

ASHEBORO CITY BOARD OF EDUCATION

May 9, 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 – Isaac Diaz, Asheboro High School Senior – Dr. Penny Crooks
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Community Spotlight – Asheboro High School Booster Club – Ms. Leigh Anna Marbert
- B. Board Spotlight – Asheboro High School Media Center – Dr. Penny Crooks
- C. 2019 Apple of Excellence Outstanding First Year Teacher – Ms. Carla Freemyer

III. Public Comments

- A. Citizens who signed up to address the Board will be called on to make comments. Each individual speaker will be allowed 3 – 5 minutes for remarks. Issues or concerns involving personnel matters are not appropriate for the public comment setting.

IV. *Consent Agenda

- A. Approval of Minutes –April 11, 2019
- B. Policies Recommended for Approval
 - 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
- D. Budget Amendment C-04
- E. 2019-20 Budget Request
- F. Asheboro High School Overnight Field Trip – State FFA Convention – Raleigh, NC – June 18-20, 2019

V. Information, Reports, and Recommendations

- A. Policies Recommended for 30-Day Review – Dr. Drew Maerz
 - 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 Academically/Intellectually Gifted Plan for 30-day review.

VI. Action Items

VII. Superintendent's Report / Calendar of Events

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

VIII. Board Operations – Chairman Gidget Kidd

- A. Upcoming Events:
 - Awards Programs and Concerts – See Calendar
 - Graduation – June 7, 2019 – 7 p.m.
 - Retirement Breakfast – June 10, 2019 – 8-10 a.m., Asheboro High School Gymnasium
- B. Board and Committee Assignments (Amended 5-1-19)

IX. 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

May 9, 2019

7:30 p.m.

North Asheboro Middle School Theater

Addendum

6:00 p.m. – Policy Committee Meeting

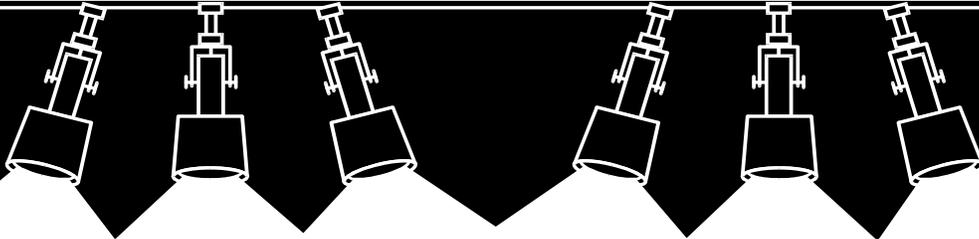
6:45 p.m. – Finance Committee Meeting

- I. Opening**
- II. Special Recognition and Presentations**
- III. Public Comments**
- IV. *Consent Agenda**
C. Personnel – Addendum added
- V. Information, Reports, and Recommendations**
- VI. Action Items**
- VII. Superintendent’s Report / Calendar of Events**
- VIII. Board Operations – Chairman Gidget Kidd**
- IX. Closed Session - Added**
- X. Adjournment**

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

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May 9, 2019



Community Partner Spotlight:

The Community Partner Spotlight for April was selected by Dr. Penny Crooks and her team of educators at Asheboro High School. Asheboro High School would like to publicly express thanks and appreciation for the Asheboro High School Athletic Booster Club. The Booster Club ensures concession stand coverage for each AHS athletic event and this year's members pulled off 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, will present the Board Spotlight, which will feature the tremendous work taking place in the school's media center thanks to the leadership of Mrs. Laura Holland and Mrs. Mary Luck.

2019 Apple of Excellence First-Year Teacher of the Year:

Ms. Carla Freemyer will introduce the 2019 Apple of Excellence First-Year Teacher.

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 enables him to qualify for the national competition.

**Asheboro City Board of Education
North Asheboro Middle School Theatre
April 11, 2019**

Budget Work Session

Board Members Present:

Gidget Kidd, Chair
Linda Cranford
Dr. Beth Knott

Baxter Hammer
Joyce Harrington

Gwen Williams
Michael Smith

Staff Members Present:

Dr. Terry Worrell, Superintendent
Dr. Aaron Woody
Carla Freemyer
Jordi Roman
Leigh Anna Marbert

Sandra Spivey
Dr. Drew Maerz
Ed Keller
Anthony Woodyard
Robin Harris

Kristen Wright
D.R. Cash
Mike Mize
Lee Clark

Chairman Kidd opened the meeting at 6:10 p.m. and deferred to Ms. Sandra Spivey, Finance Officer, and Ms. Kristen Wright, Assistant Finance Officer, who presented the budget requests for 2019-2020 school year.

Local Current Expense Budget:

- Total impact of Salary and Benefit Rate Changes is:
\$234,831 salary increases
Retirement rate increase: 3.8%
Health insurance cost: 4.0%
- Local Bonus: .05% bonus on salary will cost \$165,000
- **Local Current Expense Appropriation Request Recommended: \$5,766,000**

Local Supplemental Tax Rate:

- Current rate is \$.1500/100
- Property Tax Re-evaluation is complete. Our revenue neutral projected rate is \$.1458/100
- **Supplemental Tax Rate Recommended: \$.1458/100**

Capital Outlay Budget:

- Year five of the 10-Year Plan as presented in March with the addition of gymnasium bleacher upgrades/repairs at North Asheboro Middle School and Asheboro High School totals \$1,000,000
- Additional Capital Outlay Expenses total \$330,000
- **Capital Outlay Appropriation Request Recommended: \$1,040,000**

The Superintendent's Budget Message is included in the Budget Request presentation.

Ms. Spivey requested the Board of Education's approval for the Local Current Expense and Capital Outlay Appropriation Requests as well as the new Supplemental Tax Rate.

Board Chairperson Gidget Kidd asked the Board for a motion to approve the Local Current Expense and Capital Outlay Appropriation Requests and Supplemental Tax Rate as presented. Michael Smith made a motion. The motion was seconded by Baxter Hammer and unanimously approved as presented.

Adjournment

There being no further business, the meeting was adjourned at 6:40 p.m.

Policy Committee

Staff members present:

Dr. Terry Worrell
Dr. Drew Maerz

Dr. Aaron Woody
Carla Freemyer

Mr. D.R. Cash

Board members present:

Gidget Kidd
Michael Smith

Dr. Beth Knott

Gwen Williams

Others Present:

Ryan Patton (Board member nominee)

Dr. Knott called the meeting to order at 6:53 p.m. and deferred to Dr. Maerz who began review of the agenda.

- Policy 1510/4200/7270 - School Safety
 - Statement regarding anonymous safety tip line and training was added
 - Asheboro City Schools will be implementing an anonymous safety tip line per state requirements. This is required to be in place by the summer of 2019. Additional policies will be updated to include this statement (see below)
 - Discussion regarding appropriate broadcasting of tip line and plan for roll out
- Policy 1720/4015/7225 - Discrimination, Harassment, and Bullying Complaint Procedure
 - Added statement about anonymous safety tip line
- Policy 1800 - Governing Principle – Stewardship of Resources
 - Updated policy lists and titles
- Policy 3470/4305 - Alternative Learning Programs/Schools
 - Updates made per State Board of Education Policy ALTP-002
 - Statement added to define alternative learning program
 - Updated circumstances for assignment to alternative learning program
 - Updated responsibilities of school personnel at the alternative learning program/school

- Updated legal references
- Policy 4316 - Student Dress Code
 - Updated language regarding dress code expectations and disciplinary consequences
- Policy 4333 - Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety
 - Added statement about anonymous safety tip line
 - Updated legal references
- Policy 6220 - Operation of School Nutrition Services
 - Updated list of legal requirements based on current state law and US Department of Agriculture Policy
 - Updated legal references and cross references
- Policy 6401/9100 - Ethics and the Purchasing Function
 - Policy recoded to be added to 9000 series
 - Language added to bring policy into compliance with current state laws and policies
 - Updated legal references and cross references
- Policy 6421 - Preaudit and Disbursement Certifications
 - Added sections on disbursement certification and exceptions
 - Updated legal references and added cross references
- Policy 8305 - Federal Grant Administration
 - Revisions made to language regarding conflict of interest
 - Updated legal references and cross references
- Policy 8510 - School Finance Officer
 - Updated duties of school finance officer
 - Updated legal references and cross references

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

With no further business, the meeting was adjourned at 7:18 p.m.

Finance Committee

The Finance Committee convened at 7:20 p.m. in the North Asheboro Middle School Theater. The following board members were present:

Gidget Kidd	Baxter Hammer
Joyce Harrington	Linda Cranford

Staff members present were:

Dr. Terry Worrell	Sandra Spivey	Kristen Wright
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Ms. Spivey reviewed the Budget Amendments included under the Consent Agenda. S-03 for the State Public School Funds reflects the recent State cuts as well as the Read to Achieve allocation. F-04 for Federal Grants Fund includes the CTE Capacity Building Grant that was just allocated as well as a small adjustment to the IDEA Preschool Funding. CO-03 for Capital Outlay includes the \$2 million appropriated by the County Commissioners for the kitchen and HVAC upgrades.

Ms. Spivey reviewed the Budget Transfer Report which is included under the Consent Agenda for information purposes.

Ms. Spivey also reviewed the audit contract for 2018-19 school year.

There being no further business, the meeting adjourned at 7:28 p.m.

Board of Education

Board Members Attending:

Gidget Kidd, Chair
Baxter Hammer
Ryan Patton
Scott Eggleston, Attorney

Phillip Cheek, Vice Chair
Joyce Harrington
Michael Smith

Linda Cranford
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
Kristen Wright
Ed Keller
Anthony Woodyard
Robin Harris

Opening

Chairman Kidd called the meeting to order at 7:37 p.m. and welcomed all in attendance.

Chairman Kidd led the meeting with a moment of silence, followed by the Pledge of Allegiance.

Upon motion by Mr. Cheek, seconded by Mr. Hammer, 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.

Action Items

Chairman Kidd addressed all in attendance regarding the board member selection process as follows:

We value transparency and honesty. We want our community to know the steps we've taken to appoint the next board member. I'm going to detail the sequence of events for public record. On February 22, 2019, I was notified by board member, Kyle Lamb, of his decision to resign from the Asheboro City Board of Education. At that point, Mr. Lamb's 30-day resignation began, per board policy 2113 (**Board Member Resignation**).

At our regularly-scheduled March Board of Education meeting, the board accepted the resignation of Mr. Lamb and we officially announced the board vacancy, per board policy 2115 (**Unexpired Term Fulfillment**). I then selected an Ad Hoc committee, which included Baxter Hammer (Chair), Michael Smith, and Gus Agudelo, per board policy 2115 (**Unexpired Term Fulfillment**) to facilitate the unexpired board term.

As a note, the Ad Hoc committee was charged with selecting someone to be appointed to serve on the Asheboro City Board of Education until, “the next election of board members, at which time the remaining unexpired term will be filled by election,” (**Board Policy 2115, Unexpired Term Fulfillment**). In other words, the appointed board member will need to run in the election of board members (November 2019) and be elected to the Asheboro City Board of Education to complete the remaining four years of Mr. Lamb’s term. (**See board policy 2115, Unexpired Term Fulfillment**).

On Friday, March 15, 2019, the board vacancy application was uploaded to the Asheboro City Schools website. The announcement was included in a press release sent to the Asheboro Courier-Tribune on Friday, March 15, 2019. The same press release was uploaded to the Asheboro City Schools website under the “News” section on the homepage, and the information was shared on social media (Asheboro City Schools Facebook page) that same day.

In all of our communications, we reiterated the deadline for submitting applications was Wednesday, March 27, 2019. All applications were to be completed, signed, and returned to Donna Gentry at the Asheboro City Schools Central Office. The applications were then distributed to the Ad Hoc committee on Thursday, March 28, 2019 and applicant interviews were conducted on Thursday, April 4, 2019.

This brings us to where we are today. This evening our Ad Hoc committee is going to share their recommendation, and as a board, we will approve (or not) their recommendation.

Board Member Resignation – Policy 2113

<http://filecabinet9.eschoolview.com/560B0526-97E5-4B9F-BAA3-A6B0666EA9F9/2000%20Series/2113BoardMemberResignation.pdf>

Unexpired Term Fulfillment – Policy 2115

<http://filecabinet9.eschoolview.com/560B0526-97E5-4B9F-BAA3-A6B0666EA9F9/2000%20Series/2115UnexpiredTermFulfillment.pdf>

Baxter Hammer, chairman of the board member selection Ad Hoc Committee, reported on the process the committee followed in interviewing board candidates. There were seven candidates who applied and six were interviewed, as one decided to withdraw their application. Upon motion by Mr. Hammer, seconded by Mr. Priest, the Board unanimously approved the committee’s recommendation to appoint Mr. Ryan Patton to the Board. Mr. Patton will serve until the next school board election in November 2019 where he may run for election at that time to fill the unexpired term (four years in total).

Swearing in Ceremony

Darrell Frye, chairman of the Randolph County Commissioners, swore in Mr. Patton. Mr. Patton then sat with the Board.

Reports

Allison Schafer with North Carolina School Boards Association (NCSBA) presented an update on the superintendent search. She reported survey results from staff and the community. Board members were

asked to share characteristics of what they would desire in a new superintendent. The deadline for applications is April 22, 2019. The NCSBA will collect all application materials and share them with the Board by May 3, 2019.

Special Recognitions and Presentations

Community Partner Spotlight:

Leigh Anna Marbert, public information officer, recognized the Randolph Public Library for their partnership with Charles W. McCrary Elementary School. The school expressed their appreciation for the support the library has provided throughout the year.

Board Spotlight:

Ms. Julie Brady, principal of Charles W. McCrary Elementary School, shared how McCrary Elementary has focused on “Professional Learning at McCrary” this school year to increase professional learning opportunities for staff.

Student-Athlete Recognition: Mr. D. R. Cash, district athletic director, recognized Asheboro High School student, Michael Smith, for winning his second state wrestling championship title.

Consent Agenda

Upon motion by Ms. Williams, seconded by Dr. Knott, the following items under the Consent Agenda were approved:

- A. Board of Education Minutes – March 14, 2019
- B. Budget Amendments CO-03, S-03, and F-04*
- C. Budget Transfer Report*
- D. 2018-2019 Audit Contract*
- E. Personnel:

I. RESIGNATIONS/RETIREMENTS/SEPARATIONS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Contreras	Zenaida	CO	Bus Driver	4/3/2019
Hicks	Alisa	NAMS	Mathematics	4/11/2019
Kabatchnick	Ruth	CWM	Speech Language	3/15/2019
Kipe	Galen	CO	Technology Technician	6/14/2019
Ondek	Sarah	DLL	5th grade	6/11/2019
Risso	Joey	AHS	Science	4/25/2019
Williams	Leila	NAMS	6th grade Social Studies	6/11/2019
Duraski	Hannah Rose	AHS	Band	6/11/2019
Levesque	Robert	CO	Bus Driver	4/11/2019
McDonald	Kenneth	AHS	JROTC	6/30/2019
Mize	Michael	CO	AHS Project Manager	6/28/2019
Pittman	Michelle	CO	Bus Driver	4/11/2019
Stout	Clara	CO	Bus Driver	4/10/2019

II. APPOINTMENTS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Gomez	Pablo	BAL	3rd grade Dual Language	8/14/2019
Icenhour	Udena	GBT	Exceptional Children	8/14/2019
Vela	Deanna	LP	After-School Program Assistant (PT) EC Program Facilitator	4/1/2019
Cranford	Cindy	CO	(PT;temporary)	4/1 – 6/12/2019
Shumaker	Sue	NAMS	Mathematics (PT; temporary)	4/8 – 5/31/2019

III. LEAVES OF ABSENCE

Hunter	Eliana	GBT	Instructional Assistant	2/1 – 8/13/2019
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III. ADMINISTRATOR CONTRACTS

Call	Candace	NAMS	Principal	7/1/19 - 6/30/2023
Cash	David (D.R.)	CO	Support Services Director	7/1/19 - 6/30/2021
Crooks	Penny	AHS	Principal	7/1/19 - 6/30/2023
Domally	Nikki	LP	Principal	7/1/19 - 6/30/2023
Higgs	Gayle	AHS	Assistant Principal	7/1/19 - 6/30/2023
Jessup	Jonathan	AHS	Assistant Principal	7/1/19 - 6/30/2023
White	Holly	ECDC	Program Coordinator	7/1/19 - 6/30/2023
**Woody	Aaron	CO	Assistant Superintendent C&I	7/1/19 - 6/30/2022
Wright	Donnie	AHS	Assistant Principal	7/1/19 - 6/30/2023

IV. TRANSFERS

Gallimore	Bryan	NAMS	Science to Physical Education	8/14/2019
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**Per board policy 7422, a copy of this contract is made a part of the minutes.

- F. ~~School Calendar~~ (moved to Information, Reports, and Recommendations)
- G. Overnight Field Trip Approval - Asheboro High School Wrestling Camp, Appalachian State University, June 27-30, 2019*
- H. Overnight Field Trip Approval-Asheboro High School Wrestling Team, Tournament in Lawrenceville, GA, November 22-23, 2019*

Information, Reports and Recommendations

- A. Dr. Drew Maerz presented the following policies recommended for 30-Day Review*:
 - 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
- B. D.R. Cash presented feedback received regarding the 2020-2021 school year calendar. Upon motion by Ms. Williams and seconded by Mr. Hammer, the Board unanimously approved the 2020-2021 school year calendar as presented.*

Superintendent’s Report/Calendar of Events

- A. Leigh Anna Marbert, public information officer, shared the *Points of Pride* and *Calendar of Events* noting the next Board of Education meeting will be on May 9, 2019, at North Asheboro Middle School.
- B. Superintendent Worrell presented an update on the 2018-2019 board goals:
- Professional development on March 29th was created and implemented by our talented teachers, instructional facilitators, principals, and directors.
 - Ms. Marbert led a team to create two commercials for the district. One is 34 seconds and the other is 56 seconds. The commercials highlight the features of our district.
 - Partnered with Eastside Improvements Association to provide a historical display in our secondary schools on the history of Central School.
 - Mr. Gene Woodle, Guy B. Teachey Elementary School Exceptional Education assistant and Village of Barnabas leader, was awarded the Governor’s Volunteer Service Award.

Board Operations

- A. National Board Conference attendees reported on the excellent seminars and classes they participated in at the conference.
- B. Chairman Kidd reviewed the following important upcoming events.
- North Asheboro Middle School’s 50th Anniversary Celebration – April 26 – 1 to 3 p.m.
 - District Teacher of the Year Banquet – May 7 – 6 p.m. – Pinewood Country Club
 - Board of Education meeting – May 9 – 7:30 p.m. – North Asheboro Middle School

Upon motion by Ms. Cranford and seconded by Ms. Harrington, and under NC General Statute 143-318.11 (a)(3), the Board unanimously approved to enter closed session.

Closed Session

Upon motion by Mr. Smith and seconded by Mr. Cheek, the Board unanimously approved to open closed session at 9:53 p.m. to discuss personnel issues.

Upon motion of Mr. Patton seconded by Mr. Smith, the Board unanimously approved to return to open session at 10:56 p.m.

Adjournment

Upon motion by Dr. Knott and seconded by Mr. Priest, the Board unanimously approved to reenter open

session at 10:58 p.m.

There being no further business and upon motion by Ms. Cheek and seconded by Mr. Smith, the Board unanimously approved to adjourn at 11 p.m.

Chairman

Secretary

Policies
For
Approval

The board is the sole agency authorized to execute formal contracts between the school district and any firm or person offering to provide materials, equipment or services to the school district. Creditors are on notice that the board may choose not to honor contracts made without proper authorization by designated school or school district officials.

A. AUTHORIZATION TO ENTER INTO CONTRACTS

No contract requiring the expenditure of funds may be agreed upon unless the budget resolution adopted pursuant to board policy 8110, Budget Resolution, authorizes the expense and there is a sufficient unencumbered balance to pay the amount to be disbursed. (See policy 6421, Pre-audit and Disbursement Certifications.) No contract may be entered into with a restricted company, as listed by the state treasurer's in accordance with G.S. 147, art. 6E or 6G, except as permitted by those laws.

Unless otherwise prohibited by statute or regulation, the Superintendent or Finance Officer is authorized to enter into contracts or approve change orders.

To provide greater flexibility at the school level, the superintendent also may establish circumstances in which principals may enter contracts involving amounts up to \$500.00. The superintendent, with appropriate involvement of the finance officer, will establish any procedures necessary to ensure fiscal accountability and reporting by principals who enter into contracts.

B. CONTRACT FORMS

The board attorney shall review any contract forms developed for use by a school or the school system.

C. LEASE PURCHASE CONTRACTS

The finance officer must approve any request to enter lease purchase contracts as authorized by G.S. 115C-528, regardless of dollar amount. After considering the principal and amount of interest, the superintendent must determine that the lease purchase is a fiscally prudent choice that is consistent with board policy.

The finance officer shall provide the board with periodic reports on lease purchase contracts, including the amount of the principal, interest paid and the amount of the outstanding obligation.

D. OTHER APPLICABLE POLICIES AND LAWS

Purchases may be made through the State Division of Purchase and Contract in accordance with the Division's rules and regulations, as authorized by G.S. 115C-522.

All contracts involving construction or repair work or purchase of apparatus, supplies, materials or equipment must be undertaken in compliance with Chapter 143 of the North Carolina General Statutes, except as provided elsewhere by state law. Contracts must also comply with applicable board policies.

All contracts subject to the E-Verify requirement will contain a provision stating that the contractor and the contractor's subcontractors must comply with the requirements of Article 2 of Chapter 64 of the General Statutes.

Legal References: G.S. 64, art. 2; 115C-36, -47, -264, -440, -441, -522, -528; 143-49 and art. 8; 147 art. 6E, art. 6G

Cross References: Pre-audit and Disbursement Certifications (policy 6421), Purchasing Requirements for Equipment, Materials, and Supplies (policy 6430), Purchase of Services (policy 6450), Budget Resolution (policy 8110), Facility Construction (policy 9030), Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk (policy 9110), Bidding for Construction Work (policy 9120)

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

Updated: January 11, 2007, May 9, 2013, October 13, 2016

Continuing contracts, including lease purchase contracts, installment purchase contracts, and straight leases, provide flexibility to meet the school system's needs within its financial resources. The board encourages the superintendent and finance officer to consider the viability of such options in making purchasing decisions as permitted by state law.

The following procedures and standards will be used in making decisions to enter continuing contracts:

1. In addition to cash price bids, the school district may solicit financing proposals from the equipment vendors or inform equipment vendors that the purchase of the equipment is contingent on obtaining satisfactory financing.
2. The finance officer or other designee of the superintendent shall analyze the fiscal impact of any continuing contracts, including the amount of interest that will be paid and the useful life of the equipment or goods before entering into such a contract.
3. Straight leases and financing services are not subject to competitive bidding; however, a reasonable effort will be made to obtain a competitive price and good value.
4. Guaranteed energy savings contracts must be entered into following the procedures established in G.S. 143-64.17A, -64.17B, -64.17D, -64.17E, -128.2 and -135.3. Guaranteed energy savings contracts are exempt from otherwise applicable bidding requirements.
5. Policy 6420, Contracts with the Board, must be followed for all continuing contracts.
6. The finance officer shall report to the board on a periodic basis on the overall debt load incurred through continuing contracts for goods and services (other than for employee salaries). The report will specify the principal, interest paid and amount of outstanding obligations.
7. The board attorney shall review installment financing agreements with terms of more than one year.

Legal Reference: G.S. 143-64.17A -64.17B, -64.17D, -64.17E, -128.2, -129.4 and -135.3, 115C-47(28), -441(c), -441(c1), -432(b)(4), -528, -530; 159, art. 8; 160A-19, -20

Cross Reference: Contracts with the Board (policy 6420), Planning for Facility Needs (policy 9000)

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

Administrative Procedure: None

Revised: January 11, 2007

Services will be purchased in a manner consistent with the board's purchasing goals. Competitive bidding is not required for the purchase of services; however, contracts for services will be made under conditions which foster competition among potential providers when feasible and after careful pricing.

For all purchases and contracts, the board will comply with current federal and state laws.

This policy does not apply to contracts for architectural, engineering, surveying, and construction management at risk services, which are governed by policy 9110, Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk.

Legal References: G.S. 115C-36; 143-64.31; 147; art. 6E, art. 6G

Cross References: Goals of the Purchasing Function (policy 6400), Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk (policy 9110)

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

Revised: October 13, 2016, November 9, 2017

To fulfill the educational goals of the board, the board will seek as many sources of revenue as determined to be beneficial to the district. Where appropriate, the superintendent will seek public and private grants and funding for special projects as a source of supplemental funding. Employees also are encouraged to learn about special funding opportunities and to participate in the development of proposals to obtain the funding.

All applications for grants or specially funded projects will be in accordance with the educational goals of the board. Contracts with non-governmental funding entities must be consistent with G.S. 143C, art. 6E and art. 6G.

When required by the funding agency, the proposals will be presented for board approval. The board will be notified of all funds awarded.

The superintendent will establish any procedures necessary to develop an efficient and effective process for seeking special funding.

Legal References: G.S. 115C-36, -47; 143C, art. 6E, art. 6G

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

Revised: December 12, 2013, February 9, 2017

The board encourages individuals and organizations to consider making a donation of real property, personal property, or funds to the school system. Donations, whether in the form of a gift or bequest, foster community support for the schools and improve the school system for the benefit of students and others. As an expression of the board's gratitude, the superintendent shall provide for the appropriate recognition of donors.

A. SUITABILITY OF DONATIONS

The superintendent, or designee, shall evaluate any donation offers in order to determine whether the donation is suitable for the school or the school system. Donations may not conflict with the school system's educational mission. In determining the suitability of a donation intended to benefit any program that is appropriately segregated by gender, such as a school athletic program, the superintendent must consider equity and Title IX issues in relation to overall funding and opportunities for participation.

Donations of real or personal property will be accepted only if the donor can demonstrate that he or she has clear and free title to the property. The superintendent, or designee, also must consider any safety hazards associated with gifts of real or personal property. Donations must not impose any undue financial burden or obligation on the school system. Any donation that includes advertisements must be consistent with policy 5240, Advertising in the Schools, and the food and beverage marketing requirements of policy 6140, Student Wellness.

For computer equipment or other technological resources, the superintendent, or designee, shall ensure that such items are compatible with minimum hardware and software standards set by the technology director. The superintendent, or designee, will decide whether to accept the gift on behalf of the school system. Any donation from an E-rate service provider must comply with gift rules applicable to federal agencies.

B. ACCEPTING DONATIONS

Upon receiving an offer of a donation to the school, a principal must give the superintendent written notification that states the nature of the donation and the purpose for which it is donated. The principal does not have the authority to accept donations to the school.

The superintendent may accept donations on behalf of the board

C. USE OF A DONATION

Unless otherwise specified in a written agreement approved by the board, any accepted donation becomes the permanent property of the school system. Anything purchased with donated funds, including funds raised through a crowdfunding campaign, project, or

platform, become the property of the school system, and the title to such property vests in the board. If the board at any time determines that property donated, or acquired with donated funds, is unnecessary or undesirable for public school purposes, the board may dispose of such property in accordance with state law.

A donor may request that a donation be designated for a particular purpose. However, the superintendent, or designee, reserves the right to utilize the donation as deemed appropriate.

Any donation constituting revenues will be deposited in the proper account. The specific manner in which donated funds are expended for a designated purpose will be determined under the direction of the superintendent.

The board has no responsibility and makes no promises to continue any program initiated with donor contributions once the donated funds are expended.

Before installation of major donations that will become a permanent part of the school facility or grounds, such as playground equipment, bleachers, scoreboards, outdoor lights, or fences, the superintendent, or designee, must approve the design, location, and construction material.

Legal References: G.S. 115C-36, -47, -518; G.S. 115C, art. 35; 47 C.F.R. 54.503; FCC Sixth Report and Order 10-175

Cross References: Technology in the Educational Program (policy 3220), Advertising in the Schools (policy 5240), Student Wellness (policy 6140)

Adopted: January 10, 2013

In recognition of the trust and responsibility placed with the board to manage financial resources for the local educational program, the board establishes the following standards:

1. The board and all employees of the school district will manage and use available funds efficiently and effectively to meet the goals of the local board and State.
2. Effective accounting, financial reporting and management control systems will be designed, maintained, and periodically reviewed to (a) enable the board and school district to have access to accurate reliable and relevant data; (b) provide assurance that school system obligations are paid in a timely manner and that accounts are not overspent; (c) provide assurance that funds and records are safeguarded at all times; and (d) permit audits and periodic reports adequate to show that those in charge have handled funds within legal requirements and in accordance with board policy.
3. The superintendent and finance officer will keep the board sufficiently informed regarding the budget through periodic financial statements showing the financial condition of the school system, other periodic reports, and any other appropriate means so that the board can deliberate and evaluate the budget.
4. No moneys will be expended, regardless of the source (including moneys derived from federal, state, local or private sources), except in accordance with the board's budget resolution or amendments to the budget resolution. The superintendent is authorized to transfer moneys from one appropriation to another within the same fund, subject to such limitations and procedures as may be prescribed by board resolution or state or federal law or regulation. Any such transfers must be reported to the board at its next regular meeting and recorded in the minutes.
5. All receipts and disbursements shall be accounted for according to generally accepted accounting principles for governmental entities.
6. Each employee responsible for handling school system funds or funds of individual schools shall comply with all applicable state and federal laws and regulations, board policies, administrative procedures, and any applicable procedures, requirements, or guidelines established by the finance officer.
7. Principals and school improvement teams will be familiar with state and local board requirements related to managing and using fiscal resources and will comply with these requirements in developing and implementing school improvement plans.

Legal References: G.S. 115C-105.25, -425, -433

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

Administrative Procedure: None

Reviewed by Policy Committee on August 8, 2013

Except as otherwise provided by law, all monies collected or received by an officer, employee or agent of the school district or an individual school must be deposited in accordance with this policy. Each officer, employee and agent of the school district or individual school whose duty it is to collect or receive any taxes or other monies shall ensure such collections and receipts are deposited daily. However, if the amount on hand is less than \$250.00, the finance officer will establish the procedures to be followed. Regardless of the amount on hand, all funds will be deposited at the end of each school week and on the last business day of each month. All deposits will be made with the finance officer or designee or in an official depository. Deposits in an official depository must be reported immediately to the finance officer or individual school treasurer by means of a duplicate deposit ticket.

Unless not feasible in a particular circumstance, the finance officer shall provide for sufficient segregation of duties to ensure that the individual making a deposit is not the same individual who collects, prepares, and/or records the deposit. All moneys collected, but not promptly deposited shall be kept in a secured drawer, cabinet, or safe with access limited to an authorized officer, employee, or agent. Authorized individuals shall be kept to the minimum necessary to achieve adequate internal controls and segregation of duties as determined appropriate by the finance officer.

The finance officer may at any time audit the accounts of any officer, employee or agent collecting or receiving any taxes or other monies, and may prescribe the form and detail of these accounts. The accounts of such an officer, employee or agent will be audited at least annually.

Legal References: G.S. 115C-445

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

Administrative Procedure: None

Reviewed by Policy Committee on October 10, 2013

**Asheboro City Schools
Personnel Transactions
May 9, 2019**

***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
LAST	FIRST	SCHOOL	SUBJECT
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
LAST	FIRST	SCHOOL	SUBJECT
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

LAST	FIRST	SCHOOL	SUBJECT
Bradshaw	Emily	CWM	Instructional Facilitator
Goad	Zara	CWM	Exceptional Children
Harger	Michelle	CWM	5th Grade
Smith	Kristen	CWM	Kindergarten
Walls	Kimberly	CWM	Exceptional Children

LAST	FIRST	SCHOOL	SUBJECT
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

LAST	FIRST	SCHOOL	SUBJECT
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

LAST	FIRST	SCHOOL	SUBJECT
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

LAST	FIRST	SCHOOL	SUBJECT
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

LAST	FIRST	SCHOOL	SUBJECT
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

LAST	FIRST	SCHOOL	SUBJECT
Dawalt	Keisha	BAL	Instructional Facilitator
Stone	Leslie	BAL	1st Grade
Watson	Elizabeth	BAL	3rd Grade

LAST	FIRST	SCHOOL	SUBJECT
Carranza	Javier	CWM	4th Grade
Jackson	Beverly	CWM	Reading Specialist
Runyon	Martha	CWM	Exceptional Children
Ward	Vickie	CWM	3rd Grade

LAST	FIRST	SCHOOL	SUBJECT
Boozer	Laura	DLL	Speech
Walter	Shea	DLL	Exceptional Children

LAST	FIRST	SCHOOL	SUBJECT
Little	Tracy	ECDC	Exceptional Children

LAST	FIRST	SCHOOL	SUBJECT
Kiser	Kaitlyn	GBT	4th Grade
Patton	Kelly	GBT	Academically Gifted
Sargent	Tressie	GBT	4th Grade

LAST	FIRST	SCHOOL	SUBJECT
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

LAST	FIRST	SCHOOL	SUBJECT
Steele	Frank	NAMS	Exceptional Children

LAST	FIRST	SCHOOL	SUBJECT
Hoogkamp	Brett	SAMS	Physical Educaton
Thompson	Kelly	SAMS	Health Science/Bio-Technology
Tufts	Elizabeth	SAMS	Exceptional Children

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

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

***D. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Hutton	Carly	NAMS	Chorus	8/14/2019
Moncayo	Cynthia	NAMS	Math	8/14/2019

E. TRANSFERS

Wysong	Brandon	TBD to DLL	Grade level TBD	8/8/2019
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*date amended since April board meeting

**Asheboro City Schools
Personnel Transactions - ADDENDUM
May 9, 2019**

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

LAST	FIRST	SCHOOL	SUBJECT
Carroll	Ryan	NAMS	Science/Social Studies
Marks	Jessica	DLL	Music
Scott	Mercene	LP	2nd Grade

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Davis	John	AHS	JROTC	6/30/2019
Roberto	Ashlyn	SAMS	Exceptional Children	6/11/2019
Vela	Deanna	LP	After School Program Assistant	5/7/2019
Weaver	Christina	AHS	School Nurse	5/2/2019

***D. 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

E. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
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

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
May 9, 2019**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Hutton, Carly	University of NC at Greensboro B: Music Education (Spanish minor)	Music

Ms. Carly Hutton is recommended to teach Chorus at North Asheboro Middle School for the 2019-2020 school year. Ms. Hutton currently teaches chorus and drama at Western Rockingham Middle School in Madison, NC. To enhance opportunities for her students, Ms. Hutton founded the Western Rockapella, contemporary a cappella group, and directed a cast of 40 students in a production of "Beauty and the Beast, Jr.". Ms. Hutton was named the Beginning Teacher of Excellence, Rockingham County Schools, 2018, and was recently awarded the VFW Teacher of the Year. Ms. Hutton attended North Asheboro Middle School as a student, and is an Asheboro High School graduate. She is excited to return home to continue her teaching career. Welcome Ms. Hutton!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Moncayo, Cynthia	New Jersey City University B: Business/Accounting Great Basin College (NV) Elementary Education licensure program Western Governors University (UT) M: Mathematics Education for Middle Grades (in progress)	K-6 6-9 Mathematics

Ms. Cynthia Moncayo is recommended to teach mathematics at North Asheboro Middle School for the 2019-2020 school year. Ms. Moncayo currently teaches at J.G. Johnson Elementary School in Pahrump, NV. She is relocating to Asheboro due to her husband's job and is looking forward to continuing her teaching career in Asheboro City Schools. Ms. Moncayo was named the 2019 J.G. Johnson Elementary School Teacher of the Year, she is bilingual (English and Spanish), and has a strong math content background. We are pleased to welcome Ms. Moncayo to Asheboro City Schools and the North Asheboro Middle School team. Welcome Ms. Moncayo!

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS - ADDENDUM
May 9, 2019**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Ambuehl, Staci	University of NC – Greensboro B: Communication Sciences and Disorders M: Speech Language Pathology	Speech

Ms. Staci Ambuehl is recommended as a Speech Language Pathologist at Charles W. McCrary Elementary School for the 2019-2020 school year. Ms. Ambuehl is an accomplished Speech Language Pathologist with over 18 years of experience working with school aged children. She is described as a strong collaborator with staff and parents, enthusiastic and compassionate about maximizing each child's communication skills. Ms. Ambuehl has previously served in Davidson and Randolph County Schools. We are pleased to welcome Ms. Staci Ambuehl to Asheboro City Schools.

Budget Amendment
Asheboro City Schools Administrative Unit
Capital Outlay Fund

The Asheboro City Board of Education at a regular meeting on the 9th day of May, 2019 passed the following resolution.

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

REVENUE

4.4910.999	Fund Balance Appropriated	\$	100,000
		\$	100,000
			<u>100,000</u>

EXPENDITURE

4.9103.999.529.320	HVAC/Chiller Replacement-CWM	\$	100,000
		\$	100,000
			<u>100,000</u>

Total Appropriation in Current Budget	\$	23,604,060
Total Increase/Decrease of above amendment		<u>100,000</u>
Total Appropriation in Current Amended Budget	\$	<u>23,704,060</u>

Passed by majority vote of the Board of Education of Asheboro City on the 9th day of May, 2019.

Chairman, Board of Education

Secretary

Asheboro City Schools
2019-2020 Budget Information
REVISED Budget Request

	Requested for 2019-2020	Increase over 2018-2019
Current Expense	\$ 5,766,000	\$ 399,831
Capital Outlay	\$ 1,040,000	\$ 74,880
Total Approved Appropriation Requested	\$ 6,806,000	\$ 474,711

Previously Approved Requested Supplemental Tax Rate \$.1458/100

REVISED Requested Supplemental Tax Rate \$.1439/100

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

Overnight Trip

Group Making Request: Asheboro Zoo FFA Chapter School: Asheboro High School
Destination: State FFA Convention, Raleigh, NC Date of Trip: June 18-20
Number of Students Involved: 15 Percent of Total Group: _____
Reasons for Students Not Attending: Personal choice, not competing or being recognized

Transportation Method: Activity Bus Charter Bus Private Automobile Other: _____
Charter Bus Service, state name of vendor here: _____
If using Travel Company, state name of Vendor here: _____

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

Number of Vehicles Needed (to be secured by the Central Office): 1
Number of Drivers Needed (to be secured by the Central Office): 0
Departure Time: 6/18 8am Return Time: 6/20 5pm Round Trip Miles (estimated) 150
Estimated Cost to the Student: \$100

Purpose(s) of the Field Trip: State level competition in Intro to Horticulture CDE, awards recognition for individuals and chapter, keynote speakers, leadership workshops, career expo.

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

**Elizabeth Pack

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

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

Elizabeth Pack 4/11/2019
Sponsor (Group Responsible for Paying for the Trip) Date
[Signature] 4-11-19
Approved: Principal Date
[Signature] 4/12/19
Approved: Superintendent or Designee Date
Transportation Scheduled: _____
Transportation Supervisor Date

Special Comments/Response: _____

APR 11 2019

Policies
For
30-Day Review

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

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

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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

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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

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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.

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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

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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

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

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*)



Public Schools of North Carolina

Asheboro City Schools Academically or Intellectually Gifted Program Plan 2019-2022

***Board of Education Presentation
May 9, 2019***

Asheboro City Schools AIG Staff

AIG Specialists

- *Kelly Patton – Teachey, McCrary*
- *Tennille Taylor – Loflin, Lindley Park*
- *Melissa McKeown - NAMS, Balfour*
- *Megan Smith - SAMS*



NC AIG Program Standards

Background Information

- **Current**: Article 9B, N.C.G.S. § 115C-150.5-.8, mandates identification and services for AIG students; local plans to be written; and provides a state definition.
- **AIG Program Standards**: Adopted by SBE, July 2009 and updated in December 2012, October 2015, June 2018. Local AIG Programs and Plans centered around the state AIG Program Standards.
- **Practices**: Clarify the standards, describe what an LEA should have in place, and guide districts to improve their AIG program.



NC AIG Six Program Standards

- State framework
- Convey expectations for local AIG programs
- Articulate best practices
- Guide the development, revision, and monitoring of local AIG programs
- Vehicle for continuous program improvement and accountability



Local AIG Plan Process Overview

- Conducted a self-assessment of the 2016-2019 AIG plan with stakeholder survey data to review and improve for this three year plan cycle: 2019-2022
- Conducted three AIG Advisory Team meetings to gather additional input
- Submitted draft to BOE for approval; local school board-approved plans due to DPI by July 2019
- Final AIG Plan submitted electronically



**AIG students
in ACS 2019
(April
Headcount)**

**408
students**

Category	Number of Students
Elementary K-5 (5 schools)	73
Middle 6-8 (2 schools)	135
High School 9-12 (1 school)	200

Demographic Group	Number of Students
Male	224
Female	184
White	228
Hispanic/AI	130
Black	15
Asian	18
Multi/Other	17



ACS AIG Plan 2019-2022

Standard One: Student Identification

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



ACS AIG Plan 2019-2022

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



ACS AIG Plan 2019-2022

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



ACS AIG Plan 2019-2022

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 to address gifted students' diverse needs and effective differentiation strategies



ACS AIG Plan 2019-2022

Standard Five: Partnerships

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



ACS AIG Plan 2019-2022

Standard Six: Program Accountability

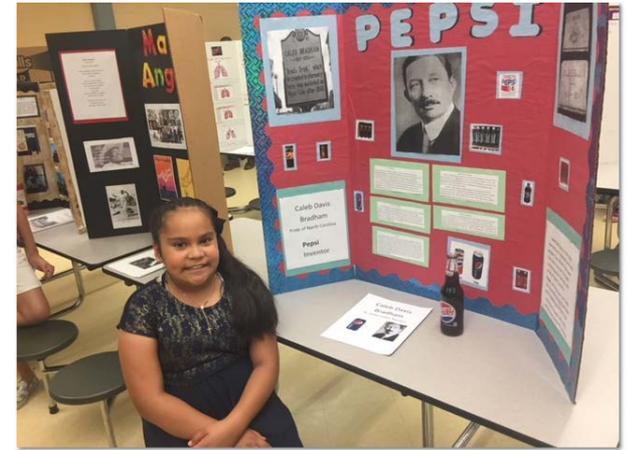
- Monitor the implementation of the ACS AIG Plan with the total school community
- Analyze the effectiveness of current AIG services using multiple sources of data



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 underrepresented populations and K-3 students





Thank you for your dedication to the AIG students of Asheboro City Schools.





Points of Pride Update

May 9, 2019

- **SAMS Student Earns Top Honors at the State Science Fair**
Congratulations to Brandon Todd! Brandon competed in the state science and engineering fair and won second place in the Technology Category! This placement enables him to qualify for the national competition.
- **Students Participate in Youth Hispanic Summit**
Fourteen Asheboro High School students from the AIM Club participated in the 20th annual Hispanic Youth Educational Summit at NC State University. Students had the opportunity to be involved in workshops and presentations that offered tips and information about how to acquire skills and develop strategies to improve academic achievement.
- **NAMS Student Places in Public Speaking**
Congratulations to Joaquin Alfaro Lara, sixth-grade student from North Asheboro Middle School, for placing second in public speaking at the FFA regional competition!
- **Congratulations Faye McLeod!**
Faye McLeod from North Asheboro Middle School recently received the NCAEOP Educational Office Professional of the Year award.
- **Homiller Named Inspirational Educator**
Mr. Phillip Homiller, Asheboro High School Band Director and Performing Arts Coordinator, was inducted in the inaugural class of Inspirational Educators at the University of North Carolina – Greensboro. This new initiative at UNC-G honors the service of exceptional educators and celebrates the impact they have had on our world.
- **ACS Educators Inducted into Delta Kappa Gamma**
Five ACS educators were inducted into Delta Kappa Gamma International. Delta Kappa Gamma, founded in 1929, promotes professional and personal growth of women educators and excellence in education. ACS new inductees include:
Julie Langdon (AHS)—Delta Nu Chapter
Sarah Beth Robbins (CO)—Delta Nu Chapter
Dr. Cayce Favasuli (CO)—Delta Nu Chapter
Kelly Hagood (SAMS)—Alpha Upsilon Chapter
Adriane Clarett (SAMS)—Delta Nu Chapter
- **NAMS Students Visit Washington, DC**
Eighth-grade students visited our nation's capital the first week in April. The group had a chance to speak and take a photo with Martin Luther King, III. The students met with him on April 4, which was the 51st anniversary of Dr. Martin Luther King, Jr.'s assassination.
- **NAMS Celebrates 50 Years**
Students, families, staff, and community members participated in the 50th year anniversary celebration at North Asheboro Middle School. Kicking off the program, was an introduction by Principal Candace Call, followed by Superintendent Dr. Terry Worrell, Student-Body President Claudia Delgado, and former student Gralen Cranford. Music was performed by the NAMS Band and Chorus. Following the program, invitees were welcome to the

school's cafeteria for a light reception. Invitees were encouraged to share their thoughts of NAMS on the Memory Wall and were able to take tours around the school.

- **Cap and Gown Runway RECAP**

The Class of 2019 participated in the annual Cap and Gown Runway at each of our five elementary schools. Students arrived around 10:15 a.m. and walked their elementary hallways, all while being cheered on by our youngest Blue Comet students.

- **Congrats Annette McLeod**

Congratulations to Annette McLeod for earning her Professional Associate Certificate from the North Carolina Association of Educational Office Professionals, Inc. She was recognized at the annual conference in March.

- **AHS Athletic Signing Ceremony – Thursday, May 9**

- **AHS FCA Students Volunteer at Our Daily Bread Soup Kitchen**

Asheboro High School student-athletes volunteered to serve at Our Daily Bread Soup Kitchen during the entirety of Spring Break.

- **AHS Isaac Diaz Qualifies for Presidential Scholarship**

Asheboro High School student Isaac Diaz has been named a semi-finalist for the U.S. Presidential Scholars Program – one of 621 across the nation!

The U.S. Presidential Scholars Program was established in 1964, by executive order of the President, to recognize and honor some of our nation's most distinguished graduating high school seniors. In 1979, the program was extended to recognize students who demonstrate exceptional talent in the visual, creative and performing arts. In 2015, the program was again extended to recognize students who demonstrate ability and accomplishment in career and technical education fields. Each year, up to 161 students are named as Presidential Scholars, one of the nation's highest honors for high school students.

- **Balfour Project**

Many thanks to the Facilities Team and Balfour PTO for coming together to work on a new sidewalk project.

Calendar of Events

- **SAMS Spring Chorus Concert**
- **Winter and Spring Sports Banquet**
- **AHS Chorus Concert**
- **FFA Dinner**
- **AHS Jazz Concert**
- **AHS Band Concert**
- **AHS Senior Awards Night**
- **Dr. Worrell's Retirement Celebration**
- **AHS Baccalaureate**
- **AHS Band Awards Banquet**
- **Next BOE Meeting**
- **Graduation/Last Day for Students**

Calendar of Events				
9-May-19				
	DATE	MEETING	TIME	LOCATION
Mon.	May 6	SAMS Spring Band Concert	7:30 p.m.	Journey Church
Tues	May 7	WKXR Talks	8:30 - 9 a.m.	WKXR Studios
Tues.	May 7	Teacher of the Year Banquet	6 p.m.	Pinewood Country Club
Wed.	May 8	NAMS Spring Concert	7:30 p.m.	NAMS Auditorium
Thurs	May 9	Asheboro City Board of Education Meeting	7:30 p.m.	NAMS Auditorium
Thurs.	May 9	AHS Band Chamber/Percussion Concert	7:30 p.m.	PDC (band room)
Tues	May 14	SAMS Spring Chorus Concert	7 p.m.	Central United Methodist Church
Tues	May 14	Winter and Spring Sports Banquet	7 - 9 p.m.	AHS gymnasium
Thurs	May 16	AHS Chorus Concert	7:30 p.m.	SAMS Auditorium
Mon	May 20	CWM AFTT Night (K, 2, & 4)	5:30 p.m.	CWM
Tues.	May 21	AHS Jazz Concert	7:30 p.m.	PDC (band room)
Wed.	May 22	WZOO Radio	8 a.m.	WZOO
Thurs	May 23	CWM AFTT Night (1, 3, & 5)	5:30 p.m.	CWM
Thurs	May 23	AHS Band Concert	7 p.m.	Sunset Avenue Church of God
Mon	May 27	Memorial Day Holiday	All Day	All Sites
Wed.	May 29	AHS Senior Awards Night	6:30 p.m.	AHS New Gym
Fri	May 31	ACS Employee Appreciation Snacks	All day	All sites
Sun	June 2	Dr. Worrell's Retirement Celebration	3-5 p.m.	SAMS Media Center
Sun.	June 2	AHS Baccalaureate	6 - 8 p.m.	SAMS Auditorium
Tues	June 4	WKXR Talks	8:30 - 9 a.m.	WKXR Studios
Wed.	June 5	WZOO Radio	8 a.m.	WZOO
Wed.	June 5	CWM Awards	12:30 p.m.	CWM Multipurpose Room
Thurs.	June 6	LP Awards Program	10 a.m.	LP Multipurpose Room
Thurs.	June 6	BAL Awards Program	11:30 a.m.	BAL Multipurpose Room
Thurs	June 6	DLL Awards Program	1 p.m.	DLL Multipurpose Room
Thurs	June 6	SAMS Awards Program - Seventh-grade	12- 1:30 p.m.	SAMS
Thurs	June 6	SAMS Awards Program - Sixth-grade	2-3:20 p.m.	SAMS
Thurs	June 6	SAMS Awards Program - Eighth-grade	6:30 - 8:30 p.m.	Journey Church
Fri	June 7	GBT Awards Program	8:15 a.m.	GBT Multipurpose Room
Fri	June 7	NAMS Awards Program	9 a.m.	NAMS Theatre
Fri	June 7	Graduation/Last Day for Students	All Day	All Sites - AHS graduation 7 p.m.
Mon	June 10	Retirement Breakfast	8 - 10 a.m.	AHS New Gym
Mon	June 10	Mandatory Teacher Workday	All Day	All Sites
Tues	June 11	Teacher Workday	All Day	All Sites
Wed.	June 12	Summer Academy begins	7:30 - 12: 30	GBT and SAMS and AHS
Wed - Thurs	June 12 - 27	Summer Academy (no Fridays, 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
Mon	June 17-20	AMP Camp	9-3	RCC
Mon - Wed	June 17 -19	Health Sciences Pathways Camps	9- 3	TBD
Mon - Thurs	June 24-27	Agriculture Pathways Camp	8:30 a.m. - 3:30 p.m.	Cooperative Extension Service
Mon - Thurs.	July 8 - 11	Read to Achieve	7:45 a.m. - 2:45 p.m.	Balfour Elementary School
Mon - Thurs.	July 15 - 18	Read to Achieve	7:45 a.m. - 2:45 p.m.	Balfour Elementary School
Mon - Thurs.	July 22 - 25	Read to Achieve	7:45 a.m. - 2:45 p.m.	Balfour Elementary School
Mon - Wed	July 29 - 31	Read to Achieve	7:45 a.m. - 2:45 p.m.	Balfour Elementary School



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

Goals and Objectives	Annual Strategies
<p>GOAL 1: Each student in Asheboro City Schools graduates prepared for further education, work and citizenship.</p>	
<p>Objective 1. Align instruction with a guaranteed and viable curriculum, so that students master grade /course standards for career and college readiness.</p>	<ul style="list-style-type: none"> ● Implement consistent and connected pacing in English Language Arts and Math, K-12. <ol style="list-style-type: none"> 1. Monitored through CASA meetings and grade-level planning. 2. Pacing guide is used to guide grade-level and content-level planning at each school. 3. Two vertical team meetings for all K-12 content area teachers were held this fall to discuss vertical pacing. Two more will be held this spring. 4. Curriculum conversation meetings took place every other month to align instruction, conduct collaborative walk-through observations and report open critical reflective comments. ● Develop a PreK-12 writing focus across all subjects. <ol style="list-style-type: none"> 1. Developed K-12 Canvas course for K-12 teachers in writing across the curriculum. 2. Provided writing professional development for instructional leaders and administrators during October Curriculum Conversations. 3. Provided Hybrid (face-to-face/CANVAS) writing professional development Module 1 for elementary teachers during October grade-level meetings. 4. Elementary teachers continued with(face-to-face/CANVAS) writing professional development module 2 for the month of November. 5. Elementary teachers continued with(face-to-face/CANVAS) writing professional development module 3 for February. ● Monitor student progress at least quarterly with data team check-ins from assessment and walk-through data. <ol style="list-style-type: none"> 1. Central office teams and school-level administrators reviewed and analyzed Check-In

- data looking for patterns and examining next steps for instructional purposes.
2. The first round of NC Check-Ins Grades 3-8 for Math and Reading will be given 10/30 - 11/9. Data will be utilized to gauge student mastery on assessed standards and adjust instruction as necessary.
 3. Schools (instructional facilitators and administrators) reviewed Check-In data in CASA meetings after administering the NC Check-Ins in Reading and Mathematics. A central office team met with schools, upon request, to support data disaggregation.
 4. EVAAS data for 2017-2018 was released on November 16. Principals reviewed data with school staff and analyzed data to support learning. Instructional facilitators attended a training on the use of EVAAS data to identify trends and to address subgroup deficiencies.
 5. Elementary instructional facilitators and administration met in February with grade-level teams to review:
 - a. mCLASS MOY assessment data
 - b. Check-In data for 4th and 5th grades
 - c. Determine next steps in adjusting instruction

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

1. Teachers were provided a hard copy of the revised standards in ELA and Math.
2. Elementary instructional facilitators developed a "questions stems" to support teachers in scaffolding instruction related to reading comprehension tasks.
3. MTSS Intervention Matrix for each grade level have been created and are regularly updated.

- Provide CASA fidelity checks.

1. Protocols are in place for weekly review and analysis of formative assessments, Check-In data, and lesson plan reviews.
2. Elementary director participates regularly in CASA meetings at several elementary schools.
3. During second semester Instructional Facilitator meetings, our ACS IF's reported on progress and instructional updates in light of assessment data and instructional best practices.

- 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).

	<ol style="list-style-type: none"> 1. Assessments were used to guide conversations and “next steps” to deliver differentiated instruction. 2. Family notifications were sent home after each administration. 3. Test Coordinator Training for administration will occur on October 9. 4. The first round of NC Check-In grades 3-8 for Math and Reading will be given 10/30 - 11/9. Data will be utilized to gauge student mastery on assessed standards and adjust instruction as necessary. 5. Data was shared with schools within four days of administration. Schools are analyzing the data in CASA meetings and using the assessment data to drive instruction. 6. The second round of NC Check-In Assessments was completed on February 1. Data was shared with each school. Copies of the assessments will be available for instructional use until March. Individual Student Reports were shared with each school, to be shared with families. 7. Data meetings are being scheduled with each school to monitor student progress, identify areas in need of support, and to assess progress toward proficiency and growth. 8. Data meetings took place in all schools. Teachers, administrators, and district office administrators participated together to reflect on data, gauge progress, and develop next step planning for the conclusion of the instructional calendar.
<p>Objective 2. Define and implement consistent grading practices, so that students and families have a clear understanding of performance.</p>	<ul style="list-style-type: none"> ● Develop a grading practices committee to study grading practices across the district <ol style="list-style-type: none"> 1. K-2 committee has been created to review K-2 report card for alignment with current mCLASS changes. ● Develop a common understanding of grading student performance for all schools at each level. <ol style="list-style-type: none"> 1. The curriculum and instruction team has investigated the development and use of a digital report card tool for the coming 2019-20 school year.
<p>Objective 3. Enhance the integration of technology with instruction, so that students use digital resources as tools for learning.</p>	<ul style="list-style-type: none"> ● Provide technology professional development opportunities for teachers and administrators. <ol style="list-style-type: none"> 1. Seventeen teachers completed an Introduction to AIG in Asheboro City Schools professional development through Canvas facilitated by Megan Smith and Melissa McKeown during the summer to prepare to teach AIG

students and add-on AIG licensure.

2. Secondary teachers completed part one of Canvas Writing in the Content Area course on the August 22nd workday. The remainder of the course will be completed by the November workday.
3. Elementary teachers completed part 1 and part 2 of Canvas Writing in the Content Area course in the first semester. Part 3 of the course is an optional technology module for digital learning CEU credits.
4. ACS administrators have participated in ongoing professional development for digital learning CEU credits at each Administrative Leadership Team meeting.
5. A professional learning opportunities page has been added to the staff page on the district website. This page provides staff with a curated list of face-to-face and on demand opportunities for technology and digital learning professional development.
6. On November 6th, teachers had the opportunity to participate in digital professional learning conducted by EVERFI. EVERFI's instructional resources focus on topics that are determinant to student wellness and success. These digital resources use best-in-class instructional design to engage learners and scaffold them through new knowledge and skills in areas of financial readiness, emotional literacy, STEM career understanding, and much more.
7. Media Specialists have been provided digital learning coach training from The Friday Institute. As a digital learning coach, they have been providing ongoing small group digital learning opportunities to staff at each school site.

- Develop and implement a systematic and equitable process for selecting technology tools and software for classroom use.
 1. 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. This checklist will be shared with media specialist and instructional facilitators in March 2019.

<p>Objective 4. Establish transition plans for the district and individual students, so that each student makes continual progress towards graduation.</p>	<ul style="list-style-type: none"> ● Develop a district and school transition plan for pivotal transition points in students' educational journey (entering school, between elementary and middle, between middle and high, graduation, temporary removal, etc.). <ol style="list-style-type: none"> 1. 5th grade transition visits are scheduled to SAMS and NAMS March 11-15. 2. 5th grade Parent Transition Night will be March 19th. 3. EC File Share Day was held on 3/19/19 to support EC student transitions to K, 6th, and 9th grades. 4. Kindergarten information sessions were held March 5, 2019. ● Initiate 4-year plans with all eighth graders in preparation for moving to high school. <ol style="list-style-type: none"> 1. NAMS and SAMS are utilizing XELLO, an online career development platform to create four-year plans prior to high school registration in February. 2. 8th to 9th grade transitions took place at the beginning of March.
<p>Objective 5. Expand opportunities for each student to utilize critical thinking, collaboration, communication, and creativity so that students develop skills necessary for further education and careers.</p>	<ul style="list-style-type: none"> ● Increase number of math and science related teams, projects, and resources. Increase number of arts-related projects and activities. <ul style="list-style-type: none"> ○ Math Competition ○ Science Fair ○ STEAM Competition ○ Science Olympiad ○ PTA Reflections ○ Future Chef ○ Hours of Code ● Expand afterschool and summer opportunities to participate in competitive and problem-solving events. ● Increase options for opportunities to learn within Advanced Placement courses, Honors courses, Dual-Credit courses, technical courses, internships, and online courses.
<p>Objective 6. Provide each student service learning opportunities, so that all students will further develop their citizenship and contribute to their community.</p>	<ul style="list-style-type: none"> ● Create and publicize opportunities for service-learning within our Asheboro City Schools community for students. <ul style="list-style-type: none"> ○ Mustache Fraternity, Lipstick Sorority, 6th grade Service Learning Elective, Woof Gang Club, Jr. Beta Club, Future Farmers of America ○ Student Council Sponsored Fundraisers ● Develop a common language and procedure for integrating service-learning within the Asheboro City Schools community. <ul style="list-style-type: none"> ○ Fall 2018 Kindness Project was a district-wide initiative with activities

	<p>including:</p> <ul style="list-style-type: none"> ■ Lessons from the Kindness Challenge curriculum taught on each grade level through ELA classes. They were completed weekly in the month of November. ■ Kindness Club was started at NAMS and Mrs. Marsh is the sponsor. They meet monthly and have will have ongoing projects throughout the school year. ■ Kindness Wall - Students, staff and board members were given a feather on which they were to write random acts of kindness they have done for others. Those feathers were strategically hung on a wall in our elective hallway in the shape of wings. Students make photos of themselves in front of the wall
<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>	<ol style="list-style-type: none"> 1. School Multi-Tiered System of Support (MTSS) team trainings for all schools. <ul style="list-style-type: none"> ● 2018-19 MTSS training dates have been scheduled for the elementary and secondary cohorts. The elementary cohort has attended one session and the secondary cohort has attended two sessions. ● Representatives from each school participated in a two-day train-the-trainer event to support the use of Aimsweb for universal screening and progress monitoring. ● Aimsweb mid-year assessments were completed in February 2019. 2. Develop standard protocols for interventions. <ul style="list-style-type: none"> ● The elementary cohort began developing Standard Protocols during the 8/22/18 professional development session. ● The elementary cohort developed Standard Protocols for ELA during the 01/10/19 afternoon professional development session. 3. Ensure a universal screening system is intact in all schools to evaluate core instruction, determine the needs of students, and make decisions for the district in a systematic way. <ol style="list-style-type: none"> 1. On 8/31/18 a multidisciplinary stakeholder group met to review and propose revisions to the Universal Screening System for K-9. 2. Monitoring through CASA and planning. 3. Universal Screening Systems for K-9 are currently in place.

	<p>4. Mid-year screening using AIMSWEB will be conducted in February 2019. (Dr. Maerz will check.)</p> <p>4. Implement the ACS District Equity Plan to intentionally engage in problem-solving and action planning related to issues of equity.</p> <ol style="list-style-type: none"> 1. Developed an equity employment statement and post to district website. 2. Drafted a vision and mission statement for the Equity Team. 3. Developing Equity Leadership Professional Development for March 29th 4. Develop an intervention plan for all students who are not on grade level <p>5. School CASA teams are developing small-group intervention plans to support students who require additional support or intervention.</p> <ul style="list-style-type: none"> o ACS EC Department developed site-based plans to support EC students who are three or more grade levels behind to ensure appropriate IEP goals and service delivery are being considered. o EC Department staff is reviewing mid-year progress monitoring data for targeted students to adjust interventions and strengthen intervention implementation.
	<ul style="list-style-type: none"> ● 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. ● Increase the number of students participating in the Career and College Promise opportunities at Randolph Community College. ● Increase the number of CTE Concentrator graduates who score a level silver or above on the WorkKeys credential. <ol style="list-style-type: none"> 1. The high school and PowerSchool teams are working to ensure all CTE Concentrator graduates are clearly identified and scheduled to participate in the WorkKeys administration. 2. The administration of the ACT WorkKeys for early graduates will be held in early December 2018. 3. Preliminary data from the December administration show 77% of students have scored silver or better and eight students achieved the platinum level.
<p>Objective 3. Increase number of STEAM (science, technology,</p>	<ul style="list-style-type: none"> ● Partner with community organizations and industries to provide and expand additional STEAM activities for students and parents.

<p>engineering, arts, and math) and global education experiences for all students, so that students are globally competitive.</p>	<ol style="list-style-type: none"> 1. Over 100 students participated in the secondary STEAM kickoff event on February 25. In comparison, 18 students participated in this same event last year. The district STEAM competition is scheduled for April 2. <ul style="list-style-type: none"> ● Partner with academic institution in China to provide cultural opportunities for Asheboro High School students.
<p>Objective 4. Expand opportunities for personalized learning and engagement during and beyond the regular school day, so that student needs are met and personal interests are encouraged.</p>	<ul style="list-style-type: none"> ● Integrate equity into teaching, scheduling, and all student practices to ensure all students are treated fairly. ● Expand the dual-language program to a third elementary school. <ol style="list-style-type: none"> 1. School Leadership Teams are reviewing and gathering data to determine “next steps” in the adoption of dual language program. 2. Schools will consider dual language programs for the 2020-2021 school year. 3. Dual Language program information sessions have been developed to attract ACS families to register in the lottery for the dual language programs at LP and BAL. 4. Information sessions have been provide at BAL and LP AFTT nights. 5. Information sessions for ECDC families and the public were on January 21st at AHS at 6:00 p.m. 6. After-school Conversational Spanish Programs have been developed for all 5 elementary schools. <ol style="list-style-type: none"> a. Additional teachers have been added and there is a waitlist ● Develop a virtual academy for Asheboro City Schools. <ol style="list-style-type: none"> 1. Dr. Woody and Mr. Woodyard visited Surry County schools to evaluate their virtual academy. Surry County has shared numerous resources that we are currently reviewing. ● Increase the number of students who take at least one Advanced Placement and/or college course. ● Continue postsecondary education and career awareness exploration activities through annual summer college tours.
<p>Objective 5. Cultivate partnerships with families and the community so that student learning experiences are enhanced.</p>	<ul style="list-style-type: none"> ● Enhance existing Family Engagement initiatives that are connected to student learning and build strong relationships with parents and community. <ol style="list-style-type: none"> 1. The Black Advisory Council met on November 1st, December 11th, (Inclement Weather- NO SCHOOL Cancellation) and January 24th. The next meeting is April 25.

	<ul style="list-style-type: none"> 2. The Latino Advisory Council met on October 4th, January 17th, and March 7th. ● Cultivate a learning partnership to provide dual enrollment to homeschool students. <ul style="list-style-type: none"> 1. Information was included in the community newsletter, informing our stakeholders about the dual-enrollment opportunities for homeschool students. 2. ACS staff collaborating with staff from The Innovation Project. ● Provide opportunity for all second grade students to learn how to swim in partnership with the City of Asheboro. <ul style="list-style-type: none"> ● Awaiting the opening of the Municipal Aquatics Center.
<p>Objective 6. Expand opportunities for each student to experience the cultural arts, so that all students strengthen and develop their creativity and collaboration.</p>	<ul style="list-style-type: none"> ● Conduct a comprehensive arts program planning process to explore methods for enhancement of the arts education program. <ul style="list-style-type: none"> ● Dr. Woody has met with Mr. Homiller at Asheboro High School to follow up on fine arts meetings this school year. Mr. Homiller and the district Fine Arts Staff are working to develop a way to support both budgets, music selection, and support of Fine Arts throughout the entire school district. ● Dr. Woody is working with Middle School and High School Fine Arts Staff to develop a plan that enhances our arts education program Pre-K through High School. <ul style="list-style-type: none"> ● Mr. Homiller is shepherding this process as he meets with Fine Arts Staff across both elementary and secondary schools. The purpose is to make a needs assessment on budgetary needs, the utilization of current resources, and the alignment of our programs in order to see continued growth in our Fine Arts enrollment.
<p>GOAL 3. Each student has excellent educators every day.</p>	
<p>Objective 1. Recruit, develop, and retain high quality professionals, so that students continue to learn and grow.</p>	<ul style="list-style-type: none"> ● Expand and grow the Asheboro City Schools career fair. <ul style="list-style-type: none"> ● Teacher Recruitment Fair took place February 23, 2019. ● Evaluate the impact of implementing the TeacherMatch system. <ul style="list-style-type: none"> ● State application system is working well, attracting a variety of applicants. Users appear comfortable with the system. ● Develop an exit survey/process to collect data to assess employee satisfaction. <ul style="list-style-type: none"> ● Sample exit surveys collected from several districts to review. ● A draft survey has been prepared. Plans are in place to pilot a survey this spring/summer.
<p>Objective 2. Foster a culture of</p>	<ul style="list-style-type: none"> ● Increase the number of teachers who attend at least one Pre-AP or AP workshop conducted by

professional growth, so that all employees are supported in achieving high standards and increased student performance.

the College Board.

1. Five AHS AP teachers attended a one-day workshop on October 31st through a partnership with NC AP Partnership.
 2. Three middle school staff members attended the North Carolina Pre-AP Colloquium in Greensboro on March 20-21. Additional Middle School staff will participate in future trainings this summer.
- 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.
 - 18 teachers attended the fall cohort of Reading Research to Classroom Practice training and have completed three of the five days of training.
 - 9 teachers are currently participating in the Reading Research to Classroom Practice training in the spring 2019 cohort.
 - 10 teachers are currently participating in Math Foundations training and have completed four of the five days of training.
 - Teachers and administrators will participate in focused professional development to support English Learners.
 - Lead teachers participated in WIDA training for administrators and brought back information to train administrators.
 - Elementary teachers participated in Oracy (Academic Discourse) training during the initial work days of the school year.
 - Balfour Elementary teachers participated in Oracy (Academic Discourse) training on the November 6th professional development day.
 - EL teachers at district schools have provided training to their staff on the use of ELlevation strategies and data. One school is holding discussion groups on ELlevation strategies to support ELs, and the two EL teachers at that school gave a presentation to the district EL team to share information gained in the discussion groups.
 - Individual EL teachers present to the district EL team to share their strategies for engaging with EL parents and training school staff in supporting ELs.
 - EC and ESL leadership collaborated on the roll out of professional development training for administrators regarding Pre-Referral Protocol for ESL students.
 - In December, Director of ESL and Lead Teachers provided professional development on scaffolding Academic Discourse for ELs to the Administrative Leadership Team.
 - ESL leaders attended EL Coordinators meeting in Raleigh in January 2019 to receive updates and training on how to meet ESSA EL progress goals.
 - EL lead teacher attended a two-day conference with Kate Kinsella, author of Academic Vocabulary Toolkit, and received materials to share with district's EL team.
 - During second semester, the district's EL team is doing a book study of Special Education Considerations for English Language Learners, in order to be better equipped to support ELs

	<ul style="list-style-type: none"> referred to SST and dual-identified ELs. ● EL team will provide training during the mandatory work day March 29th on Oracy and EL Best Practices. ● Content areas and grade level teachers will meet regularly to provide support and professional growth. <ul style="list-style-type: none"> ● Provided Hybrid (face-to-face/CANVAS) writing professional development for elementary teachers and provided extra time for teachers to collaborate on “what works” and “areas of growth” meetings throughout the school year during grade-level meetings. ● The Elementary Department developed a district-wide, teacher-developed, teacher-led professional development on March 29th with over 15 different PD options for teachers to choose from. ● Provide professional development and learning opportunities to increase teachers’ awareness of culturally competent and equitable practices in the learning environment as outlined in the ACS District Equity Plan. <ul style="list-style-type: none"> ● Provided professional development training to Teacher Leadership Academy participants on “Understanding Cultural Responsiveness” on September 26th. ● Two voluntary members of the District Equity Team attended the North Carolina School Boards Association Equity NC event in Raleigh to advance the work of our system. ● Members will train stakeholders on information learned from the function as well as ongoing professional development garnered from expert colleagues on the team. ● Participation in a poverty simulation was insightful and valuable. Review of this activity and the potential for bringing this to our staff will be discussed.
<p>Objective 3. Celebrate, recognize, and cultivate excellence in the profession, so that faculty and staff feel supported, valued, and successful in order to maximize their full potential.</p>	<ul style="list-style-type: none"> ● Work with building level leaders to identify additional ways to celebrate/recognize employees. <ul style="list-style-type: none"> ● Bus Driver Appreciation Week included thank you cards from students and a brunch organized by support services. ● Quarterly “Thank You” snacks. ● Recognized National Board teachers at the January board meeting. ● Social media campaign starting April 24 for school-level Teachers of the Year ● Working with Chamber of Commerce to develop a discount-card/program available to educators in ACS and RCSS year-round. ● Purchasing pop-sockets with ACS logo for Teacher Appreciation Week ● Recognition in Monday Musings for appreciation weeks: <ul style="list-style-type: none"> ○ School Social Workers

	<ul style="list-style-type: none"> ○ School Nurses ○ School Counselors ○ Bus drivers ● Increase awareness of the Employee Assistance Program to provide resources and support to address personal or work-related challenges and concerns. <ul style="list-style-type: none"> ● Implemented new Employee Assistance Program provider (Mygroup.com). Materials and introduction video provided for principals to introduce during opening staff meeting. ● Materials also available during ACS Health Fair. ● Monthly EAP newsletter made available through Monday Musings and on the ACS intranet.
<p>GOAL 4. Asheboro City Schools will have up-to-date business, technology, and communication systems to serve its students, families, and staff.</p>	
<p>Objective 1: Provide access and up-to-date training on the use of technology and communication systems, so that students, families, and/or staff can effectively use these resources to support student progress.</p>	<ul style="list-style-type: none"> ● Train classroom teachers and implement the use of PowerTeacher Pro. <ol style="list-style-type: none"> 1. A train-the-trainer model was implemented or each school to be implemented at the start of each school year. Each school sent a trainer to training at RCC in April 2018. 2. Dr. Drew Maerz and Christina Kinley provided school support for training upon principal request. 3. PowerTeacher Pro training webinars, offered by NCDPI, are shared with teacher through email and Monday Musings. 4. Follow-up trainings are offered at individual schools on an “as needed” basis. 5. Troubleshooting/problem-solving tutorials offered to individuals, teams, and schools at crucial times in the academic year. Support offered at the end of the first quarter, end of the first semester, and in closing courses (end of semester). ● Train all staff on the new district telecommunications system. <ol style="list-style-type: none"> 1. Voice over Internet Protocol (VOIP) phones have been fully deployed across the school district and trainings have been completed at every school/district site. ● Conduct a needs assessment survey of students and families on home internet access. <ol style="list-style-type: none"> 1. Media specialists at each school site have completed an internet access survey with parents and students. Results from this survey are currently being compiled. ● Continue to update signage throughout the district. <ol style="list-style-type: none"> 1. Updated “Tobacco Free School Zone” signage provided by regional support
<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 <ol style="list-style-type: none"> 1. Randolph Public Library has multiple mobile hotspots available for checkout. Staff from the library has collaborated with school staff to provide hotspots to students with specific

	<p>academic needs requiring internet access.</p> <ul style="list-style-type: none"> ● Communicate low-cost private internet options and free public wifi options to our families through multiple mediums <ol style="list-style-type: none"> 1. Low-cost private internet options and free public wifi options have been shared with students and families on social media.
<p>Objective 3: Develop and execute a comprehensive marketing plan, so that our community is informed about student outcomes, opportunities, quality educators, and the benefit of the district to the community.</p>	<ul style="list-style-type: none"> ● Design and Implement the Asheboro High School Alumni and Friends Association ● Re-image the Advisory Councils to help carry the Asheboro City Schools message into the community. <ol style="list-style-type: none"> 1. Students have been selected for the Student Advisory Council and PTO/PTA representatives have been identified. First meetings with these advisory groups begin the week of September 17. 2. On October 3, the newly formed ACS Business Advisory Council met to provide feedback to the system from the business and industry perspective. Chris Harrington from Elastic Therapy was elected as the ACS Business Advisory Council Chair. 3. Dr. Worrell met with the advisory councils listed below and used this opportunity to share key pieces of information about the district for public consumption. ● Develop “Talks with Terry” to update key community stakeholders about district initiatives and hear community concerns. <ol style="list-style-type: none"> 1. Taken shape as radio spots and through Advisory Councils <ol style="list-style-type: none"> a. WKXR - Dr. Worrell speaks with Larry Reid on LIVE radio the first Tuesday of each month during the school year b. WZOO - Dr. Worrell speaks with Steve Finnegan on LIVE radio the first Wednesday of each month during the school year c. Dr. Worrell is meeting with these advisory councils at least three times during the school year: <ol style="list-style-type: none"> i. PTO/PTA President's Advisory Council ii. Student Advisory Council iii. Staff Advisory Council (meets monthly) iv. Black Advisory Council v. Latino Advisory Council vi. Business Advisory Council (bi-annual) vii. Faith-based Advisory Council ● Explore paid advertising options to continue carrying the message of Asheboro City Schools. <ul style="list-style-type: none"> ● Annual report for 17-18 content has been collected and we are working on layout/design now. The report serves two purposes - to inform and to market ACS. It will be sent to all supplemental tax payers by the winter break. ● Although not paid advertising, since the last board meeting, we have scheduled monthly LIVE radio spots with 99.9 WZOO radio and WKXR with Larry Reid.

	<ul style="list-style-type: none"> ● Right Here Randolph advertisement for 2019 magazine. ● 2017-2018 Annual Report has been sent to 9,000 ACS tax payers (shout-out to Maira Cortes!). ● Purchased new ACS sticky pads and ACS presentation folders for marketing purposes. ● Launched the ACS intranet for staff members (internal communication). ● Dual Language Immersion program communication plan (as of Friday, 96 applications for 80 spots). ● Meetings for 2019-2020 have been scheduled for all advisory councils. ● Added Instagram account as of December 2018. ● Monthly meetings with Terrence Jefferies from the Courier-Tribune about ACS and to educate him about public education in general. ● NAMS 50th Anniversary Celebration took place on April 26, 2019. ● Read Across America activities - invited board and community members into our schools. ● Shared “canned” crisis statements for principals to reference in the event of a crisis situation. ● Improved navigation on ACS website to be more intuitive for users. ● Additional signs made for 1 of 3, and Top Ten to be used as marketing pieces. ● Working on a 30-second commercial for Chamber of Commerce about ACS. ● Working on kindergarten t-shirts for registration events in April and May. ● Hosted Leadership Randolph at ECDC and AHS Zoo School on March 7. ● Celebrated ACS Signature School on March 1 (AHS). ● Created two commercials for the district - One is 34 seconds and the other is 56 seconds. These commercials use still shots and narration to share “elevator speeches” about the features of ACS.
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GOAL 5. Each student is healthy, safe and responsible.

<p>Objective 1. Design, implement, and evaluate a system-wide process to ensure students are connected to an adult advocate, so that each student collaborates regularly with a mentor or trusted adult.</p>	<ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ● SHAPE Team evaluation completed in Fall/Winter 2018-19 ● Team conducts monthly meetings to establish process for identifying next steps for assigning mentors to at-risk students. ● Collaboration between PBIS, MTSS, and SHAPE to ensure tiered supports including a trusted adult and Check-In Check-Outs for identified students. ● Full implementation expected district wide for Fall 2019 ● 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.
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	<ul style="list-style-type: none"> ● Partnered with Eastside Improvements Association to provide a historical display in our secondary schools on the history of Central School.
<p>Objective 2. Provide a system of support to ensure access to effective health and safety programs so that the physical, social, and emotional needs of students are met.</p>	<ul style="list-style-type: none"> ● Integrate the Sanford Harmony social emotional curriculum in grades K-6. <ul style="list-style-type: none"> ○ Elementary schools use Sanford Harmony curriculum in classroom guidance lessons delivered by the school counselors. ● Communicate the role and outreach of the school nurse to the school community. <ul style="list-style-type: none"> ● Fall 2018--nurses presented at beginning of the year staff meetings to deliver information regarding their role and services to the school. ● Resilience Training for educators to meet the needs of students who have experienced trauma. <ul style="list-style-type: none"> ● November 6, 2018--public viewings of the Resilience film with follow up discussion panel. ● February 2019--Understanding Trauma workshops at RCC for two representatives from each school. ● March 2019--Parent Awareness Workshops (PAWs) <ul style="list-style-type: none"> ○ Tobacco and eCigs ○ Youth Mental Health ○ Suicide Prevention ○ Social Media ○ Internet Safety ● Increase student access to mental health services. <ul style="list-style-type: none"> ● 40 students received school-based mental health serviced during the 2017/18 school year. During the 2018/19 school year, as of March 2019, 42 students have received school-based mental health services and another 18 students receive services from the district Mental Health Specialist. ● Mental Health Specialist position provides direct counseling services, supports team-based problem solving for students, and service coordination with local mental health providers. ● Convened the SHAPE Team to assess district capacity and develop a district action plan for increasing mental health supports and services. ● Provide training on the updated threat assessment process. <ol style="list-style-type: none"> 1. Training on the revised Threat and Risk Assessment process was provided to administrators on 8/15/18 and for school counselors and social workers on 8/16/18.
<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. <ul style="list-style-type: none"> ● Meeting Dates: 9/4, 10/2, 11/7, 12/6, 1/10, 3/7, 4/3, & 5/7 ● Conduct monthly PBIS school-level meetings to problem solve individual, group, and school wide discipline data, establish interventions and celebrations <ul style="list-style-type: none"> ● Meeting Dates: 9/4, 10/2, 11/7, 12/6, 1/10, 3/7, 4/3, & 5/7

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

- Expand Employee Assistance Program to provide resources and support to address personal or work-related challenges and concerns.
 1. Implemented new Employee Assistance Program provider (Mygroup.com). Materials and introduction video provided for principals to introduce during opening staff meeting. Materials also available during ACS Health Fair. Monthly EAP newsletter made available through Monday Musings.
- Host a district wellness fair.
 - August 21st, 2018 from 1 p.m.- 4 p.m. at SAMS
 - Services included:
 - Blood pressure testing
 - Blood sugar screening
 - Body fat analysis
 - Breast health and mammograms
 - Core balance testing
 - Colonoscopy education
 - Health coaching for waist reduction
 - Joint education and screening
 - Spine Screening
 - Vision Screening
 - Wellness in dental health
- Encourage ACS staff and students to participate in the Mayors fitness challenge.
 - [2018 Winners of the Mayors Cup](#)

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.
 - Online resources are available [Here](#)

Asheboro CITY SCHOOLS

A learning community of excellence!

Chartered in 1905

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

Asheboro City Board of Education May 1, 2019

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Gidget Kidd, ex-officio
Phillip Cheek, ex-officio

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Calendar Committee: Dr. Beth Knott and Gwen Williams

School Assignments 2019

Asheboro High School
South Asheboro Middle School

All members
Gwen Williams, Linda Cranford,
Gustavo Agudelo, Gidget Kidd,
Phillip Cheek

North Asheboro Middle School

Baxter Hammer, Archie Priest, Jr.,
Ryan Patton, Michael Smith

Balfour Elementary School

Beth Knott, Linda Cranford,
Gwen Williams

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

Phillip Cheek, Gustavo Agudelo
Michael Smith, Ryan Patton
Gidget Kidd, Archie Priest, Jr.
Baxter Hammer, Joyce Harrington
Ryan Patton