 5	Last Day for students/Early Release/Graduation	Graduatio at 7 p.m.	Lee J. Stone Stadium	
Mon	June 8	ACS Retirement Breakfast	Breakfast at 7:30 a.m., Program at 8 a.m.	TBD	
Mon - Tues	June 8-9	Teacher Workdays			
Thurs	June 11	Asheboro City Board of Education meeting	7:30 p.m.	ECDC	



Board of Education Strategic Plan Goals
End of Year Report
2018-2019

Goals and Objectives	Annual Strategies  - Complete  - Ongoing
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.	 Implement consistent and connected pacing in English Language Arts and Math, K-12. Pacing guides were provided to all English Language Arts and Math teachers (K-12) and fidelity is monitored through CASA, Vertical Team and Instructional Facilitator meetings. Adjustments to pacing and schedules are made as needed. School staff and administration continue to assess fidelity of implementation.  Develop a PreK-12 writing focus across all subjects. A K-12 Writing Plan was developed and shared with all stakeholders in the Fall of 2018. A professional development course was offered on Canvas and facilitated by Instructional Facilitators. Pre-K writing standards are addressed within the Teaching Strategies Gold curriculum.



Monitor student progress at least quarterly with data team check-ins from assessment and walk-through data.

Data meetings with central office administrators were held at the end of the third quarter/beginning of the fourth quarter with each school. Central office teams have participated in walk-through observations at each school. At Curriculum Conversations meetings, combined school-based and central office teams have completed walk-throughs and shared compiled data with the host school. School Leadership teams monitor student learning and progress after NC Check-Ins, benchmarks, and at monthly team meetings. Monthly Instructional Facilitator meetings include a data discussion.



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

Support materials including copies of the revised Standards were provided to all English Language Arts and Math teachers. The EngageNY curriculum is being consistently implemented across all elementary schools. Future efforts will primarily focus on additional curriculum needs based on data and evidence. All teachers have access to the Asheboro City Schools Curriculum Resources Team Drive organized by grade-level and content area.



Provide CASA fidelity checks.

Instructional Facilitators provide on-going coaching to support CASA teams with implementation progress and fidelity. School thought partners periodically attend school CASA meetings.



Expand the use of North Carolina Check-In assessments for interim progress monitoring in grades 3 to 8, including family notification of student progress after each administration (Reading/ELA in grades 4-8 and Mathematics in grades 3-8).

Three rounds of North Carolina Check-In assessments were administered during the 2018-2019 school year. Data was shared with each school. The assessment

	<p>data was shared with each school and made available for instructional use. Copies of each assessment were used for five weeks to enhance instruction. Individual Student Reports were shared with each school and were shared with families after each assessment. District administrators were available to support desegregation of the data.</p>
<p>Objective 2. Define and implement consistent grading practices, so that students and families have a clear understanding of performance.</p>	<p>✓ Develop a grading practices committee to study grading practices across the district The Director of Elementary Education and the elementary Instructional Facilitators started phase one of the committee by reviewing standards alignment within K-2 report cards. The district has developed a proposed online version of the K-2 report card aligned to the updated standards.</p> <p>✓ Develop a common understanding of grading student performance for all schools at each level. The Curriculum and Instruction team has worked with Instructional Facilitators and school administrators to begin this conversation during monthly curriculum conversation meetings. The team is continuing to enhance communication and alignment strategies while reviewing common understanding of student grading at each level.</p>
<p>Objective 3. Enhance the integration of technology with instruction, so that students use digital resources as tools for learning.</p>	<p>✓ Provide technology professional development opportunities for teachers and administrators. A variety of technology professional development opportunities have been provided to all staff. Principals have been participating in digital learning professional development at each Administrative Leadership Team meeting. Technology professional development was offered to all staff throughout the day on both the November 6th and March 29th workdays. On-demand and self-paced professional learning opportunities are posted on the staff page of our website, and we are finishing the year with a series of hands-on technology professional development sessions on Thursdays after school in</p>

	<p>the Loflin Media Center.</p> <p>✓ Develop and implement a systematic and equitable process for selecting technology tools and software for classroom use. NCDPI and the Friday Institute have developed the Quality Review Checklist and Rubric for Digital Learning Resources. Both the checklist and rubric are designed to evaluate supplemental digital learning resources such as online educational games, simulations, apps, instructional tasks or lesson plans that require a digital device. In March 2019, training on the checklist and rubric was conducted for principals, instructional facilitators, and media specialists.</p>
<p>Objective 4. Establish transition plans for the district and individual students, so that each student makes continual progress towards graduation.</p>	<p>✓ Develop a district and school transition plan for pivotal transition points in students' educational journey (entering school, between elementary and middle, between middle and high, graduation, temporary removal, etc.). All fifth-grade students visited their assigned middle schools for transition meetings. Rising kindergarten students attended individualized orientations at each elementary school. Transition meetings are held at K, 5th, and 8th grades for students identified as having a disability.</p> <p>✓ Initiate 4-year plans with all eighth graders in preparation for moving to high school. All SAMS eighth-grade students worked with the middle school guidance counselor to develop a four-year plan. NAMS eighth-grade students have completed their four-year plans with school counselors.</p>
<p>Objective 5. Expand opportunities for each student to utilize critical thinking, collaboration, communication, and creativity so that students develop skills necessary for further education and careers.</p>	<p>✓ Increase number of math and science related teams, projects, and resources. Increase number of arts-related projects and activities. This school year students across our school district have participated in various activities including Math Competition, Science Fair, STEAM</p>

Competition, Science Olympiad, PTA Reflections, Future Chef and Hour of Code. Each school received a district grant to enhance makerspaces at each site and used these funds to purchase materials such as Lego Education sets, simple machine sets, Snap circuits, Code and Go Robot sets, and LittleBits electronic kits. Some schools hosted family nights for the media center and incorporated makerspace activities into other parent nights.

✓ Expand afterschool and summer opportunities to participate in competitive and problem-solving events.

Media specialists have collaborated with the Randolph Public Library to provide students opportunities to participate in a variety of summer learning events and problem-solving activities. The public library has offerings throughout the year, and school media specialists will be hosting a summer library night this summer with reading and makerspace activities for students and families.

✓ Increase options for opportunities to learn within Advanced Placement courses, Honors courses, Dual-Credit courses, technical courses, internships, and online courses.

RCC/CAREER COLLEGE PROMISE COURSES:






- 2017-18 - 73 courses and 149 sections
- 2018-19 - 92 courses and 182 sections

TECHNICAL COURSES:

- Added Advanced Placement Computer Science in 2018-19
- Adding Interior Design II for 2019-2020

INTERNSHIPS:

- 2017-18 - 29 Internships
- 2018-19 - 33 Internships

<p>Objective 6. Provide each student service learning opportunities, so that all students will further develop their citizenship and contribute to their community.</p>	<ul style="list-style-type: none">  Create and publicize opportunities for service-learning within our Asheboro City Schools community for students. <p style="margin-left: 20px; color: red;">Students at all schools participate in service-learning opportunities. Projects include the Mustache Fraternity, Lipstick Sorority, sixth-grade Service Learning Elective, Woof Gang Club, Dog House Build, ECDC Model Outdoor Learning Garden, Jr. Beta Club, FFA, and Student Council sponsored fundraisers and various other school-based projects.</p>  Develop a common language and procedure for integrating service-learning within the Asheboro City Schools community. <p style="margin-left: 20px; color: red;">The Kindness Challenge (Fall 2018) was a district-wide initiative. All district students are eligible for a district-sponsored Superintendent’s Service Award at the beginning of their senior year at Asheboro High School.</p>
<p>GOAL 2. Each student has a personalized education.</p>	
<p>Objective 1. Implement a multi-tiered system of support (MTSS), so that all students are ensured equitable access to rigorous instruction aligned to their educational needs.</p>	<ul style="list-style-type: none">  School Multi-Tiered System of Support (MTSS) team trainings for all schools. <p style="margin-left: 20px; color: red;">Training was provided to elementary and secondary teams throughout the school-year to support MTSS implementation efforts.</p>  Develop standard protocols for interventions. <p style="margin-left: 20px; color: red;">Elementary MTSS Teams worked collaboratively to develop standard intervention protocols for targeted support in Reading/ELA and Mathematics. Protocols are available to all elementary schools through a Google document. Training has been provided to all school teams throughout the Spring of 2019. Secondary schools will develop standard intervention protocols in the Fall 2019.</p>  Ensure a universal screening system is intact in all schools to evaluate core instruction, determine the needs of students, and make decisions for the district in a systematic way. <p style="margin-left: 20px; color: red;"></p>

	<p>Each school had staff participate in training for the use of AIMSWeb on October 25 and 26, 2018.</p> <p>Middle-of-Year and End-of-Year AIMSWeb assessments were administered in elementary, middle, and high schools.</p> <p>Efforts were made to support school use of universal screeners to evaluate core instruction. Data will be used this summer to determine student needs and support decision making.</p> <p>✓ Implement the ACS District Equity Plan to intentionally engage in problem-solving and action planning related to issues of equity.</p> <p>The district Equity Team has established a three-year action plan that documents efforts to establish a vision and mission statement, communication plan, professional development, and resource distribution efforts within the district.</p>
	<p>✓ All students will have a career component included in their 4-year graduation plan to include work-based learning experiences, industry credentials, and/or dual-learning credit.</p> <p>When students work with counselors to develop their individual Career Development Plan, the process includes exploration of the AHS course catalog. Career & Technical Education is the vehicle through which students earn credentials and participate in work-based learning experiences. These opportunities are linked to individual CTE courses in the course catalog, allowing for these conversations and planning. In addition, career exploration components have been added as a precursor to help facilitate these conversations. Students in eighth-grade have the opportunity to participate in Manufacturing Day, Health Science Day, and Agriculture Day. Summer Pathways Camps in these same industry sectors are being offered to seventh and eighth-grade students.</p> <p>✓ Increase the number of students participating in the Career and College Promise opportunities at Randolph Community College.</p>

RCC/CAREER COLLEGE PROMISE COURSES:

- 2017-18: 117 students enrolled in 249 courses
- 2018-19: 171 students enrolled in 497 courses



Increase the number of CTE Concentrator graduates who score a level silver or above on the WorkKeys credential.

WorkKeys participants are seniors who are CTE concentrators. Our Career Development Coordinator has worked to increase proficiencies by meeting with students for skills review and working with students on Key Train, which is an online resource. Referencing the chart below, students scoring a Silver or above has increased from 88 to 105. For the first time, ACS had 17 students score a Platinum, the highest attainable level.



<u>Year</u>	<u>#Taking WorkKeys</u>	<u># Silver or Higher</u>
2019	154	107
2018	134	88



Partner with community organizations and industries to provide and expand additional STEAM activities for students and parents.

Our district STEAM Competition continues to grow. Elementary school competitions have nearly 100% participation. The secondary schools kick-off event had more than 100 students participate. Twelve 7th through 9th-grade students participated in our summer STEAM Camp conducted at the Zoo School in June 2018. Partnerships with the North Carolina Zoo and Randolph Public Library expand opportunities for our students beyond our district offerings. School media specialists and school staff offer extracurricular STEAM activities for students during and after school including art clubs, Lego activities, Hour of Code,

	<p>Mathletes, and gaming/coding clubs.</p> <p>✓ Partner with academic institution in China to provide cultural opportunities for Asheboro High School students.</p> <p>We continue our global partnership with Guangxi Normal University in Guilin, China. This partnership is facilitated through College Board.</p>
<p>Objective 4. Expand opportunities for personalized learning and engagement during and beyond the regular school day, so that student needs are met and personal interests are encouraged.</p>	<p>○ Integrate equity into teaching, scheduling, and all student practices to ensure all students are treated fairly.</p> <p>Professional development is provided to teachers regarding culturally responsive classroom practices through the Teacher Leadership Cohort annually with the goal of the best practices being implemented and expanded at each school site. This goal is on-going as staff receive additional training and support in each key equity area.</p> <p>○ Expand the dual-language program to a third elementary school.</p> <p>Conversations are continuing regarding the expansion of our dual language program. Planning for expansion to a third school during the 2020 school year is continuing.</p> <p>✓ Develop a virtual academy for Asheboro City Schools.</p> <p>We have implemented a variety of virtual learning opportunities for our students. Students at Asheboro High School have options to enroll in course offerings from North Carolina Virtual Public Schools (NCVPS). Each semester more than 40 students are enrolled in NCVPS courses, including students in our Occupational Course of Study program. Early College Academy students enrolled in summer virtual courses taught by our teachers including World History, American History: The Founding Principles, Civics, Economics, and Health/PE. Expanded offerings planned for this summer include Career Management. Credit recovery students have opportunities to enroll in Apex Learning virtual courses.</p> <p>○ Increase the number of students who take at least one Advanced Placement and/or</p>

	<p>college course</p> <p>ADVANCED PLACEMENT COURSE ENROLLMENT</p> <ul style="list-style-type: none"> ● 2017-18: 241 Students enrolled in 427 courses ● 2018-19: 179 Students enrolled in 276 courses <p>RCC/CAREER COLLEGE PROMISE COURSES:</p> <ul style="list-style-type: none"> ● 2017-18: 117 students enrolled in 249 courses ● 2018-19: 171 students enrolled in 497 courses <p>COMBINED COLLEGE CREDIT ENROLLMENT</p> <ul style="list-style-type: none"> ● 2017-18: 358 students in 676 courses ● 2018-19: 350 students in 773 courses <p> Continue postsecondary education and career awareness exploration activities through annual summer college tours.</p> <p>College tours over the past three summers have allowed rising juniors and seniors to ask questions of current college students and admission officers while being immersed in the university environment. The campus visits have removed the barriers for families and provided opportunities for students who may not have ever had the experience to learn about:</p> <p style="padding-left: 40px;">North Carolina Agricultural & Technical State University, University of North Carolina at Greensboro, Winston-Salem State University, University of North Carolina at Charlotte, North Carolina Central University , University of North Carolina, North Carolina State University, Johnson C. Smith University (past), or Elon University (past).</p>
<p>Objective 5. Cultivate partnerships with families and the community so that student learning experiences are enhanced.</p>	<p> Enhance existing Family Engagement initiatives that are connected to student learning and build strong relationships with parents and community.</p>

Asheboro City Schools has formed partnerships with parent and community groups, which helps schools reach a wide range of families and stakeholders. Our district is committed to supporting parents and families by empowering and giving them a voice and opportunity to be engaged in decision-making and planning of school improvement programs. Partners are:

Advisory Councils (Black, Faith-based, Latino, PTO)

Academic Family Teacher Team Meetings

Asheboro Chamber of Commerce

Asheboro Rotary Club

City of Asheboro

Communities In Schools

The Courier Tribune

Central Asheboro Boys and Girls Club

Crumley Roberts, Attorneys At Law

Eastside Development Corporation

Eastside Improvement Association

Energizer

Kiwanis Club

NC Zoo

Randolph Community College

Randolph Health

Randolph Public Library

United Way





Village of Barnabas

Zooland Civitans



Cultivate a learning partnership to provide dual enrollment to homeschool students.





District staff have attended various webinars offered by The Innovation Project on creating and cultivating homeschool partnerships. Asheboro City Schools will offer dual-enrollment opportunities for home-school and private-school students starting with the 2019-2020 school year. Homeschool and private-school students

	<p>may take classes virtually or in the classroom through our dual-enrollment program. Opportunities will also be available for students to dual enroll in the AHS Early College Academy and Career and College Promise courses through Randolph Community College. Students enrolled in at least two classes may participate in Asheboro High School extracurricular activities.</p> <p> Provide opportunity for all second grade students to learn how to swim in partnership with the City of Asheboro.</p> <p>We are awaiting the renovation of the former McCrary pool by the City of Asheboro. Once the facility is available for public use, we will continue work on providing this opportunity.</p>
<p>Objective 6. Expand opportunities for each student to experience the cultural arts, so that all students strengthen and develop their creativity and collaboration.</p>	<p> Conduct a comprehensive arts program planning process to explore methods for enhancement of the arts education program.</p> <p>Dr. Woody and Mr. Homiller have worked with Middle School and High School Fine Arts Staff to develop a plan that enhances our arts education program Pre-K through high school. Elementary teachers are regularly attending vertical team meetings that help to enhance the fine arts program throughout ACS.</p>
<p>GOAL 3. Each student has excellent educators every day.</p>	
<p>Objective 1. Recruit, develop, and retain high quality professionals, so that students continue to learn and grow.</p>	<p> Expand and grow the Asheboro City Schools career fair.</p> <p>The teacher fair continues to grow and attract prospective candidates. We had several attendees from out of state and we have hired staff for the coming year as a result.</p> <p> Evaluate the impact of implementing the TeacherMatch system.</p> <p>State application system is working well, attracting a variety of applicants. Users appear comfortable with the system.</p>

	<p>✓ Develop an exit survey/process to collect data to assess employee satisfaction. Pilot exit survey implemented spring/summer 2019</p>
<p>Objective 2. Foster a culture of professional growth, so that all employees are supported in achieving high standards and increased student performance.</p>	<p>✓ Teachers will have the opportunity to participate in Reading Research, Math Foundations, and ACS Teacher Leadership Academy to enhance professional skills and provide opportunities for leadership. Thirty teachers participated in Reading Research to Classroom Practice training and 10 teachers participated in Foundations of Math training this year. Eighteen teachers are currently participating in the Teacher Leadership Academy.</p> <p>✓ Teachers and administrators will participate in focused professional development to support English Learners. EL Lead Teacher and EL Coordinator trained elementary teachers once or twice per quarter on topics including Oracy (Academic Discourse), ELP standards, meeting ESSA’s EL goals, and creating an inclusive environment for ELs. EL lead teacher attended three multi-day PDs outside the district on EL topics (SIOP, WIDA, and Kinsella) and shared the training with EL teachers in monthly team meetings. Central Office EL team provided professional development on Scaffolding Academic Discourse for ELs to the Administrative Leadership Team. EL teachers trained classroom teachers on EL strategies at staff meetings at their schools throughout the year. EC and EL leaders collaborated on the rollout of professional development training for administrators and EC staff regarding Pre-Referral Protocol for EL students. District’s EL team held study sessions on books provided by the Title III coordinator, including Special Education Considerations for English Language Learners, to strengthen role in MTSS process.</p> <p>✓ Content areas and grade level teachers will meet regularly to provide support and professional growth. Throughout the school year content and grade-level teachers met bi-monthly for instructional meetings and collaborative planning sessions. Professional development sessions were held each quarter throughout the school year. Vertical teacher teams met in the middle schools and high school and were facilitated by our academic content coaches. Instructional Facilitators provided teacher support</p>

	<p>during these sessions, including mandated teacher workday professional development opportunities during the school year.</p> <p>✓ Provide professional development and learning opportunities to increase teachers' awareness of culturally competent and equitable practices in the learning environment as outlined in the ACS District Equity Plan.</p> <p>The Convocation presenter in August 2018 was Dr. Rose Marie Allen on the topic of Equity and Excellence. Teachers were provided professional development on Equity in the Classrooms on March 29th. Teacher Leadership Academy participants received professional development regarding a variety of equity related topics including equity, bias, and high expectations throughout the school year.</p>
<p>Objective 3. Celebrate, recognize, and cultivate excellence in the profession, so that faculty and staff feel supported, valued, and successful in order to maximize their full potential.</p>	<p>✓ Work with building level leaders to identify additional ways to celebrate/recognize employees.</p> <p>We have implemented a number of celebrations this year to make sure all staff feel valued. All staff received quarterly thank you snacks, plus we continued to celebrate our teachers via Monday Musings and social media.</p> <p>○ Increase awareness of the Employee Assistance Program to provide resources and support to address personal or work-related challenges and concerns.</p> <p>Implemented new Employee Assistance Program provider (Mygroup.com). Materials and introduction video were provided for principals to introduce during opening staff meeting. Materials were also available during the ACS Health Fair. Monthly EAP newsletter was made available through Monday Musings. We will continue to promote this employee benefit and encourage staff to take advantage of this resource.</p>
<p>GOAL 4. Asheboro City Schools will have up-to-date business, technology, and communication systems to serve its students, families, and staff.</p>	
<p>Objective 1: Provide access and up-to-date training on the use of technology and communication systems, so that students, families, and/or staff can effectively use these</p>	<p>✓ Train classroom teachers and implement the use of PowerTeacher Pro.</p> <p>The Testing and Accountability Team met with each school at the beginning of the 2018-2019 school year. Follow-up trainings and support were provided to schools and individuals on an as-needed basis.</p>

<p>resources to support student progress.</p>	<p>Regular meetings with Data Managers and support documents/checklists are provided to assist in the use of PowerTeacher Pro at different points in the academic year.</p> <ul style="list-style-type: none"> ✓ Train all staff on the new district telecommunications system. Voice over Internet Protocol (VOIP) phones and updated intercom/paging systems have been fully deployed across the school district and trainings have been completed at every school/district site along with specialized trainings for office staff and admin teams. ✓ Conduct a needs assessment survey of students and families on home internet access. Media specialists at each school site have completed an internet access survey with parents and students. 1743 families responded to the survey. 93.7% of families reported having home internet access while 6.3% reported having no home internet access. Of those families with home internet access, 88.9% use a home router or hotspot while 4.8% report having only cell phone internet access. ✓ Continue to update signage throughout the district. Signs and banners were created to recognize district achievements and posted throughout the school district. "Tobacco Free" campus signs were installed at all facilities.
<p>Objective 2: Communicate with city and local government to assess plans for community internet access.</p>	<ul style="list-style-type: none"> ✓ Continue collaboration with Randolph Public Library to provide hotspots and internet access to our families through the public library Randolph Public Library has multiple mobile hotspots available for checkout. Staff from the library has collaborated with school staff and school media specialists to provide hotspots to students with specific academic needs requiring internet access at home and when traveling. ✓ Communicate low-cost private internet options and free public wifi options to our families through multiple mediums Low-cost private internet options and free public wifi options have been shared with students and families on parent nights, school message boards, and on social media. Media specialists were provided information on these options and share with families and their school community periodically as needed and when

	requested.
<p>Objective 3: Develop and execute a comprehensive marketing plan, so that our community is informed about student outcomes, opportunities, quality educators, and the benefit of the district to the community.</p>	<ul style="list-style-type: none"> <li data-bbox="800 289 1883 553">  Design and Implement the Asheboro High School Alumni and Friends Association Committee consists of Molly Lyons, Sarah Beth Robbins, Nikki Domally, and Mandy Davidson. Committee has created social media account (Facebook page) to promote organization. Committee is in the beginning stages of creating a newsletter to distribute across community. <li data-bbox="800 553 1883 818">  Re-image the Advisory Councils to help carry the Asheboro City Schools message into the community. The creation of the various advisory councils serves the purpose of hearing from our stakeholders and gives the superintendent a platform in which to share important information with various groups. These advisory councils have been very active and engaged this past year. They have been integral in helping the district share information with families and the community at-large. <li data-bbox="800 818 1883 1159">  Develop “Talks with Terry” to update key community stakeholders about district initiatives and hear community concerns. <i>Talks with Terry</i> is an overarching communication initiative to again hear from community stakeholders and share information from the district. We have established <i>Talks with Terry</i> through our numerous advisory councils and with the development of partnerships with WKXR and WZOO. The Superintendent joins radio hosts on AM and FM each month to discuss what’s happening in Asheboro City Schools. At the end of May, the Superintendent addressed a community book club to communicate the interests of Asheboro City Schools. <li data-bbox="800 1159 1883 1403">  Explore paid advertising options to continue carrying the message of Asheboro City Schools. We continue to seek affordable advertising options to promote ACS. This year we have paid for advertisements in the AHS football program and the 2019 Chamber of Commerce business directory. We have also printed and mailed our ACS annual reports and purchased new advertising “swag” for distribution.

GOAL 5. Each student is healthy, safe and responsible.

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

○ At the beginning of each year school will identify students that do not have a mentor or trusted adult and will work with their teachers, staff, and mentor/ volunteers to ensure each student has a trusted adult to whom they can reach out.

We identify students in need of mentoring with programs such as And 1, PBIS Check in/Check outs , PlusOne, as well as specific mentoring efforts through Communities in Schools focusing on some of our autistic students at the middle school. We have mentors through Mustang Buddies which brings high school students as mentors at McCrary. Additionally, a new district School Health Assessment and Performance Evaluation (SHAPE) team has designed a screener to implement in 2019-20 school year to provide further mentorship and support for students otherwise not identified.

○ Continue to build partnerships with organizations like Communities in Schools, Village of Barnabas, Eastside Development Corporation and faith based and civic partners to find mentors for students.

Each of the aforementioned groups continue to work in our schools. We also have added Dynamic Life at SAMS as a faith-based student group. We have a group of 17 individuals from First United Methodist Church that visit McCrary four days per week to read with their partnered students. We have many other church partners including Oakhurst Baptist, Journey Church, and New Beginnings to name a few.

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

✓ Integrate the Sanford Harmony social emotional curriculum in grades K-6.

The Sanford Harmony Social-Emotional curriculum is being used at each elementary school.

○ Resilience Training for educators to meet the needs of students who have experienced trauma.

We have hosted multiple viewings and forums for the Resilience film. All staff participated in November and individual teachers from each school attended two-day trainings through RCC. ACS has purchased the rights to both the Resilience Film and it's partner work, Paper Tigers, which was shown at NAMS on May 19th at 3:00 p.m., and will be used in new teacher orientation.

	<ul style="list-style-type: none"> ✓ Increase student access to mental health services. In 2017-18, 43 students were served through school-based service delivery provided through agreements with community mental health providers. In 2018-19 the number of students served through school-based services was 45. In addition, during the 2018-19 school year, 18 additional students received social/emotional/mental health services from our new School Mental Health Specialist position, bringing the total to 63. Additional services supported by this position include problem-solving meetings, case management, agency collaboration and district-wide planning to increase student access to mental health services in the 2019-20 school year. ✓ Provide training on the updated threat assessment process. Professional development was provided for counselors (8/16/18), social workers, administrators and other relevant team members. An additional session was offered for staff members on April 25, 2019.
<p>Objective 3. Design, implement, and evaluate a comprehensive continuum of behavioral supports, so that students, families, and staff have clear expectations for appropriate behavior and resources are available to meet student needs.</p>	<ul style="list-style-type: none"> ✓ Conduct monthly PBIS district meetings for the the purpose of analyzing discipline data and facilitate collaborative problem solving. District PBIS Coach Meetings were held seven times during the 18/19 school year to support implementation and problem-solving. ✓ Conduct monthly PBIS school-level meetings to problem solve individual, group, and school wide discipline data, establish interventions and celebrations. All PBIS school teams met at least eight times during the 18/19 school year to support school level problem-solving and implementation.
<p>Objective 4. Expand community partnerships that promote a healthy lifestyle, so that the wellness of our students, families, and staff is improved.</p>	<ul style="list-style-type: none"> ✓ Expand Employee Assistance Program to provide resources and support to address personal or work-related challenges and concerns. Implemented new Employee Assistance Program provider (Mygroup.com). Materials and introduction video were provided for principals to introduce during opening staff meeting. Materials also available during ACS Health Fair. Monthly EAP newsletter was made available through Monday Musings. We will continue to promote this employee benefit and encourage staff to take advantage of this resource.



Host a district wellness fair.

Held a district wellness fair on August 21, 2018.

A partner with Randolph County who hosted a wellness fair on June 4th & 5th, 2019



Encourage ACS staff and students to participate in the Mayors fitness challenge.

Healthy Communities Mayor's Fitness Challenge 2018

ACS - Mayor's Cup

RANK	TEAM	Total Steps	# Students	Ave/Student
1	McCrary Mustangs	37,241,314	364	102,311
2	Loflin Lions	22,262,397	340	65,478
3	Balfour Bulldogs	27,986,631	517	54,133

Partner with A3/ Healthy Randolph to offer classes for staff members on healthy eating and wellness.

Asheboro City Board of Education

2019-2020 Meeting Dates

Early Childhood Development Center

July 11, 2019

Dinner @ 5 p.m.

Board Retreat @ 5:30 p.m.

August 8, 2019

September 12, 2019

October 10, 2019

November 14, 2019

December 12, 2019

January 9, 2020

Board Appreciation Reception @ 5:30 p.m.

February 13, 2020

Meeting with Randolph County Commissioners
(5:30 p.m. dinner and 6:00 p.m. meeting)

March 12, 2020

Budget Planning Meeting @ 6 p.m.

April 9, 2020

Budget Adoption Meeting @ 6 p.m.

May 14, 2020

June 11, 2020

****Legislative Breakfast – Date to be determined****