

ASHEBORO CITY BOARD OF EDUCATION

September 12, 2019

7:30 p.m.

Early Childhood Development Center

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 - Valeria Galvan Ruiz, Balfour Elementary Fifth Grader
- *D. Approval of Agenda

II. 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.

III. Special Recognitions and Presentations

- A. Community Partner Spotlight – C4 Church – Ms. Leigh Anna Marbert
- B. Board Spotlight – Balfour Elementary School’s English Learner Team – Mr. Chris Tuft, principal
- C. Points of Pride – Ms. Leigh Anna Marbert

IV. *Consent Agenda

- A. Approval of Minutes – August 8, 2019 and August 29, 2019
- B. Policies Recommended for Approval
 - Policy 1320/3560 – Title I Parent and Family Engagement
 - Policy 3420 – Student Promotion and Accountability
 - Policy 5240 – Advertising in the Schools
- C. Personnel
- D. Recommended Charter Bus Companies for Use in 2019-2020
- E. Overnight Field Trip Request – Asheboro High School Band – March 26-29, 2020 - New York City

V. Information, Reports, and Recommendations

- A. Construction Updates – Smith Sinnett Representative
- B. Policies Recommended for 30-Day Review – Dr. Drew Maerz
 - Policy 1700 – Guiding Principle – Overcoming Barriers
 - Policy 4320 – Tobacco Products – Students
 - Policy 4325 – Drugs and Alcohol
 - Policy 6150 – Head Lice
- C. 2018-2019 Accountability Data – Dr. Drew Maerz
- D. Read to Achieve Data – Dr. Drew Maerz

VI. *Action Items

VII. Superintendent's Report

A. Enrollment and Class Sizes – Dr. Aaron Woody

VIII. Board Operations – Chairman Kidd

A. Upcoming Events:

- September 18, 2019 – NCSBA District 5 Meeting – Thomasville City Schools
- October 16 – 18, 2019 – Fall Law Conference – Asheville
- November 18 – 20, 2019 – NCSBA Annual Conference – Greensboro
- April 4 – 6, 2020 – NSBA Annual Conference – Chicago, IL

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

September 12, 2019

7:30 p.m.

Early Childhood Development Center

Agenda Addendum

6:00 p.m. – Policy Committee Meeting

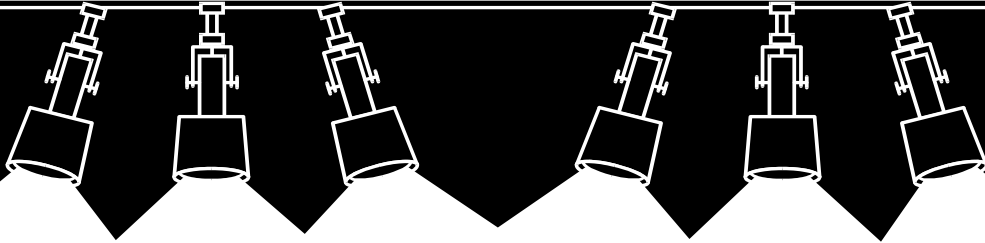
6:45 p.m. – Finance Committee Meeting

- I. Opening**
- II. Public Comments**
- III. Special Recognitions and Presentations**
- IV. *Consent Agenda**
 - C. Personnel Addendum (added)
- V. Information, Reports, and Recommendations**
 - A. Construction Updates (presentation added)
 - C. 2018-2019 Accountability Data – Dr. Drew Maerz (report added)
 - D. Read to Achieve Data – Dr. Drew Maerz (report added)
- VI. *Action Items**
- VII. Superintendent's Report**
 - A. The 10-day enrollment and Class Sizes – Dr. Aaron Woody (report added)
- VIII. Board Operations – Chairman Kidd**
- IX. Adjournment**

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

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September 12, 2019



Community Partner Spotlight:

Asheboro City Schools is pleased to welcome C4 Church as this month's Community Partner. The church has a strong partnership with Balfour Elementary School to support students, staff, and families.

Board Spotlight:

Tonight, the board will hear from Balfour Elementary School principal, Mr. Chris Tuft, and the English Learner (EL) Team. All EL students receive language support through services from EL teachers at their schools. Both EL and content teachers use the WIDA English Language Development standards to plan and deliver instruction. Each year, EL students receive the WIDA ACCESS Test to measure progress in the domains of speaking, listening, reading, and writing.

The EL program receives local, state, and federal funding to support program initiatives, which align with federal and state requirements.



Points of Pride Update

September 12, 2019

2019-2020 Convocation

Many have said the 2019 Convocation was the best one to date in the history of Asheboro City Schools (ACS). The event included compelling stories from the ACS 2018-19 Apple of Excellence First-Year Teacher, Ms. Shameeka Wilson, and the ACS 2019-20 Teacher of the Year, Ms. Danielle Hunter. Staff were encouraged and inspired by Superintendent Aaron Woody's keynote speech. All committed to being "ALL IN" for each other and our students this school year!

Back to School Bash

To mark the end of the first full week of school and to celebrate the first Blue Comet home football game, the district hosted the 2019-2020 Back to School Bash. The event featured representatives from all ten locations in ACS, including the Central Office. Staff hosted games, gave away freebies, engaged with families and students, and generated excitement for the football game. Many thanks to Asheboro High School for providing the space and the 400 FREE tickets to elementary and middle school students. Note: All AHS students have FREE admission to all regular season home games.

School Supply Donation from Randolph Health Internal Medicine

Special thanks to Randolph Health Internal Medicine (RHIM) for hosting a school supply drive for Ms. Angela Dozier's classroom at AHS! RHIM collected binders, colored pencils, notebooks, paper, pens, pencils, and markers. Special thanks to Leigh Ann Dixon for helping to coordinate this supply drive.

The Give Back Project

At the tender age of 26, Kyosha Lowery, an AHS alum, possesses more wisdom and humility than many people twice her age. Despite devastating challenges, Kyosha has held her head high and listened to the small voice in very back of her mind. In the midst of fighting for her own life, Kyosha decided she would choose kindness by dedicating herself to a cause greater than she could have imagined. She would give back to the community that provided so much support to her. In this moment of clarity, she says God put it on her heart to care for those who were struggling to care for themselves. She calls this calling, "The Give Back Project." Read her story by [clicking here](#).

CTE Makes Guitars for Local Businesses

Last spring students in the Technological Design class at Asheboro High School made four guitars for local businesses. Students made guitars for Keller Williams, Cox's Harley Davidson, the Randolph-Asheboro YMCA, and ____.

First Day of the 2019-2020 School Year

We had a tremendous start to the 2019-2020 school year. Superintendent Aaron Woody had this to say, "We've had a great first day of the 2019-2020 school year, thanks to our teachers and school personnel who have worked tremendously hard to prepare during the summer months. I had the opportunity to visit all of our schools and I am proud to share many of our students were already engaged in rigorous academic work. On Friday, our team declared they were "ALL IN" which was evident throughout our district today. It's a new day in Asheboro City Schools."

Our enrollment on the first day was 4,435. This was up 89 students from our first day enrollment in 2018-2019.

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The Give Back Project



At the tender age of 26, Kyosha Lowery possesses more wisdom and humility than many people twice her age. Despite devastating challenges, Kyosha has held her head high and listened to the small voice in very back of her mind. In the midst of fighting for her own life, Kyosha decided she would choose kindness by dedicating herself to a cause greater than she could have imagined. She would give back to the community that provided so much support to her. In this moment of clarity, she says God put it on her heart to care for those who were struggling to care for themselves.

Kyosha attended Asheboro High School and was a fantastic athlete in Track and Field. She was successful on the track and in the classroom. She was friendly and outgoing. She could be the life of the party. She always sported a smile. Nevertheless, behind the smile, behind the academic and athletic successes, Kyosha was struggling to care for the people she loved most – her family.

You see even as a high school student, Kyosha was helping her mom foot the bills, pay for groceries, and take care of her brother and sister. "Times were tough. There were some weeks when my sister and I had to share things that most people don't have to share," said Kyosha. "But no matter how tough things seemed to be," she said, "our family was always taken care of. Out of nowhere, we would experience miracles - the unexpected bills would be paid, or an extra few dollars would appear so we could eat."

These "miracles" were actually gifts from people at Kyosha's church. They were gifts from her coaches at Asheboro High School. They were gifts from Lisa Cheek, the school's social worker. Kyosha has learned what the statement means, "it takes a village to raise children." She has lived it. And now, she is making her mission to continue this legacy of giving, so that other students may be blessed by her experiences.

During the summer of 2019, Kyosha started collecting hygiene items – deodorant, toothbrushes, soap, shampoo, etc. from businesses across Asheboro and Randolph County. Initially she intended to make personal hygiene bags for 50 males and 50 females. But as the project began take off, more and more people began to donate, and Kyosha was able to increase her goal. By "packing day" (Aug. 22), Kyosha and several volunteers, were able to pack 205 bags. "I recruited my family and several volunteers from my church to help pack the bags. I was so thankful North Asheboro Middle School allowed us to use their cafeteria to do the work – it would have been a tight squeeze trying to get all this done at my mom's house," said Kyosha.

Kyosha calls this the Give Back project, but her efforts are not stopping after these bags are distributed. She is in school studying business, so that she can one day oversee her own non-profit organization called Leach's Helping Hands. Leach is a family name – her maternal grandfather – who she says would have been very proud of her for giving back in this way. Kyosha's mother was fond of her grandfather and talks about him which is where the name originates.

The Give Back project is the brainchild of Kyosha to help students specifically at Asheboro High School. In time however, she hopes to provide support to students throughout North Carolina and beyond with Leach's Helping Hands.

"It's been an eye-opening experience to work on this project. I'm so pleased with all we have accomplished and I'm even more pleased that our work will ultimately help someone else. At the end of the day, taking care of each other is what it's all about."

**Asheboro City Board of Education
August 8, 2019
Early Childhood Development Center**

Policy Committee

Staff members present:

Dr. Aaron Woody, Superintendent	Dr. Drew Maerz	Carla Freemyer
D.R. Cash		

Board members present:

Gidget Kidd	Dr. Beth Knott	Michael Smith
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Dr. Knott called the meeting to order at 6:04 p.m. and referred to Dr. Maerz who began review of the agenda.

- Policy 1700 – Guiding Principle - Overcoming Barriers
 - Updated policy to reflect current titles
- Policy 4320 – Tobacco Products - Students
 - Updated legal references
 - This policy will be used to update Policy 4325 – Drugs and Alcohol, and bring both of the policies into alignment
- Policy 4325 – Drugs and Alcohol
 - Updated Section A. Definitions is a local detailed, description
 - Updated prohibited behavior and lists of prohibited substances
 - Updated consequences to remove level-specific consequences and include statement referring to Policy 4300 – Student Behavior Policies and the Code of Student Conduct
 - Mr. Cash had examples of confiscated items from the high school that were used to inform committee members
- Policy 6150 – Head Lice
 - Updated policy references

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

With no further business, the meeting adjourned at 6:30 p.m.

Finance Committee

The Finance Committee convened at 6:48 p.m. in the Early Childhood Development Center. The following board members were present:

Gidget Kidd	Baxter Hammer	Linda Cranford
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Staff members present:

Dr. Aaron Woody	Sandra Spivey
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Ms. Spivey discussed the fee schedules under the Consent Agenda including the School Fees and Rental of School Facilities Fee Schedule for 2019-2020.

Ms. Spivey discussed the salary schedule for substitutes. The after school care substitute pay is being increased to \$9.35 per hour. The non-certified substitute pay rate is being increased to \$85 per day. Instructional assistant substitutes will now be paid the same as the non-certified substitutes at a rate of \$85 per day.

Ms. Spivey reviewed the FEMA Resolution for Designation of Applicant's Agent. This resolution will allow FEMA to correspond with Asheboro City Schools' designated agents in order to process our claim for reimbursement from the hurricane damage last fall.

There being no further business, the meeting adjourned at 7:10 p.m.

Board of Education

Board members attending:

Gidget Kidd, Chair	Phillip Cheek, Vice Chair	Linda Cranford
Baxter Hammer	Joyce Harrington	Dr. Beth Knott
Archie Priest	Michael Smith	
Scott Eggleston, Attorney		

Staff members attending:

Dr. Aaron Woody, Superintendent		Dr. Drew Maerz
Dr. Cayce Favasuli	Sandra Spivey	Robin Harris
D.R. Cash	Ed Keller	Holly White
Jordi Roman	Leigh Anna Marbert	Anthony Woodyard
Carla Freemyer	Lee Clark	Donna Gentry
Dr. Penny Crooks		

Opening

Chairman Kidd called the meeting to order at 7:30 p.m., welcomed all in attendance, and led attendees in 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

There were no requests to address the board.

Special Recognitions

College Tours: Ms. Vanessa Brooks, Ms. Robin Harris, and Mr. Jordi Roman spoke regarding the summer college tour opportunities. Approximately 17 Asheboro High School students visited the campuses of North Carolina A&T State University; University of North Carolina at Chapel Hill, Charlotte, and Greensboro; North Carolina State University; Winston-Salem State University; and North Carolina Central University. Students toured the campuses, met with students and staff, and gained insight into higher education opportunities within North Carolina.

Points of Pride: Ms. Leigh Anna Marbert shared the following in the Points of Pride report:

- Mobile library and Meet Me at the Public Library events were held in conjunction with the Randolph Public Library and each of the Asheboro City Schools.
- Through the Teacher Internship Program, 12 Asheboro City Schools teachers participated by interning with area businesses for one week during the summer.
- Superintendent Meet-and-Greet gatherings provided the opportunity for the public to meet Dr. Aaron Woody, the new Asheboro City Schools superintendent.
- An Apprenticeship Randolph Signing Event for students participating in the Apprenticeship Randolph program was held.

Consent Agenda

Upon motion by Mr. Smith, seconded by Ms. Cranford, the following items were approved under the Consent Agenda. NOTE: In accordance with Asheboro City Schools Board Policy 7100, Mr. Cheek recused himself from voting.

A. Board of Education Minutes – July 11, 2019; July 17, 2019; and July 30, 2019

B. Policies Recommended for Approval:

- Policy 6315 – Drivers
- Policy 7100 – Recruitment and Selection of Personnel
- Policy 7130 – Licensure
- Policy 7730 – Employee Conflict of Interest
- Policy 7940 – Classified Personnel: Suspension and Dismissal

C. Personnel:

1. RESIGNATIONS/RETIREMENTS/SEPARATIONS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Mabe	Michael	SAMS	Head Custodian	12/31/2019
Trogdon	Quinton	CO	Bus Driver	6/7/2019
Holmes	Jeremy	SAMS	Social Studies	9/5/2019

II. APPOINTMENTS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Allen	Timothy	NAMS	Science/Social Studies	8/8/2019
Kidd	Bethany	GBT	Kindergarten	8/8/2019
Davis	Lydia	SAMS/AHS	Speech Language Pathologist	8/14/2019
Green*	Ilona	BAL	Third Grade	8/14/2019
Jessup	Christopher	AHS	NOVA Academy	TBD
Poole	Alyson	ECDC	Instructional Assistant	8/14/2019

*In accordance with Board Policy 7100, this individual is an immediate family member of a board member.

III. ADMINISTRATOR CONTRACTS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Rich	Wendy	CO	Assistant Superintendent of C&I	9/1/2019 - 6/30/2023

IV: TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Elliott	Margaret	BAL	English Language Learners - FT to PT	8/26/2019

- D*. 2019-2020 School Fees
 E*. 2019-2020 Beginning Teacher Support Plan
 F*. Facility Rental Fees
 H*. Salary Schedules – Substitutes
 I*. FEMA Resolution – Designation of Applicant’s Agent
 J*. Overnight Field Trip – Asheboro Zoo School FFA – October 29 – November 2, 2019, Indianapolis, IN
 (National FFA Convention)
 *A copy is made a part of these minutes.

Information, Reports and Recommendations

- A. Policies Recommended for 30-Day Review were presented by Dr. Drew Maerz:
- Policy 1320/3560 – Title I Parent and Family Engagement
 - Policy 3420 – Student Promotion and Accountability
 - Policy 5240 – Advertising in the Schools
- B*. Read to Achieve Update: Dr. Drew Maerz and Mr. Jordi Roman reported the Read to Achieve camp was held July 8-31, 2019, at Balfour Elementary. Attending were 97 first and second graders and 37 third graders with the following results:

First Grade:

Assessment	Students Assessed	Average Growth	Students w/Growth
Nonsense Word Fluency	7	9.3	5
DIEBLS Oral Reading Fluency	30	-2.6	10

Second Grade:

Assessment	Students Assessed	Average Growth	Students w/Growth
DIEBLS Oral Reading Fluency	36	9.25	28

Third Grade:

Assessment	Students Assessed	Average Growth	Students w/Growth	Proficient Students
Text Reading Comprehension	34	0.8 levels	21	10 (Q+)
Read to Achieve Assessment	24	.55 Scale Scores	11	1 (Level 3+)

*A copy is made a part of these minutes

- C*. Summer Academy Update: Dr. Drew Maerz and Dr. Cayce Favasuli presented the following data regarding students who attended the 10-day Summer Academy:

Elementary Students:

Assessment	Students Assessed	Average Growth (Scale Scores)	Students w/Growth	Students Meeting Proficiency
ELA Grade 4	49	0.18	24	13
ELA Grade 5	75	0.56	39	20
Science Grade 5	28	2.54	18	9

Middle School Students:

Assessment	Students Assessed	Average Growth	Students w/Growth	Students Meeting Proficiency
ELA Grade 6	48	-2.31	17	8
ELA Grade 7	34	1.06	16	4
ELA Grade 8	27	-0.29	14	6
Science Grade 8	6	5.67	6	5

High School Students:

Assessment	Students Assessed	Average Growth	Students w/Growth	Students Meeting Proficiency
English 2	13	-1.07	6	1
Biology	14	-0.43	8	2

Superintendent Woody expressed thanks to Ms. Rhonda McHenry, Guy B. Teachey assistant principal who served as the director of both academic summer camps, for her outstanding leadership.

- D*.** Code of Conduct/Discipline Data: Mr. D. R. Cash, director of support services, reviewed the Code of Conduct Disciplinary Guidelines which is currently being reviewed and updated. Mr. Cash also presented the Asheboro City Schools End-of-Year Discipline Data for 2018-2019 along with data from similar districts.
- E.** Facilities Update – Mr. Ed Keller, director of facilities and maintenance, provided an update on the Asheboro High School construction/renovation project as well as other areas of interest as follows:
 - Phase I – Asheboro High School
 - The east parking lot will be completed within 30 days.
 - First floor addition has utilities installed.
 - The new commons steel frame has been constructed.
 - Use of the Performing Arts Center will be reviewed soon.
 - Phase II
 - Bidding process has been completed for the renovations of the C.W. McCrary Elementary and Lindley Park Elementary kitchens.

- The pre-construction meetings have been held and a 120-day completion date has been set.
- Currently in the process of updating the five-year Facilities and Maintenance Plan with a concentration on operational effectiveness.

Calendar of Events / Superintendent's Report

- A. Ms. Leigh Anna Marbert, public information officer, reviewed the calendar of upcoming events.
- B. Superintendent Update – Dr. Aaron Woody highlighted the following as a part of his report:
 - We are continually exploring ways in which processes and services can be improved.
 - The community meet-and-greet events have been highly successful with numerous staff, families, students, and community members attending.
 - Meetings have been held with all principals and administrative leaders to discuss system-wide goals and expectations.
 - We are working to connect with community and business members.
 - The 2018-2019 Teacher Leadership Academy cohort attended the five-day NCCATS training held in Ocracoke, North Carolina. Teachers were provided with new knowledge, skills, teaching methods, best practices, and information to take back to their classrooms and students.

Board Operations – Chairman Kidd

- A. Chairman Kidd thanked Ms. Carla Freemyer, executive director of human resources, for her service as interim superintendent. Ms. Freemyer served in this capacity during the new superintendent search process.
- B. Chairman Kidd reviewed upcoming events of interest to the board noting the next Board of Education meeting will be September 12, 2019.
- C*. Chairman Kidd reminded board members that their committee and school assignments for the 2019-2020 school year will remain the same at this point.

Adjournment

There being no further business and upon motion by Dr. Knott, seconded by Mr. Cheek, and unanimously approved, the meeting was adjourned at 9:32 p.m.

Chair

Secretary

Asheboro City Board of Education
August 29, 2019
Special Called Work Session
Asheboro City Schools Central Office Board Room

Board members attending:

Gidget Kidd, Chair	Phillip Cheek, Vice Chair	Linda Cranford
Baxter Hammer	Joyce Harrington	Dr. Beth Knott
Ryan Patton	Archie Priest	Michael Smith
Gwen Williams		

Staff members attending:

Dr. Aaron Woody, Superintendent	Donna Gentry
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Opening

Chairman Kidd called the meeting to order at 6:30 p.m., welcomed all in attendance, and led attendees in a moment of silence, followed by the Pledge of Allegiance.

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

Public Comments

There were no requests to address the board.

Work Session

Chairman Kidd noted this session was called as a time for the board and new superintendent, Dr. Aaron Woody, to share and discuss ideas and expectations of his role and the board's responsibilities.

System Updates: Dr. Woody provided updates including the following:

- The maintenance department has been working diligently throughout the system to handle any issues and outstanding work orders are minimal.
- A Back-To-School Bash will be held on the front lawn at Asheboro High School beginning at 6 p.m. on Friday, Aug. 30 prior to the first home football game.
- An issue with the structural support beneath the Charles W. McCrary Elementary School kitchen was found during the renovation process (in the coal room beneath the kitchen). A completion delay could occur due to the time needed to make the necessary structural reinforcements.
- Due to the construction at Asheboro High School, some traffic-flow issues have occurred. The problem areas are under surveillance as corrective measures are put in place.

Superintendent's Vision

Dr. Woody reported the feedback from survey cards completed by visitors/staff at the three Meet-and-Greet receptions held this month lead to the selection of communication, organization, and feedback as major areas of focus.

Discussion Forum

Open discussion was held during which time the board and superintendent discussed job and communication expectations and system-wide programs and goals.

Other Topics

- The board would like to pursue Master Board training for all members possibly during the winter board retreat.
- Reevaluate all K-2 services to ensure all Asheboro City Schools' students are being provided the best educational opportunities available.
- Continue to look at student proficiency levels and explore methods for continued improvement.

Adjournment

There being no further business, and upon motion by Mr. Patton and seconded by Mr. Cheek, the board unanimously voted to adjourn at 9:28 p.m.

Chair

Secretary

Policies For Approval

The board of education recognizes the value of family engagement in a child's academic success and believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents and other family members are their children's first teachers; therefore, the continued involvement of parents and family members in the educational process is most important in fostering and improving educational achievement. School system officials shall strive to support parents and provide parents and family members with meaningful opportunities to become involved in the programs offered by the Title I schools. The board encourages parents and family members to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the school system's Title I program in helping students meet state and local achievement standards.

A. DEFINITION OF PARENT AND FAMILY ENGAGEMENT

For the purposes of this policy, the term "parent and family engagement" means the participation of parents, guardians, other family members, and, when appropriate, students in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring the following:

1. that parents and family members play an integral role in assisting their child's learning;
2. that parents and family members are encouraged to be actively involved in their child's education at school;
3. that parents are full partners in their child's education and parents and family members are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. that the school system utilizes activities to support parent and family engagement in the Title I programs.

B. PURPOSE AND OPERATION OF TITLE I PROGRAM

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they receive an equitable, high-quality, well-rounded education and meet the school system's challenging academic standards. The Title I program provides instructional activities and supportive services to eligible students over and above those provided by the regular school program.

Qualified Title I schools will operate as school-wide programs or targeted assistance programs based upon federal eligibility criteria. School-wide programs will provide comprehensive support to offer improved opportunities for all students in the school to meet the school system's academic standards. Targeted assistance programs will provide

services to eligible students most in need of assistance in the school as determined by objective criteria established by the superintendent or designee. Eligibility criteria may include, for example, standardized test scores, teacher judgment, and results of preschool screening and home-school surveys.

Both school-wide and targeted assistance programs shall be based on effective means of improving student achievement and shall include evidence-based strategies to support parental and family engagement.

C. ANNUAL MEETING AND PROGRAM EVALUATION

Each year, school officials must invite parents of students participating in Title I programs to a meeting to explain-parental rights, discuss the programs and activities to be provided with Title I funds, and solicit input on the Title I Program and this policy. In addition, school officials must provide parents and family members a meaningful opportunity annually to evaluate the content and effectiveness of the Title I programs and the parent and family engagement policies and plans. Information collected from these proceedings will be used to revise Title I programs and parent-and family engagement plans.

D. PARENT AND FAMILY ENGAGEMENT EFFORTS

The board believes that the involvement of Title I parents and family members in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of the children. The Title I staff and all school system personnel shall strive to conduct outreach to parents and family members and involve them in activities throughout the school year.

The superintendent shall ensure that this system-level parent and family engagement policy and plan is developed with, agreed upon with, and annually distributed to parents and family members of participating students. In addition to the system-level parent and family engagement plan, each school participating in the Title I program shall jointly develop and annually distribute to parents and family members a school-level written parent and family engagement plan. This plan describes the means for carrying out school-level practices, sharing responsibility for student academic achievement, building the capacity of school staff and parents for engagement, and increasing accessibility for participation of all parents and family members of children participating in Title I programs, including parents and family members who have limited English proficiency, who have disabilities, and ~~for~~ who are migratory. School-level plans must involve parents in the planning and improvement of Title I activities and must provide for the distribution to parents of information on expected student achievement levels and the school's academic performance.

School officials shall invite appropriate school personnel from private schools to consult on the design and development of its programs in order to provide equitable services to students enrolled in private schools. The superintendent or designee shall establish any additional procedures necessary to achieve timely and meaningful consultation with private

school officials in accordance with federal law.

In addition, school system officials and Title I school personnel shall do the following:

1. involve parents and family members in the joint development of the Title I program and school support and improvement plan and the process of school review and improvement by including parents on the school advisory committee and any committees that review the Title I program;
2. provide coordination, technical assistance, and other support from various central office departments necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities that are designed to improve student academic achievement and school performance;
3. coordinate and integrate parent and family engagement strategies in the Title I program to the extent feasible and appropriate with parental engagement strategies established in other federal, state, and local laws and programs;
4. with the meaningful involvement of parents, conduct an annual evaluation of the content and effectiveness of the school system parent and family engagement policies and program in improving the academic quality of the school and assisting student to meet the school system's academic standards;
5. strive to eliminate barriers to parental participation by assisting parents who have disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;
6. provide outreach and assistance to parents and family members of children who are participating in Title I programs in understanding the state's testing standards, the assessments used, Title I requirements, and all national, state, and local standards and expectations through such efforts as community-based meetings, posting information on school websites, sending information home, newsletters, workshops, and newspaper articles;
7. design a parent–student–school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;
8. with the assistance of parents, ensure that teachers, specialized instructional support personnel, principals, and other staff are educated in the value of parents as partners in the educational process and understand how to work with, communicate with, and reach out to parents as equal partners in education;

9. distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement through such methods as literacy training or using technology, which may include education about the harms of copyright piracy;
10. coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with federal, state, and local programs, including public pre-school programs, and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;
11. strengthen the partnership with agencies, businesses, and programs that operate in the community, especially those with expertise in effectively engaging parents and family members in education;
12. ensure that parents are involved in the school's Title I activities; and
13. provide such other reasonable support for Title I parental involvement activities as requested by parents.

E. NOTICE REQUIREMENTS

School system officials and Title I school personnel shall provide effective notice of the following information as required by law. The notice must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

1. Program for English Learners
 - a. Each year the principal or designee shall provide notice of the following to parents of English learners identified for participation in a Title I, Part A or Title III funded language instruction educational program:
 - a. the reasons for the child's identification;
 - b. the child's level of English proficiency and how such level was assessed;
 - c. methods of instruction;
 - d. how the program will help the child;
 - e. the exit requirements for the program;
 - f. if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP); and

- g. any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal, and selection of a program for English learner; and
- h. notice of regular meetings for the purpose of formulating and responding to recommendations from parents.

2. System Report Card

Each year, school system officials shall disseminate to all parents, schools, and the public a school system report card containing information about the school system and each school, including, but not limited to:

- a. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
- b. the performance of the school system on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system as a whole;
- c. the percentage and number of students who are:
 - i. assessed,
 - ii. assessed using alternate assessments,
 - iii. involved in preschool and accelerated coursework programs, and
 - iv. English Learners achieving proficiency;
- d. the per pupil expenditures of federal, state, and local funds; and
- e. teacher qualifications.

3. Teacher Qualifications

- a. At the beginning of each year, school system officials shall notify parents of students who are participating in Title I programs of the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child (see policy 7820, Personnel Files).
- b. The principal or designee of a Title I school shall provide timely notice informing parents that their student has been assigned to or has been taught

for at least four consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level or subject area in which the teacher had been assigned.

4. Parental Rights and Opportunities for Involvement

- a. Each year, the principal or designee of a Title I school shall provide notice to parents of the school's written parent and family engagement policy, parents' right to be involved in their child's school, and opportunities for parents and family members to be involved in the school.
- b. Each year, the principal or designee of a Title I school shall provide notice to parents of their right to request information regarding student participation in state-required assessments.

F. WEBSITE DISTRIBUTION OF INFORMATION

Each year, school system officials shall publicize on the school system website and, where practicable, on the website of each school:

1. the report card described in subsection E.2, above; and
2. information on each assessment required by the state and, where feasible, by the school system, organized by grade level. The information must include:
 - a. the subject matter assessed;
 - b. the purpose for which the assessment is designed and used;
 - c. the source of the requirement for the assessment;
 - d. if available, the amount of time students will spend taking the assessments and the schedule of the assessments; and
 - e. if available, the time and format for distributing results.

The superintendent shall develop any administrative procedures necessary to implement the requirements of this policy.

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

Cross References: Parental Involvement (policy 1310/4002), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Personnel Files (policy 7820)

Adopted: March 14, 2013

Revised: August 14, 2014, May 12, 2016, March 9, 2017, July 13, 2017

A. PURPOSE

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

B. STUDENT PROMOTION STANDARDS

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

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

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

C. LOCAL PROMOTION STANDARDS**1. Grades Kindergarten, 1 and 2**

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

- a. K-5 Portfolio, including writing samples

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

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

2. Grades 3-5

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

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

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

3. Grades 6-8

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

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

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

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

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

The End of Course (EOC), End of Grade (EOG) and North Carolina Final Exam results shall count as twenty percent (20%) of a student's final grade in each middle school course for which such a test is administered. However, the results of such assessments will not factor into a student's final grade in a course during the initial implementation year of a new assessment for that course where scores are not immediately available due to standard setting. Middle school students requiring multiple final assessments, within a single subject, should have the assessments averaged for the final exam score. This requirement does not apply for students assessed on the Extended Content Standards or English Learner students in their first year in the United States.

5. High School End of Course Tests

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

administer a final exam that shall count as twenty percent (20%) of a student's final grade.

6. Diploma Standards

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

D. INTERVENTION FOR STUDENTS UNLIKELY TO MEET PROMOTION STANDARDS

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

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

1. Intervention Plans

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

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

2. Intervention Strategies

Intervention involves identifying strategies specifically designed to increase grade level proficiency. Strategies may include, but are not limited to, alternative learning models, special homework, smaller classes, flexible grouping, tutorial sessions, extended school day, Saturday school, modified instructional programs, parental involvement, small or large group counseling sessions, summer school

instruction, participation in or restriction of participation in extracurricular activities, individualized instruction or goals, and remedial instruction or retention.

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

E. REVIEW OF STUDENT PROMOTION STANDARDS

1. Previous retentions

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

2. Review Process

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

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

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

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

F. APPEALS OF PROMOTION DECISIONS

1. Appeal to the Superintendent

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

or was otherwise an abuse of discretion.

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

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

2. Appeal to the Board of Education

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

G. READING CAMPS

The board will provide reading camp opportunities as required by law at no fee for students who have not yet demonstrated reading proficiency on a third grade level at the end of third grade and for first and second grade students whose demonstrated reading comprehension is below grade level. The superintendent or designee shall encourage parents of eligible students to enroll their students in a reading camp. To the extent resources permit, the board may offer fee-based reading camp opportunities to students who have successfully demonstrated reading proficiency appropriate for a third grade student and to first and second grade students who have demonstrated appropriate developmental abilities in reading comprehension. Annually, the board may establish criteria for priority enrollment in its fee-based reading camps and may set the attendance fee at an amount not to exceed the statutory limit. If offered, the superintendent or designee shall notify interested parents of the application procedure for the fee-based reading camps.

H. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH DISABILITIES

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

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

I. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

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

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

J. CREDIT BY DEMONSTRATED MASTERY

The superintendent, or designee, shall provide opportunities for students in grades 9 through 12 to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. Students in grades 6 through 8 ~~middle school~~ may earn credit by demonstrated mastery for high school courses offered in middle school. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the State Board of Education and any additional standards established by the superintendent.

K. CREDIT RECOVERY

Students who fail a high school course may retake parts of the course through credit recovery to earn credit for the course. Credit recovery delivers a subset of the blueprint of the original course in order to specifically address deficiencies in a student's mastery of the course and target specific components of a course necessary for completion. A pre-assessment of the student's understanding of the course material will be administered at the beginning of the course and the credit recovery will be tailored to meet the needs of the individual student. The length of a credit recovery course is dictated by the skills and knowledge the student needs to recover and not a fixed length of seat time.

Any EOC exam associated with the credit recovery course will be administered no later than 30 days upon completion of the credit recovery course. The credit recovery will be graded as pass or fail and will not impact the student's grade point average. The original grade for the course will remain on the student's transcript.

The superintendent shall develop procedures addressing the implementation of credit recovery opportunities across the school system.

L. REPEATING A COURSE FOR CREDIT

1. Repeating a Previously Failed Course

As provided in State Board of Education policy CCRE-001, high school students who fail a course for credit may repeat that course. To take advantage of this option, the student must repeat the entire course. When a student initially fails a high school course and successfully repeats the course for credit, the new course grade will replace the original failing grade for the course on the student's transcript and in

calculations of the student's GPA, class rank, and honor roll eligibility. The superintendent may develop procedures for students to indicate their intent to repeat a course for credit under this paragraph and may establish any other rules as necessary and consistent with State Board policy.

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

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

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

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

M. ACCELERATION

Some students may need less time to learn the curriculum. The Board recognizes our responsibility to provide an array of services that maximizes the potential of each of these students. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. Differentiated programs and services may be provided through

such strategies as appropriate classroom groupings, increased pace instruction, challenging subject classes, differentiated units, content modification, subject advancement, grade skipping, alternative products, enrichment opportunities, curriculum compacting, or individual projects and contracts. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see policy 3101, Dual Enrollment).

N. REPORTING REQUIREMENTS

1. Superintendent's Report to the Board

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

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

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

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

3. Publication on the School System Website

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

O. RESOURCES

Consistent with the objective of improving student performance, the board will provide schools with maximum flexibility in the allocation of state funds. School personnel are expected to budget financial resources in a manner that will meet the standards established in this policy. The board will consider requests to transfer funds from other funding allotment categories to intervention strategies as part of the school improvement

plan submitted by school officials. All funds will be used in a fiscally sound manner in accordance with policy 8300, Fiscal Management Standards.

P. NOTIFICATION TO PARENTS

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

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

Q. CHILDREN OF MILITARY FAMILIES

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

Legal References: G.S. 115C-36, -45(c), -47, -81, -83.2, -83.3, -83.6, -83.7, -83.8, -83.9, 83.10, -83.11, -105.21, -174.11, -288(a), -407.5; State Board of Education Policy CCRE-001, KNEC-002, KNEC-003

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and Objectives of the Educational Program (policy 3000), Dual Enrollment (policy 3101), Students At-Risk of Academic Failure (policy 3405), School Improvement Plan (policy 3430), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620),

Children of Military Families (policy 4050), Assignment to Classes (policy 4155), Fiscal Management Standards (policy 8300)

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

Adopted: August 11, 2011

Revised: August 8, 2013, January 9, 2014, October 9, 2014, March 12, 2015, July 14, 2016, July 13, 2017, May 10, 2018, December 13, 2018

Students and the educational program must be the focus of the school system. In order to maintain an educational environment conducive to learning and to minimize intrusions upon instructional time, advertising for and promotion of commercial products and services are discouraged during the instructional day. Superintendent and/or designee shall screen and approve the distribution and display of advertising materials and messages publicized through school media or displayed on school property and at school events.

A. APPLICABILITY OF POLICY

This policy is intended to govern requests to advertise products or services on school grounds or through school publications and electronic media by

1. individuals;
2. non-profit organizations not otherwise permitted to distribute or display materials or messages by policy 5210, Distribution and Display of Non-School Material; and
3. for-profit organizations and businesses.

B. PROHIBITED ADVERTISEMENT AND PROMOTIONAL ACTIVITIES

The board of education prohibits advertising, commercial or promotional messages, and other items and materials that (1) are vulgar, indecent or obscene; (2) contain libelous statements, personal attacks or abusive language such as language defaming a person's character, race, religion, ethnic origin, gender, sexual orientation, gender identity, family status, or disability; (3) cause or clearly threaten to cause a material and substantial disruption of a school activity; (4) encourage the commission of unlawful acts or the violation of lawful school regulations; (5) are inappropriate considering the age of the students in the school; (6) include information that is inaccurate, misleading or false; or (7) advertise any product or service not permitted to minors by law.

C. SCHOOL FORUMS

Although permitting some advertising within the school system, the board does not intend to create a public forum or to open school facilities, including its electronic media, print publications, or school facilities, for unlimited access by outsiders and advertising by the general public.

D. REGULATIONS GOVERNING ADVERTISING IN THE SCHOOLS

The superintendent shall develop regulations governing advertising in the schools subject to Section B above and in accordance with the following guidelines.

1. Advertising is permitted in school publications such as yearbooks, school newspapers, and event programs. The superintendent and/or designee may permit the publication of commercial advertisements for a reasonable fee or an in-kind contribution that advertises or promotes an outside organization's products, programs or services.
2. The superintendent and/or designee may sell, for a reasonable fee or an in-kind contribution, commercial advertisement space on stadium, athletic and/or gymnasium billboards, banners, or signage for advertisements or promotions of an outside organization's products, services, programs or activities.
3. The superintendent and/or designee may permit boards, displays or banners that acknowledge donations or sponsors of a school or the school system.
4. The superintendent and/or designee may allow advertising through the school system e-mail for promotional incentives for employees only. Advertising through the school system's student e-mail system and the school system website shall be prohibited.
5. Fund-raising and incentive efforts involving advertising by the school PTAs/PTOs or booster clubs solely for the benefit of the schools may be conducted with prior approval of the school principal. Activities involving advertising shall not infringe upon instructional time.
6. Advertising in school publications, in school media, in school facilities and on school property shall be limited to an advertiser's (a) name, brand name, and/or trade name; (b) logo; (c) location or place of business and contact information; (d) slogans that identify the advertiser but do not promote it; and (e) products, programs or services in a value-neutral description.
7. The superintendent and/or designee has discretion to determine whether to use commercially sponsored materials or materials containing commercial advertising in school instructional programs and activities.
8. Collection of student data for marketing purposes is governed by Section B of policy 4720, Surveys of Students.
9. The superintendent and/or designee may accept donations of equipment and supplies that contain advertising messages. However, such donations must comply with the requirements of policy 8220, Gifts and Bequests.

E. PROTECTION OF STUDENT PRIVACY

Neither the school system nor the school administrators at any school shall require students to provide marketing information to vendors either through the provision of personal information or through marketing surveys. In addition, neither the school system nor any

school administrator shall enter into any contract for products or services, including electronic media services, in which students are asked to reveal personal information for collection by the providers of such services. For the purposes of this section, personal information includes, but is not limited to, the student's name, telephone number, e-mail address and home address.

F. PROCESS TO REQUEST TO ADVERTISE

Any entity or individual interested in advertising or promoting products and services pursuant to this policy or school system regulations must submit a request to the principal (for advertising specific to an individual school) or to the superintendent's designee (for system-wide advertising). The principal and/or superintendent's designee may approve advertising that complies with board policies and regulations and respond within 30 working days.

If the principal and/or superintendent's designee denies a request for approval to advertise a product or service, the entity seeking to advertise may submit a request for the superintendent to review the decision made by the principal or the superintendent's designee within five working days. The superintendent shall review the request and make a decision within 10 working days of receiving the request for review. As needed, the superintendent shall consult with the board attorney concerning a request to advertise.

Any request denied by the superintendent may be appealed to the board of education if the right to an appeal is mandated by G.S. 115C-45(c). A decision as to whether an appeal is mandated by G.S. 115C-45(c) shall be made in consultation with the board attorney. If an appeal is not mandated by G.S. 115C-45(c), the board, in its sole discretion, may decide whether or not to review the superintendent's decision.

Legal References: 115C-36, -45(c), -98

Cross References: Surveys of Students (policy 4720), Distribution and Display of Non-School Material (policy 5210), Gifts and Bequests (policy 8220)

Adopted: June 9, 2011

**Asheboro City Schools
Personnel Transactions
September 12, 2019**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Allgood	Tim	AHS	Athletic Director	8/16/2019
Alvarado	Alvaro	AHS	Custodian	8/23/2019
Covington	Nicole	BAL	Instructional Assistant	8/1/2019
Freeman	Gary	AHS	Custodian	2/28/2020
Parker	Cindy	BAL	After-School Program Assistant (part-time)	8/1/2019
Rivera	Janet	BAL	After-School Program Assistant (part-time)	8/23/2019
Worcester	Kyle	AHS	Head Custodian	8/29/2019

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Auman	Gwen	ECDC	After-School Program Assistant (part-time)	8/14/2019
Baird	Meredith	AHS	School Nurse	9/13/2019
Diener	Mary Lou	LP	Testing Coordinator (part-time; temporary)	9/3/19-6/11/20
Kosel	Daniel	CO	Substitute/\$103 per day	8/26/2019
Lee	Beverly	DLL	Exceptional Children	9/4/2019
Lindley	Tiffani	SAMS	Social Studies	9/24/2019
Martin	Amanda	BAL	After-School Program Assistant (part-time)	8/22/2019
Pugh	Elizabeth	DLL	Exceptional Children (part-time)	8/14/2019
Ragan	Rebecca	BAL	After-School Program Assistant (part-time)	9/3/2019
Ruiz	Alondra	SAMS	Instructional Assistant/Media	8/14/2019
Shumaker	Sue	NAMS	Tutor (part-time)	9/3/19-5/29/20
Smith	Thomas	BAL	Instructional Assistant/EC (part-time)	9/3/2019
Strelko	Sue	NAMS	Tutor (part-time)	9/3/19-5/29/20
Strider	Mark	NAMS	Non-Faculty Coach	8/26/2019
Switzer	Donna	LP	Instructional Assistant	9/16/2019
Tyson	Keenen	SAMS	Custodian	8/12/2019
Wright	Charles	BAL	Custodian (part-time)	9/3/2019

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Cash	D.R.	CO to SAMS	Director of Support Services to Assistant Principal	9/3/2019
Curtis	Eva	CO	Sub Bus Driver to Bus Driver	8/16/2019
Dunn	Derek	SAMS to GBT	Instructional Assistant/EC	8/28/2019
Eaton	Vickie	CWM	Instructional Assistant/EC (part-time to full-time)	8/14/2019
Gibson	Lakeia	CO	Bus Driver to Sub Bus Driver	8/19/2019
Johnson	Joe	AHS to CWM	Instructional Assistant/EC	8/23/2019
Roman	Jordi	CO	Director of Elementary to Director of Support Services	9/3/2019
Toponce	Paul	LP to AHS	Instrucional Assistant/EC (part-time to full-time)	9/4/2019
Woodle	Gene	GBT to GBT/AHS	Instructional Assistant/EC (full-time to part-time)	8/14/2019

Asheboro City Schools
Personnel Transactions - ADDENDUM
September 12, 2019

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Favasuli	Cayce	CO	Director of Exceptional Children	11/8/2019
Mena	Cynthia	NAMS	Mathematics	9/13/2019

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Clark	Riley	CO	Substitute/\$85 per day	9/13/2019
Gasey	Hope	CO	Substitute/\$85 per day	9/13/2019
Hayes	Cindy	CO	Substitute/\$85 per day	9/13/2019
Kovash	Shawn	CO	Substitute/\$85 per day	9/13/2019
Lipsett	Edward	AHS	Custodian	9/12/2019
McPhatter	Vernon	CO	Substitute/\$85 per day	9/13/2019
Miller	Kay	CO	Substitute/\$103 per day	9/13/2019
Robertshaw	Nicole	CO	Substitute/\$103 per day	9/13/2019
Roman	Brittany	CO	Substitute/\$85 per day	9/13/2019
Urban	Deborah	CO	Substitute/\$85 per day	9/13/2019

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
September 12, 2019**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Lee, Beverly	Southeastern Massachusetts University B: Business Management Grand Canyon University M: Special Education	Exceptional Children

Ms. Beverly Lee is recommended to teach Exceptional Children at Donna Lee Loflin Elementary School for the 2019-2020 school year. Ms. Lee has served as an Exceptional Children's teacher for the past seven years in Orange County Schools, primarily at the middle school level. Ms. Lee has taught in both the resource and inclusion settings, and is looking forward to working with elementary students. Ms. Lee is known for her high level of parental engagement, while maintaining compliance with Exceptional Children paperwork and regulations. Please join us in welcoming Ms. Lee to Asheboro City Schools!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Lindley, Tiffani	Pfeiffer University B: Elementary Education	K-6 6-9 ELA 6-9 Social Studies

Ms. Tiffani Lindley is recommended to teach Social Studies at South Asheboro Middle School for the 2019-2020 school year. Ms. Lindley is an Asheboro High School alum who completed her student teaching at Lindley Park Elementary School in the spring of 2015. For the past four years she taught 8th grade English Language Arts and Social Studies at Chatham Charter School. Ms. Lindley is excited to continue her teacher career at South Asheboro Middle School, the school she attended as a student. Please join us in welcoming Ms. Lindley to Asheboro City Schools!

ASHEBORO CITY SCHOOLS BOARD UPDATE SEPTEMBER 12, 2019

smithsinnett
ARCHITECTURE

Asheboro 
CITY SCHOOLS
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PHASE I ADDITION



PHASE I ASHEBORO HIGH SCHOOL ADDITION + RENOVATIONS



CONSTRUCTION PROGRESS | EXTERIOR

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PHASE I ASHEBORO HIGH SCHOOL ADDITION + RENOVATIONS



CONSTRUCTION PROGRESS | EXTERIOR

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PHASE I ASHEBORO HIGH SCHOOL ADDITION + RENOVATIONS



CONSTRUCTION PROGRESS | COMMONS

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PHASE I ASHEBORO HIGH SCHOOL ADDITION + RENOVATIONS



CONSTRUCTION PROGRESS | COMMONS

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PHASE I ASHEBORO HIGH SCHOOL ADDITION + RENOVATIONS



PHASE II HVAC + KITCHEN RENOVATION MCCRARY



PHASE II HVAC + KITCHEN RENOVATION LINDLEY PARK



PHASE I HIGH SCHOOL ADDITION AND RENOVATIONS SCHEDULE

PROJECT BUDGET: \$21.5M

October 16, 2017	Commencement of Design
August 7, 2018	Open Bids
May 26, 2020	Completion Date

PHASE II HVAC + KITCHEN RENOVATON SCHEDULE

PROJECT BUDGET: \$2.5M

January 14, 2019	Commencement of Design
July 9, 2019	Open Bids
December 15, 2019	Completion Date

PHASE III HIGH SCHOOL RENOVATON SCHEDULE

PROJECT BUDGET: \$15M

June 18, 2019	Commencement of Design
October 27, 2020	Open Bids
Summer/Fall 2022	Completion Date

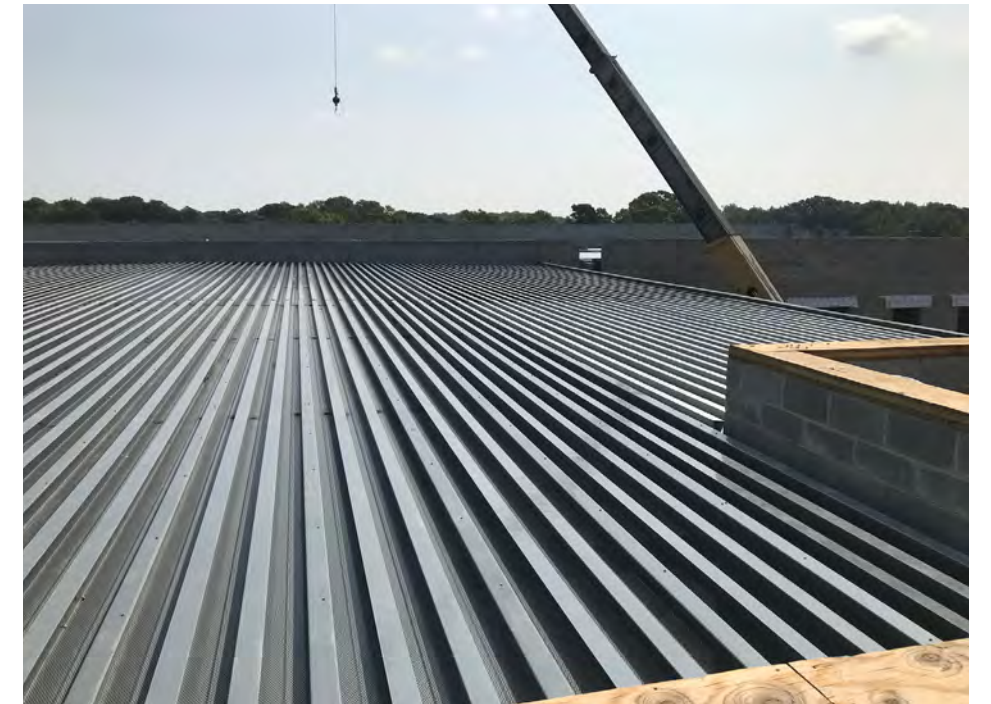
QUESTIONS?





smithsinnett
ARCHITECTURE

PHASE I ASHEBORO HIGH SCHOOL ADDITION + RENOVATIONS



CONSTRUCTION PROGRESS | EXTERIOR

PHASE I ASHEBORO HIGH SCHOOL ADDITION + RENOVATIONS



CONSTRUCTION PROGRESS | NEW PARKING

Asheboro CITY SCHOOLS

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Chartered in 1905

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

After completing the proper paperwork requirements and successful site inspections by Asheboro City Schools Support Services, it is recommend the Asheboro City Board of Education approve the following charter bus companies for use in the 2019-2020 school year:

Sunway Charters
Trolley Inc.
3636 North Glenn Av
Winston-Salem, NC 27105

Holiday Tours Inc.
10367 Randleman Rd
Randleman, NC 27317

Approved:

Board Chair, signature

Date

☒ Overnight trip

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

Group Making Request: Band School: AHS

Destination: NY, NY (See Attached) Date of Trip: March 26-29, 2019

Number of Students Involved: 160 (estimated) Percent of Total Group: TBD

Reasons for Students Not
Attending: conflicts/choice

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

If using a Charter Bus service, state name of Vendor here: Holiday Tours

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

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

Departure Time: 5:30 AM Return Time: 9 PM Round Trip Miles (estimated): 1400

Estimated Cost to the Student: \$725

Purpose(s) of the Field Trip: Biennial Band Trip

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.

P. Homiller; T. Smith

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.

[Signature] 9/4/19
Sponsor (Group Responsible for Paying for the Trip) Date

Approved: [Signature] 9-5-19
Principal Date

Approved: _____
Superintendent or Designee Date

Transportation
Scheduled: _____
Transportation Supervisor Date

Special Comments/ Response: _____

To: Dr. Penny Crooks, Principal, Asheboro High School
Cc: Dr. Aaron Woody, Superintendent, Asheboro City Schools
The Asheboro City Schools Board of Education
Mr. Jordi Roman
From: Phil Homiller, Band Director, Asheboro High School
Re: AHS Band Trip, Spring 2020

The students and teachers of the Asheboro High School Band request permission to travel to New York, NY March 26-29, 2020.

Proposal:

The students will travel to New York via motor coach. Motor coaches will be arranged through a Board-approved company (Holiday Tours). The length of stay will be three nights and four days. Students will miss two school days, Thursday & Friday. We will leave early on Thursday morning and return on Sunday evening. Please note that we are shortening this trip by one day compared to previous years.

The primary focus of this trip will be music education. Students will perform for and participate in a clinic/workshop with a member of the NY Philharmonic Orchestra. The band will attend a performance by the New York Philharmonic, attend Broadway performances of "West Side Story" and another show to be determined and will have opportunities to visit the 9/11 Memorial and Museum. Students will have the opportunity to visit other landmarks, including the NY Public Library, Rockefeller Center and Times Square.

The trip will be contracted through Triad Travel, based in Greensboro. Accommodations will be in the Meadowlands, New Jersey area. The cost for the program will be approximately \$725.00 per person (this includes four buffet breakfasts and 2 dinners, all activities and transportation). Rooms will be reserved with 4 students per room.

Included in this trip is the following:

Clinic with professional conductor (New York Philharmonic.)

3 nights accommodations in 3-star hotel in New Jersey

3 breakfast buffets at the hotels

Balcony seating to *West Side Story*

Seating to *Broadway Show TBA*

3 full Dinners TBA

Admission to the New York Philharmonic Orchestra performance

Dinner/Dance Cruise with DJ aboard Spirit Cruises

Escort from Triad Travel Club
9/11 Memorial and Museum

Student safety will be the priority of the trip. An AHS administrator will also attend. We always have more than enough chaperones so that the adult to student ratio is usually 1 to 4 or 5. This will allow for more efficient and effective supervision. While in the City, students will never be without an adult chaperone. Students will be assigned to groups with at least one chaperone per group. No student may go sightseeing on his/her own. An evening curfew will be in place. No student may leave his/her room after curfew except with a chaperone. All chaperones are expected to follow the same guidelines as ACS employees.

Financial regards:

The total cost of the trip is expected to be approximately \$725.00 per person (based upon quad occupancy). Other expenses that a student might incur during the trip would include all lunches, meals on the bus trips, snacks, souvenirs, and incidentals. Students will participate in two fundraisers to help defray a portion of or the entire cost of the trip. A deposit of \$100.00 will be required of each person participating in the trip. The remaining trip cost will be paid in installments.

For students who have financial circumstances/hardship that would prevent them from participating in the trip because of cost, very limited monies in the AHS band fund will be available to help defray a portion of the cost for those students.

Policies For 30-Day Review

GOVERNING PRINCIPLE – OVERCOMING BARRIERS

Policy Code:

1700

A system of excellent schools prohibits illegal discrimination and harassment of staff and students, encourages tolerance and respect, and seeks to eliminate or lessen other barriers that may impede a student's ability or opportunity to learn, including economic disadvantages, poor nutrition, ill-health and lack of transportation. The board's vision for removing barriers is expressed in the following board policies:

Prohibition Against Discrimination, Harassment and Bullying	(policy 1710/4021/7230)
Discrimination, Harassment and Bullying Complaint Procedure	(policy 1720/4015/7225)
Nondiscrimination on the Basis of Disabilities	(policy 1730/4022/7231)
Student and Parent Grievance Procedure.....	(policy 1740/4010)
Grievance Procedure for Employees	(policy 1750/7220)
School Trips	(policy 3320)
Testing and Assessment Program	(policy 3410)
Counseling Program.....	(policy 3610)
Equal Educational Opportunities	(policy 4001)
Tuition for Discretionary Admissions	(policy 4135)
Service Animals in Schools	(policy 4204/5029/7272)
Student Fees	(policy 4600)
Support Services	(policy 6000)
Goals of Student Health Services	(policy 6100)
Student Health Services	(policy 6120)
Goals of Student Food Services	(policy 6200)
Operation of Student Food Services	(policy 6220)
Free and Reduced Price Food Services.....	(policy 6225)
Goals of Student Transportation Services	(policy 6300)
Participation by Historically Underutilized Businesses.....	(policy 6402)
Vendor Lists.....	(policy 6442)
Facility Design	(policy 9020)
Bidding for Construction Work	(policy 9120)
Participation by Minority Businesses	(policy 9125)

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

Revised: July 12, 2012

The board is committed to creating safe, orderly, clean and inviting schools for all students and staff. To this end, the board supports state laws that prohibit the sale or distribution of tobacco products to minors and that prohibit the use of tobacco products by minors. The board also supports state and federal laws that prohibit the use of tobacco products in school buildings, on school campuses, and in or on any other school property owned or operated by the school board. For the purposes of this policy, the term “tobacco product” means any product that contains or that is made or derived from tobacco and is intended for human consumption, including all lighted and smokeless tobacco products, as well as electronic cigarettes, vaporizers, and other electronic smoking devices even if they do not contain tobacco or nicotine.

A. PROHIBITED BEHAVIOR

In support of the board’s commitments and state and federal law, students are prohibited from using or possessing any tobacco product (1) in any school building, on any school campus, and in or on any other school property owned or operated by the school board, including school vehicles; (2) at any school-related activity, including athletic events; or (3) at any time when the student is subject to the supervision of school personnel, including during school trips.

Nothing in this policy prohibits the use or possession of tobacco products for an instructional or research activity conducted in a school building, provided that the activity is conducted or supervised by a faculty member and that the activity does not include smoking, chewing or otherwise ingesting tobacco.

B. 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.

In determining appropriate consequences for violations of this policy, school officials are encouraged to identify programs or opportunities that will provide students with a greater understanding of the health hazards of tobacco use, the hazards of secondhand smoke, and the impact of tobacco use on efforts to provide a safe, orderly, clean and inviting school environment.

C. SERVICES FOR STUDENTS

The administration shall consult with the county health department and other appropriate organizations to provide students with information and access to support systems and programs to encourage students to abstain from the use of tobacco products. The school system may, from time to time, provide free non-smoking programs and services to its students.

D. NOTICE

Students will be provided with notice of the information in this policy through the Code of Student Conduct, student handbooks or other means identified by the principal. In addition, the principal shall post signs in a manner and at locations that adequately notify students, school personnel, and visitors about prohibitions against the use of tobacco products in all school facilities, on all school grounds, and at all school-sponsored events.

Legal References: Pro-Children Act of 1994, 20 U.S.C. 6081 *et seq.*; 21 U.S.C. 321 (rr); 21 C.F.R. 1100 *et seq.*; G.S. 14-313; 115C-47, -288, -307, -390.2, -407

Cross References: Student Behavior Policies (policy 4300), Smoking and Tobacco Products (policy 5026/7250)

Adopted: October 13, 2011

Updated: July 14, 2016

Unauthorized or illegal drugs and alcohol are a threat to safe and orderly schools and will not be tolerated.

A. DEFINITIONS

For the purpose of the Code of Student Conduct the following definitions apply:

- 1) **Possess:** having the power or intent to control a prohibited substance and shall include, but is not necessarily limited to the possession of a prohibited substance in a student's automobile, locker, book-bag, or desk, or on a student's person.
- 2) **Use:** the consumption, injection, inhalation or absorption of a prohibited substance into a student's body by any means.
- 3) **Under the influence:** the use of any prohibited substance at any time or place when the prohibited substance would influence a student's mood, behavior, or learning to any degree.
- 4) **Sell:** the exchange of a prohibited substance for money, property, or any other benefit or item of value.
- 5) **Distribute:** to give, share, or pass a prohibited substance.
- 6) **Possess with intent to distribute/sell:** intent to distribute or sell may be determined from the amount of the prohibited substance found, the manner in which it was packaged, the presence of packaging materials such as scales, baggies or other containers, or from statements or actions of the student that demonstrate an intent to distribute or sell.
- 7) **Counterfeit Substance:** any substance that is described or presented with the intention of deceiving another into believing that it is a substance prohibited under this policy.
- 8) **Unauthorized Prescription Drug:** any drug or medication that has not been prescribed for the student.

B. PROHIBITED BEHAVIOR

Students are prohibited from possessing, using, transmitting, selling or being under the influence of any of the following substances:

1. narcotic drugs;
2. hallucinogenic drugs;
3. amphetamines;
4. barbiturates;
5. marijuana or any other controlled substance;
6. synthetic stimulants, such as MDPV and mephedrone (e.g., "bath salts"), and synthetic cannabinoids (e.g., "Spice," "K2");
7. any alcoholic beverage, malt beverage, fortified or unfortified wine or other intoxicating liquor; or
8. any chemicals, substances or products procured or used with the intention of bringing about a state of exhilaration or euphoria or of otherwise altering the student's mood or behavior.

Students also are prohibited from possessing, using, transmitting or selling drug paraphernalia or counterfeit (fake) drugs.

Students are also prohibited from possessing, distributing or displaying any tobacco or drug paraphernalia including, but not limited to:

1. pipes;
2. rolling papers;
3. vape liquid containers (i.e. cartridges, bottles, JUULS);
4. vaporizing devices, including vape pens; or
5. any other delivery devices for prohibited substances.

Students may not participate in any way in the selling or transmitting of prohibited substances, regardless of whether the sale or transmission ultimately occurs on school property.

Possession or use of prescription and over the counter drugs are not in violation of this policy if possessed and used in accordance with board policy 6125, Administering Medicines to Students. The principal may authorize other lawful uses of substances otherwise prohibited by this policy, such as for approved school projects.

C. CONSEQUENCES

As required by board policy 4335, Criminal Behavior, the principal must report to the appropriate law enforcement agency any student who has used or possessed prohibited substances in violation of the law.

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.

Legal References: G.S. 18B-301; 20-11(n1); ch. 90 art. 5; 115C-47, -276, -288, -307, -390.2

Cross References: Student Behavior Policies (policy 4300), Criminal Behavior (policy 4335), Administering Medicine to Students (policy 6125)

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

Updated: May 25, 1999, May 11, 2000, September 9, 2004, October 13, 2011

The district is committed to maximizing students' academic performance, preventing unnecessary absences, and providing a healthy and safe environment for learning. The Board recognizes that head lice infestations do not pose a health hazard, are not a sign of uncleanliness, and are not responsible for the spread of any disease. The Board directs the superintendent to develop administrative policies that will limit school exclusion for head lice and provide educational information to parents, guardians, and staff.

References:

American Academy of Pediatrics. (2015). Head Lice. Clinical Report. *Pediatrics*. 115(5). Retrieved July 30, 2019 from <https://pediatrics.aappublications.org/content/135/5/e1355>.

CSNO Position Statement. Pediculosis (2011). Retrieved July 30, 2019, from California School Nurses Organization website:
https://www.csno.org/uploads/1/7/2/4/17248852/pediculosis_management-2011.pdf

Harvard School of Public Health. Head Lice. (2019). Retrieved July 30, 2019 from https://www.health.harvard.edu/a_to_z/head-lice-a-to-z.

NASN Position Statement. Pediculosis in the school community (20042016). Retrieved July 30, 2019, from
<https://www.nasn.org/advocacy/professional-practice-documents/position-statements/ps-head-lice>

Adopted: August 12, 2010



2018-2019: Accountability Data

Asheboro City Schools
September 2019

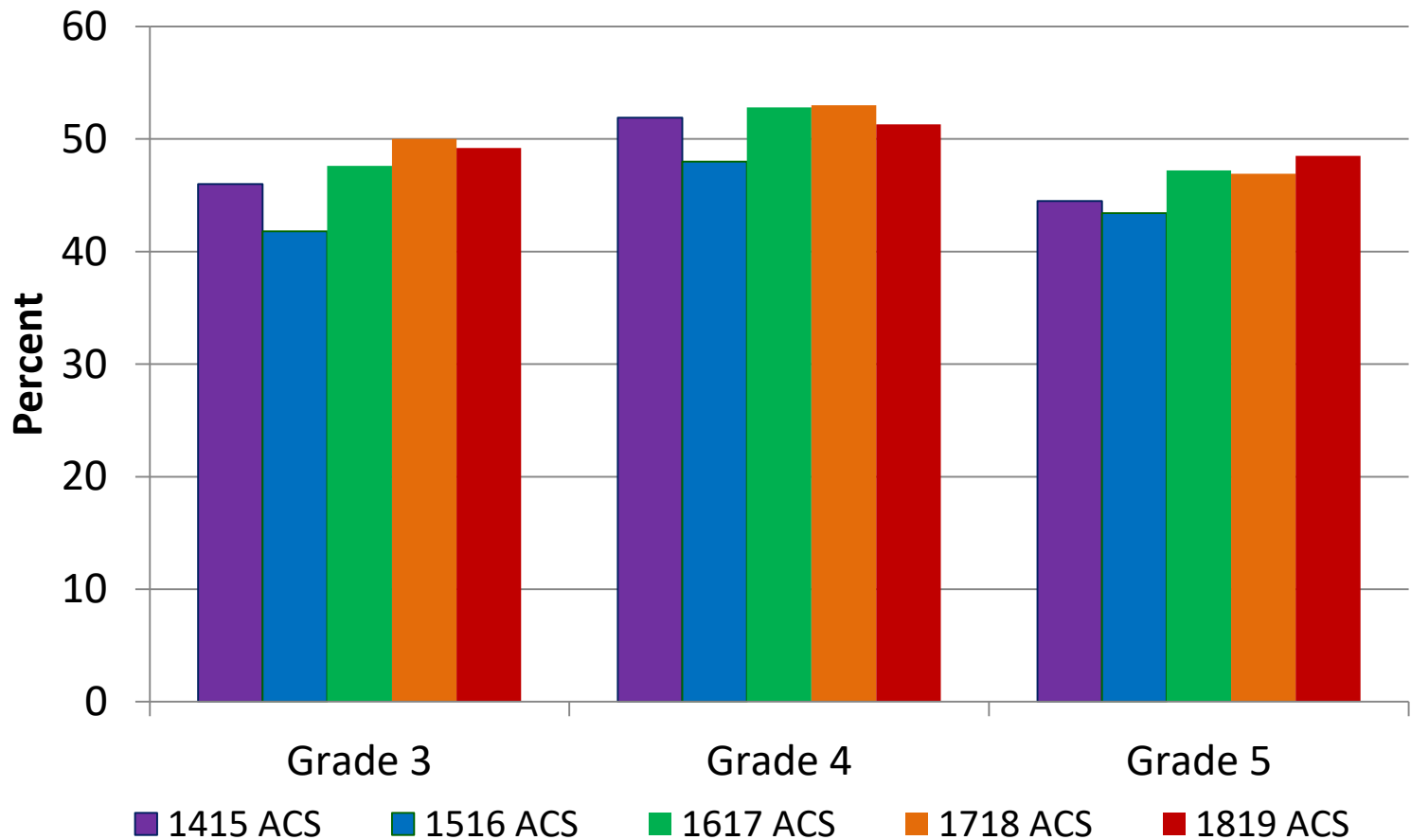


End-of-Grade Assessments Grades 3 through 8



ACS End-of-Grade Reading Scores

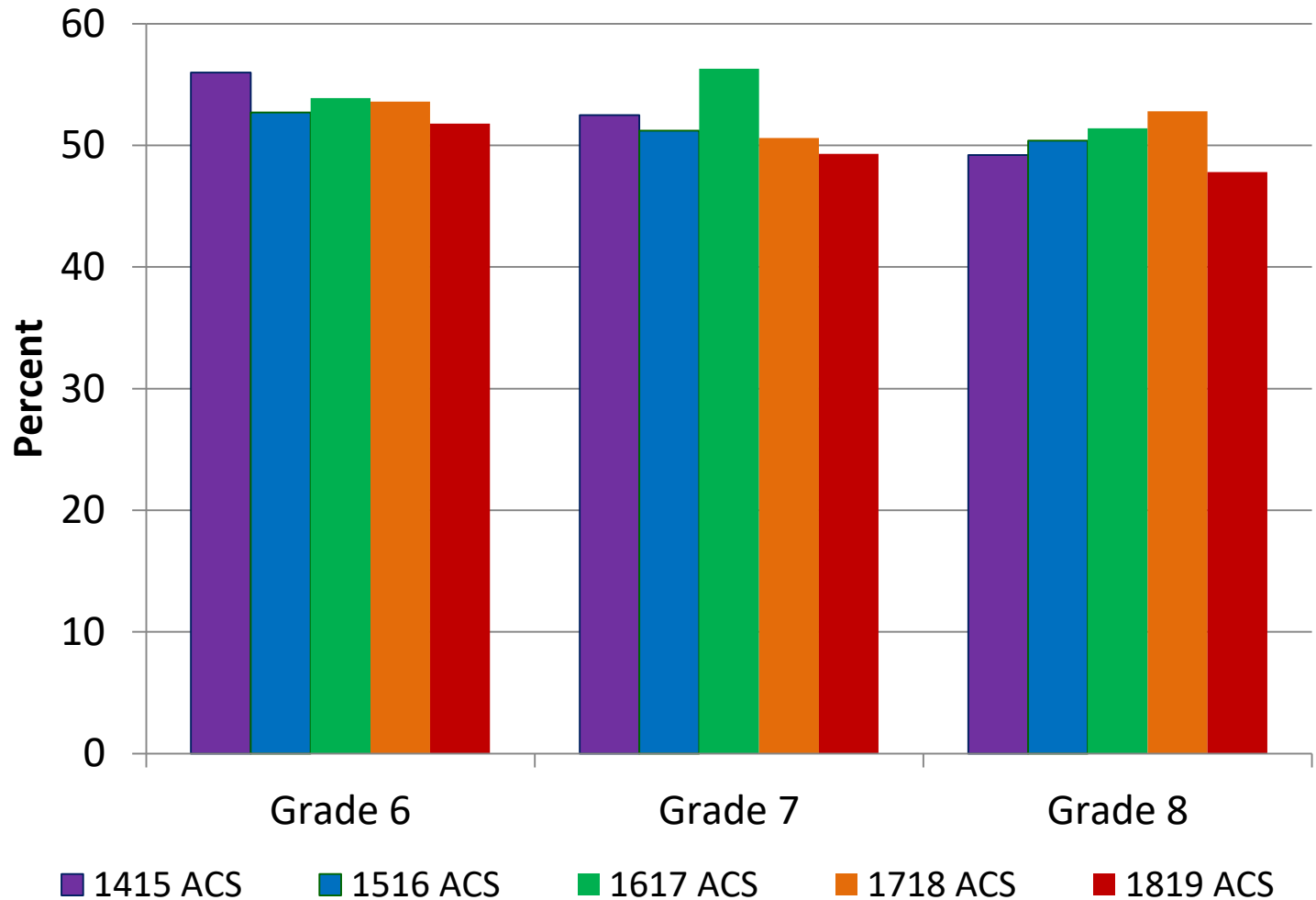
Elementary Grade Level Proficiency





ACS End-of-Grade Reading Scores

Middle School Grade Level Proficiency





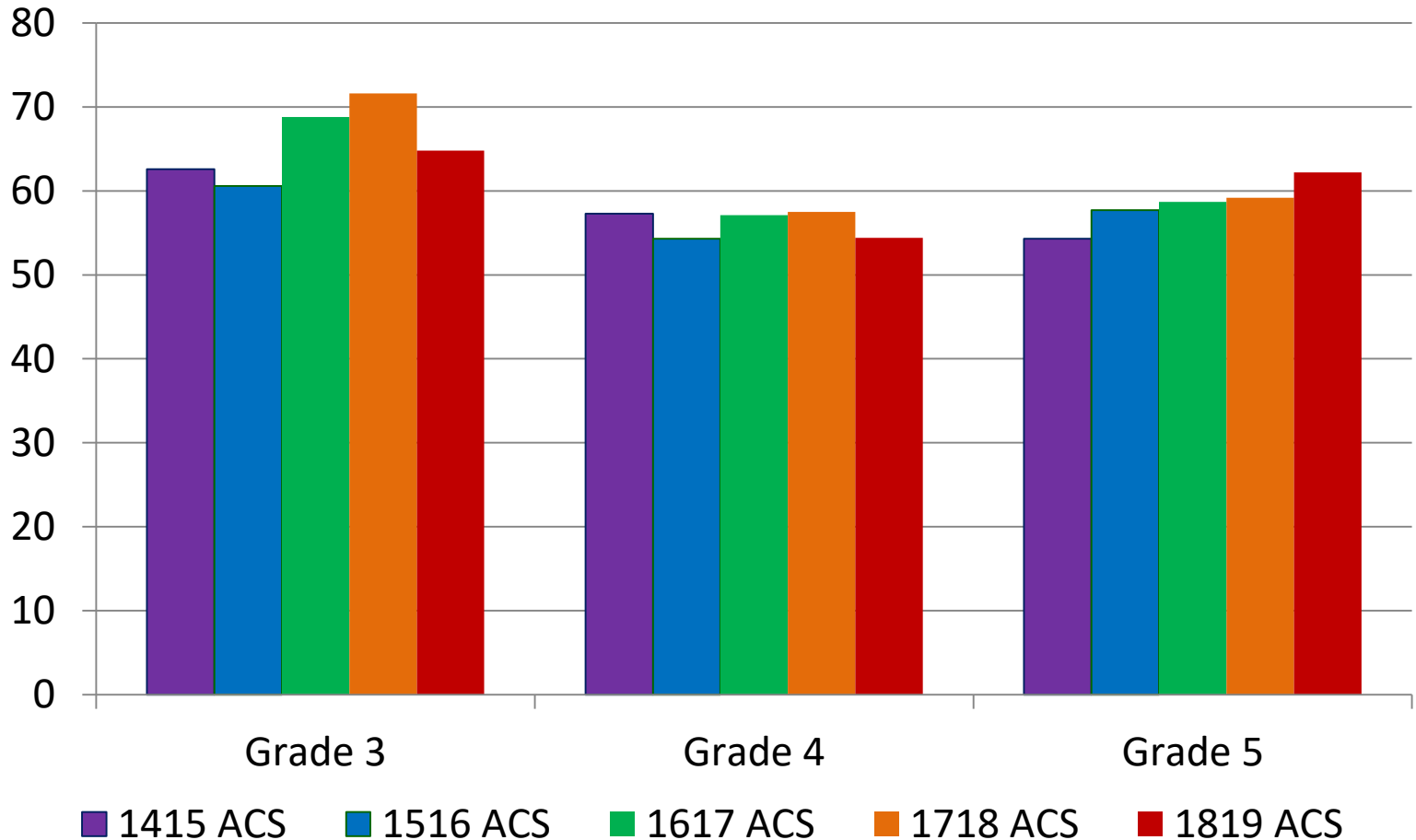
Grades 3-8 EOG Reading

Grade	ELA/READING – Grade Level Proficiency				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
3	46.0	41.8	47.6	50.0	46.1
4	51.9	48	52.8	53.0	51.3
5	44.5	43.4	47.2	46.9	48.5
6	56.0	52.7	53.9	53.6	51.8
7	52.5	51.2	56.3	50.6	49.3
8	49.2	50.3	51.4	52.8	47.8



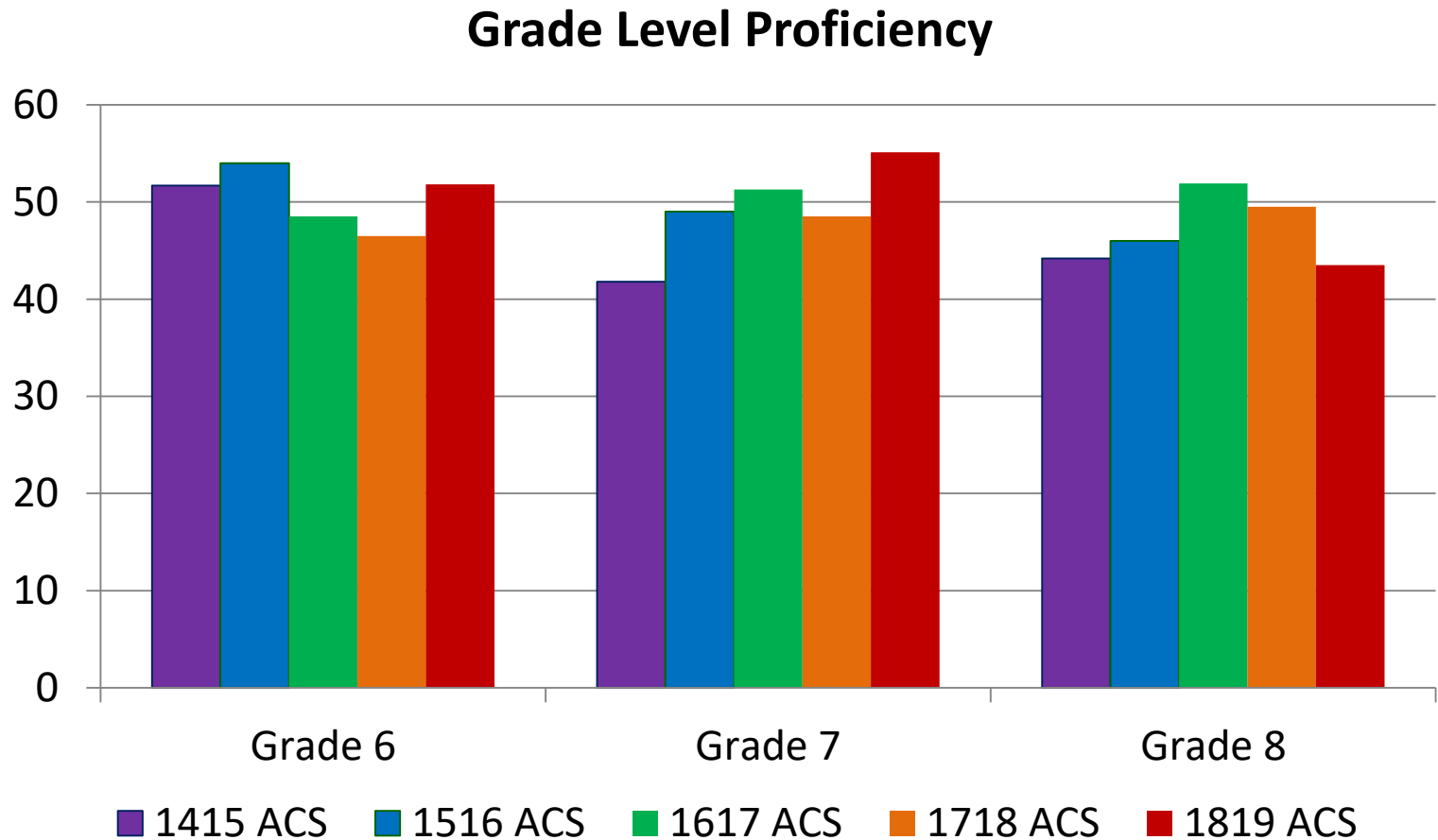
ACS End-of-Grade Math Scores

Elementary Grade Level Proficiency





ACS End-of-Grade Math Scores





Grades 3-8 EOG Math

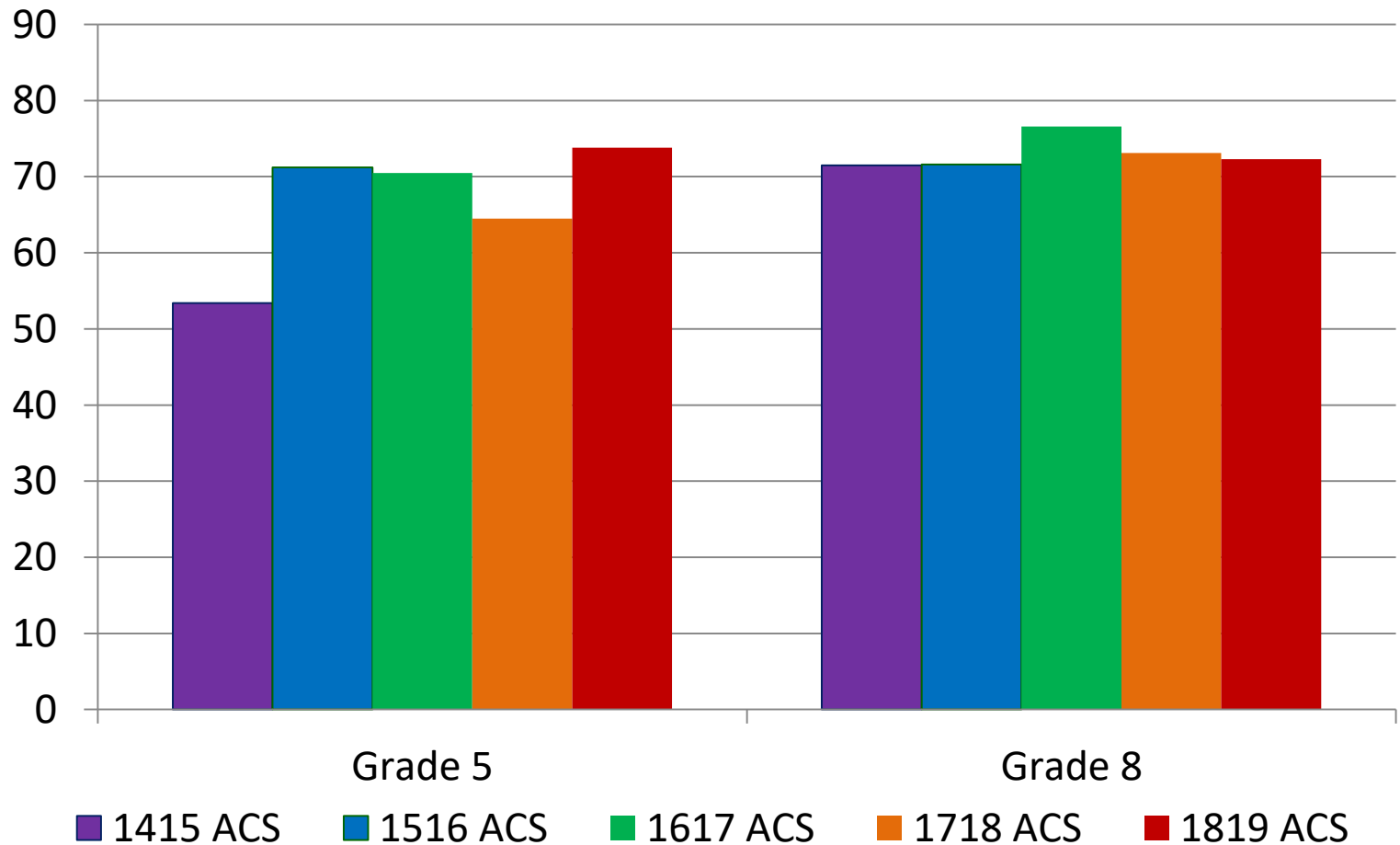
Grade	MATHEMATICS – Grade Level Proficiency				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019 ⁺
3	62.6	60.6	68.8	71.6	64.8
4	57.3	54.3	57.1	57.5	54.4
5	54.3	57.7	58.7	59.2	62.2
6	51.7	54.0	48.5	46.5	51.8
7	41.8	49.0	51.3	48.5	55.1
8	44.2	46.0	51.9	49.5*	43.5*

*Beginning in 2017-18 NC Math 1 students do not take the Grade 8 Math EOG
⁺Math Assessments were revised and re-normed.



ACS End-of-Grade Science Scores

Grade Level Proficiency





Grades 5 & 8 EOG Science

Grade	SCIENCE – Grade Level Proficiency				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
5	53.4	71.2	70.5	64.5	73.8
8	71.5	75.6	76.6	73.1	72.3

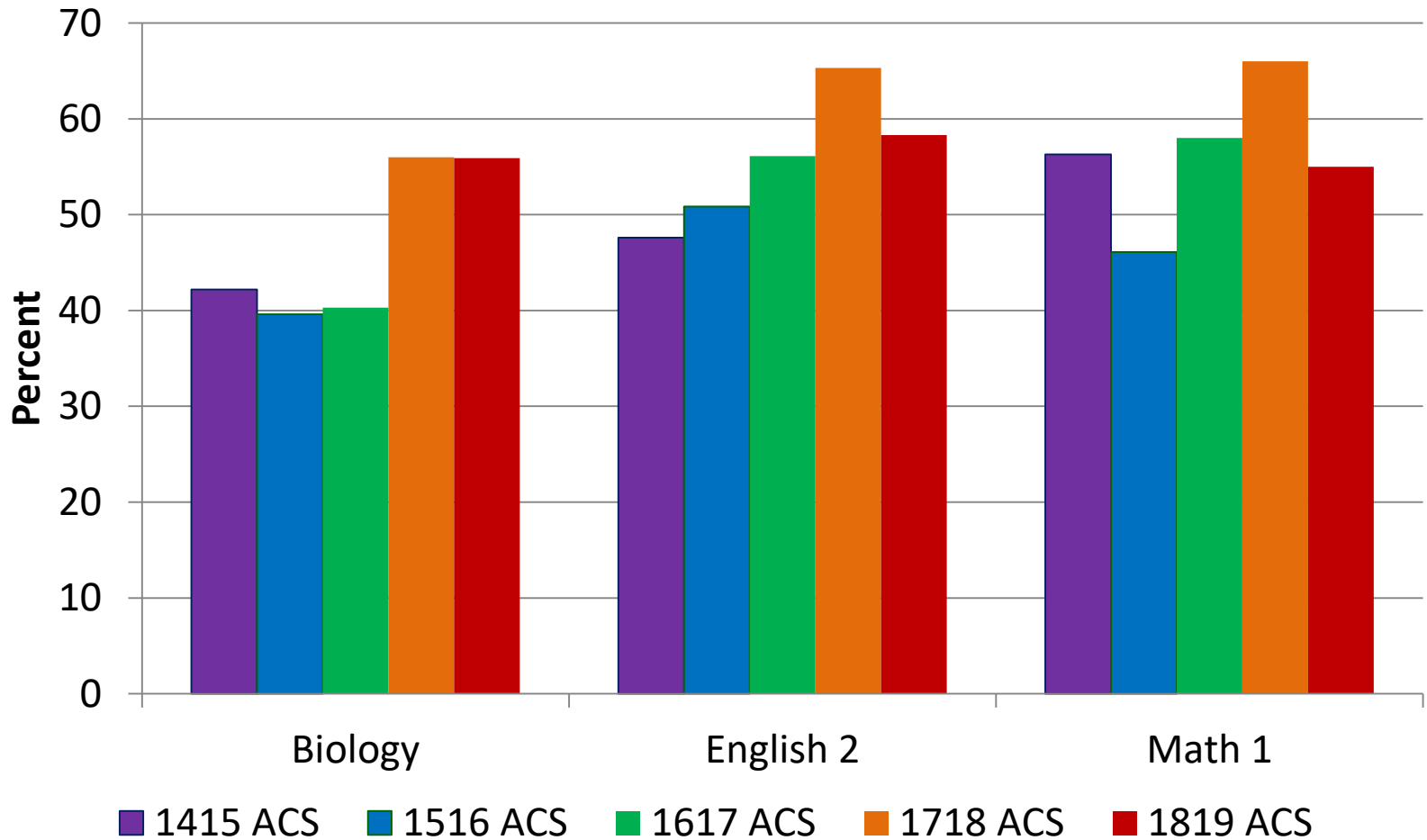


End of Course Assessments



ACS End-of-Course Scores

Grade Level Proficiency





End-of-Course Assessments

EOC – Grade Level Proficiency			
YEAR	ENGLISH II	MATH 1	BIOLOGY
2014-15	47.6	56.3	42.2
2015-16	50.9	46.1	39.6
2016-17	56.1	58.0	40.6
2017-18	65.3	66.0*	56.0
2018-19	58.3	55.0 ⁺	55.9

*Proficiency is for Grade 9-12 Math and includes NC Math 1 & NC Math 3 EOC
+NC Math 1 and NC Math 3 were new assessments and normed in 2018-2019



Composite Performance



2018-2019 ACS Results

School Name	Performance Composite (Grade Level Proficiency)	95% Participation Targets
ELEMENTARY SCHOOLS		
Balfour Elementary	63.1%	14 of 14 (100%)
McCrary Elementary	47.9%	18 of 18 (100%)
Loflin Elementary	49.1%	12 of 12 (100%)
Teachey Elementary	68.0%	16 of 16 (100%)
Lindley Park Elementary	55.0%	16 of 16 (100%)
MIDDLE SCHOOLS		
North Asheboro Middle	47.5%	19 of 19 (100%)
South Asheboro Middle	56.7%	21 of 21 (100%)
HIGH SCHOOL		
Asheboro High School	68.5%	23 of 29 (79.3%)
DISTRICT		
Asheboro City Schools	54.7%	n/a



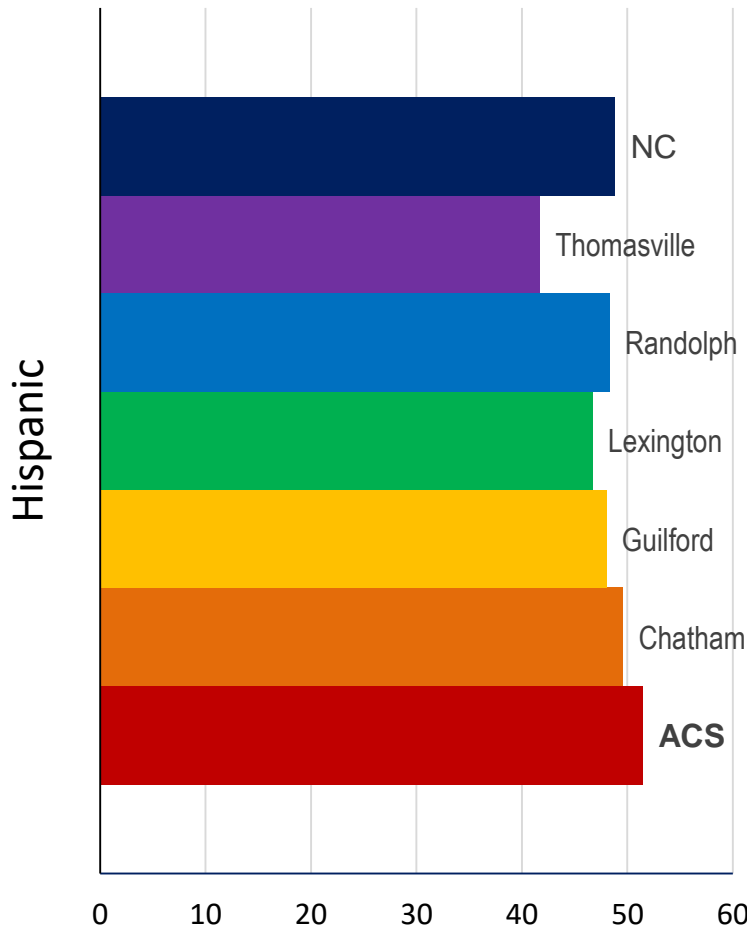
Grade Level Performance by Subgroups (All Subjects)

	All	Black	Hisp.	Multi-Racial	White	EDS	IEP	SWD	AIG
ACS	54.7	38.1	51.4	53.2	67.5	49.6	26.8	16.9	>95
NC	58.8	40.9	48.8	59.2	71.2	44.6	27.0	22.0	>95
RCS	55.7	38.5	48.3	48.5	58.9	46.6	24.5	16.0	>95
GCS	55.1	40.7	48.0	58.8	75.7	40.7	27.1	19.6	94.7
TCS	38.4	32.2	41.7	42.3	41.9	33.4	16.4	11.2	90.4
UCA	58.5	40.2	55.1	50.0	59.6	45.4	*	15.2	*

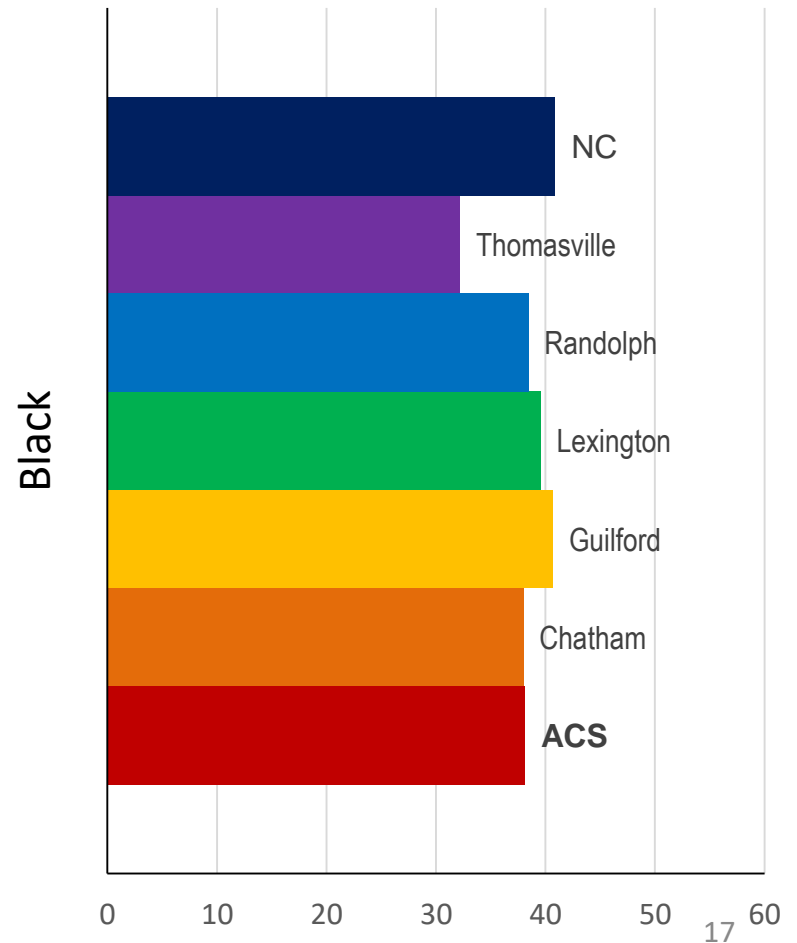


System Comparison of Grade Level Performance by Subgroups (All Subjects)

Hispanic Student Performance



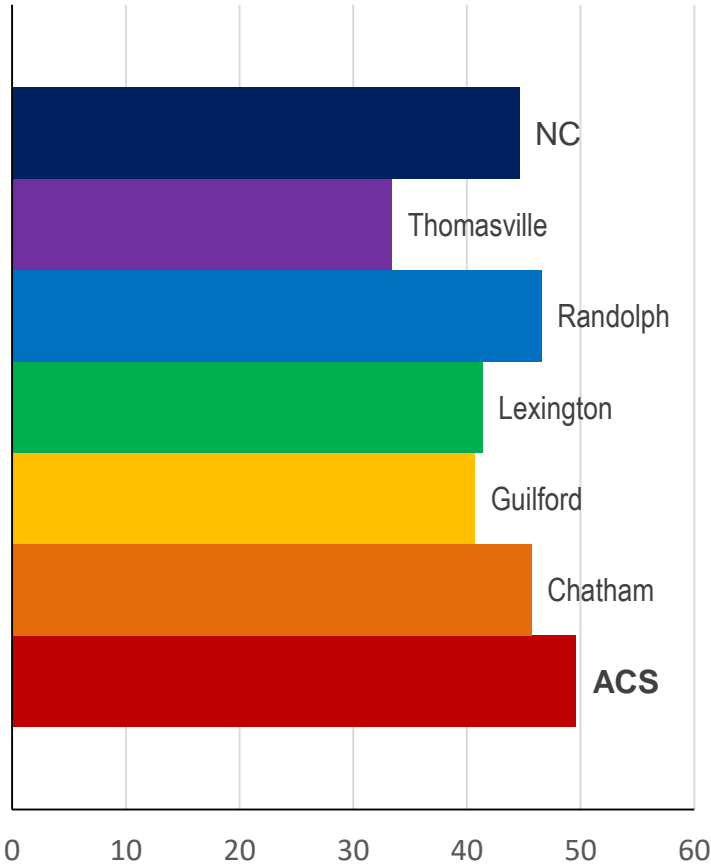
Black Student Performance



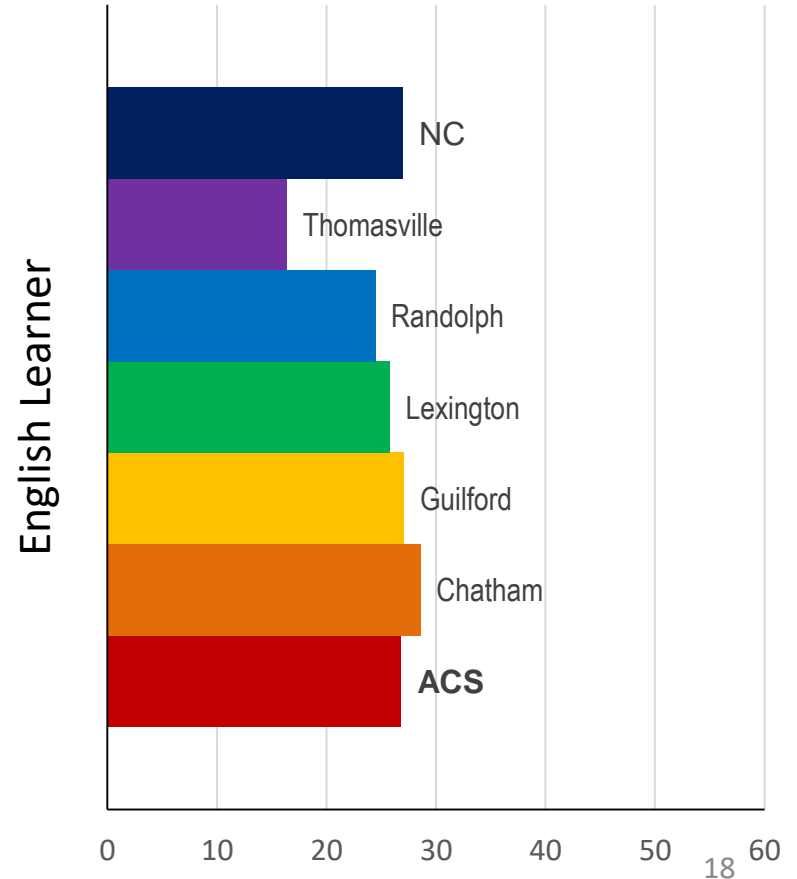


System Comparison of Grade Level Performance by Subgroups (All Subjects)

Economically Disadvantaged Student Performance



English Learner Student Performance





Other Accountability Measures



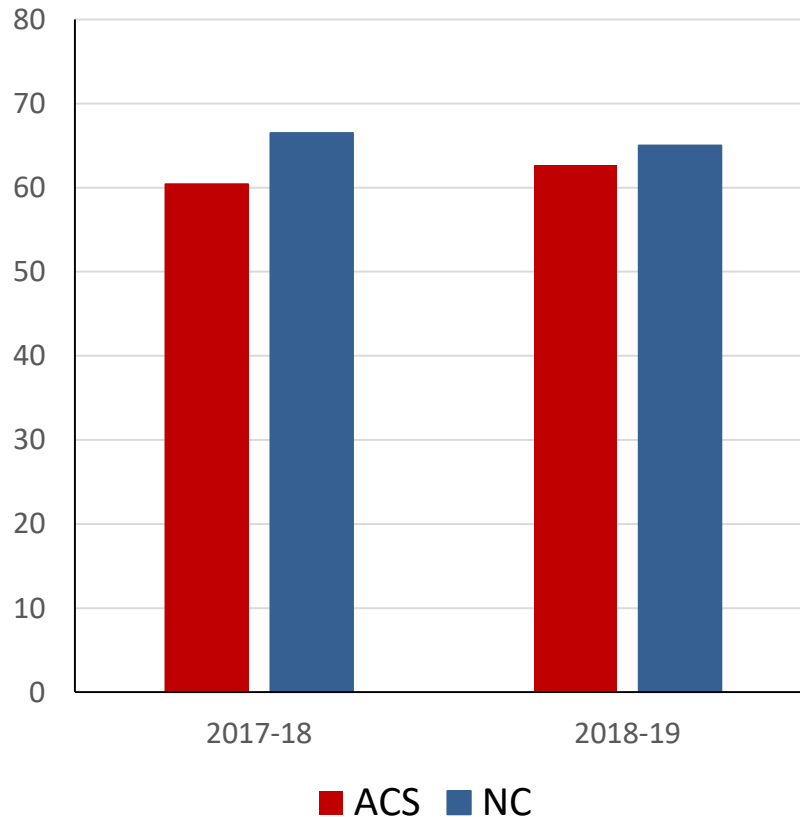
Attendance Rates by School

School Name	Attendance Rate (from Principal Monthly Reports)
ELEMENTARY SCHOOLS	
Balfour Elementary	95.7%
McCrory Elementary	95.2%
Loflin Elementary	96.3%
Teachey Elementary	95.8%
Lindley Park Elementary	95.6%
MIDDLE SCHOOLS	
North Asheboro Middle	97.9%
South Asheboro Middle	94.7%
HIGH SCHOOL	
Asheboro High School	92.6%



ACT/WorkKeys Indicator

ACS and NC Percent Meeting



The ACT/ACT WorkKeys Indicator is the percentage of 12th graders who met either the UNC System Minimum 17 composite on ACT or Silver or better on the ACT WorkKeys assessment.

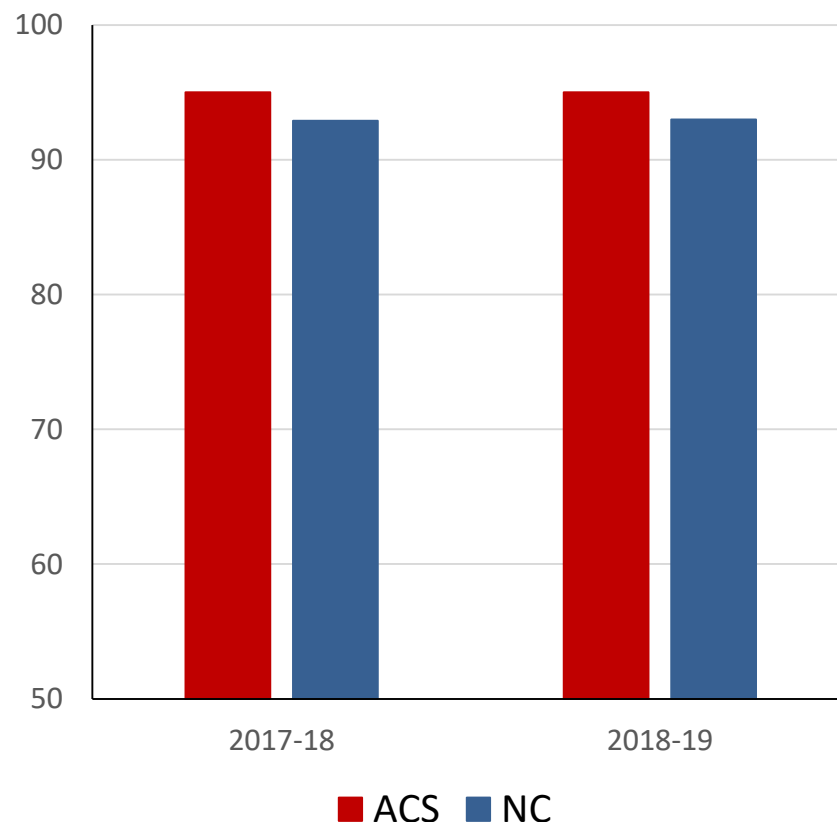


Math Course Rigor

The Passing NC Math 3 Indicator is the percentage of 12th graders who have passed the NC Math 3 course.

Asheboro High School had more than 95% pass NC Math 3.

ACS and NC Percent Passing NC Math 3





English Learner Progress

(WIDA ACCESS Annual Assessment)

School Name	Total EL Progress (Exited + Annual Progress)	Making Annual Progress
ELEMENTARY SCHOOLS		
Balfour Elementary	52.8%	36.6%
McCrary Elementary	44.6%	33.1%
Loflin Elementary	62.3%	52.8%
Teachey Elementary	61.8%	43.6%
Lindley Park Elementary	27.1%	23.7%
MIDDLE SCHOOLS		
North Asheboro Middle	9.8%	7.3%
South Asheboro Middle	14.3%	8.6%
HIGH SCHOOL		
Asheboro High School	13.3%	11.7%
DISTRICT		
Asheboro City Schools	36.6%	27.4%
State		
North Carolina	38.6%	29.5%



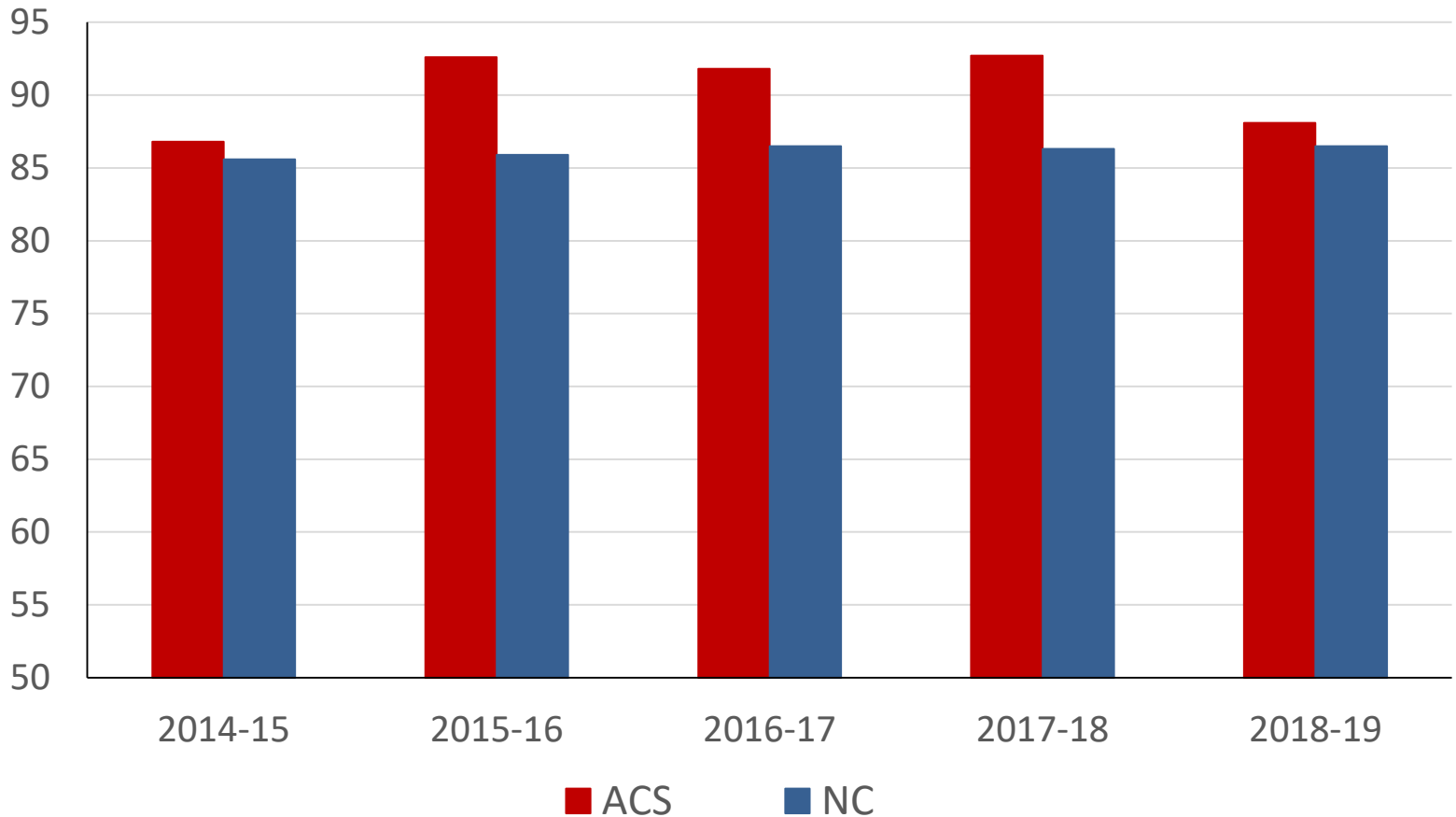
ACS Four-Year Graduation Rates

School Year	2014-15	2015-16	2016-17	2017-18	2018-19
Numerator	262	275	290	317	303
Denominator	302	297	316	342	344
Graduation Rate	86.8%	92.6%	91.8%	92.7%	88.1%



Four-Year Graduation Rate

Graduation Rates (ACS and NC)





2017-18 Subgroup Four-Year Graduation Rates

Subgroup	ACS	NC
ALL	88.1	86.5
Black	85.4	83.6
Hispanic	88.2	81.1
2+ Races	81.8	83.9
White	89.8	89.6
Economic Disadvantaged	85.7	81.8
English Learner	82.2	71.4
Students with Disabilities	71.4	69.8
Academically Gifted	>95	>95



2018-2019 ACS Growth Data

School Name	Reading	Math	Overall	Status
ELEMENTARY SCHOOLS				
Balfour Elementary	3.46	3.81	5.96	Exceeded
McCrary Elementary	3.53	0.74	2.79	Exceeded
Loflin Elementary	0.58	-1.18	-0.07	Met
Teachey Elementary	-0.11	-2.30	-0.60	Met
Lindley Park Elementary	-0.35	-2.03	-0.99	Met
MIDDLE SCHOOLS				
North Asheboro Middle	3.41	-1.70	1.89	Met
South Asheboro Middle	-0.32	-4.13	-4.28	Not Met
HIGH SCHOOL				
Asheboro High School			1.95	Met



School Performance Grades

A: 85-100 B: 70-84 C: 55-69 D: 40-54 F: 0-39

School Name	School Performance Grade
ELEMENTARY SCHOOLS	
Balfour Elementary	C (69)
McCrary Elementary	C (56)
Loflin Elementary	C (55)
Teachey Elementary	B (70)
Lindley Park Elementary	C (59)
MIDDLE SCHOOLS	
North Asheboro Middle	C (55)
South Asheboro Middle	C (57)
HIGH SCHOOL	
Asheboro High School	B (72)



Highlights

- *All schools were issued a School Performance Grade of a B or C.*
- *Two schools exceeded growth and five schools met growth.*
- *Increases in Grade 5 Reading, Math, and Science proficiencies.*
- *Graduation rate exceeds the state rate overall and in seven subgroups.*
- *Over 62% of our senior class met the ACT/WorkKeys standards for college or career readiness.*
- *More than 95% of the 2019 senior class met the Math Course Rigor by successfully completing NC Math 3.*



Questions



2018-2019: Read to Achieve End of Year Reporting

Asheboro City Schools
September 2019



G.S. §115C-83.10 requires “each local board of education to publish annually on a Web site maintained by that local school administrative unit and report in writing to the State Board of Education (SBE) by **September 1** of each year the following information on the prior school year:”



Grades 1 – 2 Results



Grades 1 & 2 EOY Performance

	Total Number of Students Assessed	Number of Students	Percentage of Students
The number and percentage of first-grade students demonstrating reading comprehension at grade level.	335	242	72.2%
The number and percentage of first-grade students <u>not</u> demonstrating reading comprehension at grade level.		93	27.8%
The number and percentage of second-grade students demonstrating reading comprehension at grade level.	376	292	77.8%
The number and percentage of second-grade students <u>not</u> demonstrating reading comprehension at grade level.		84	22.3%

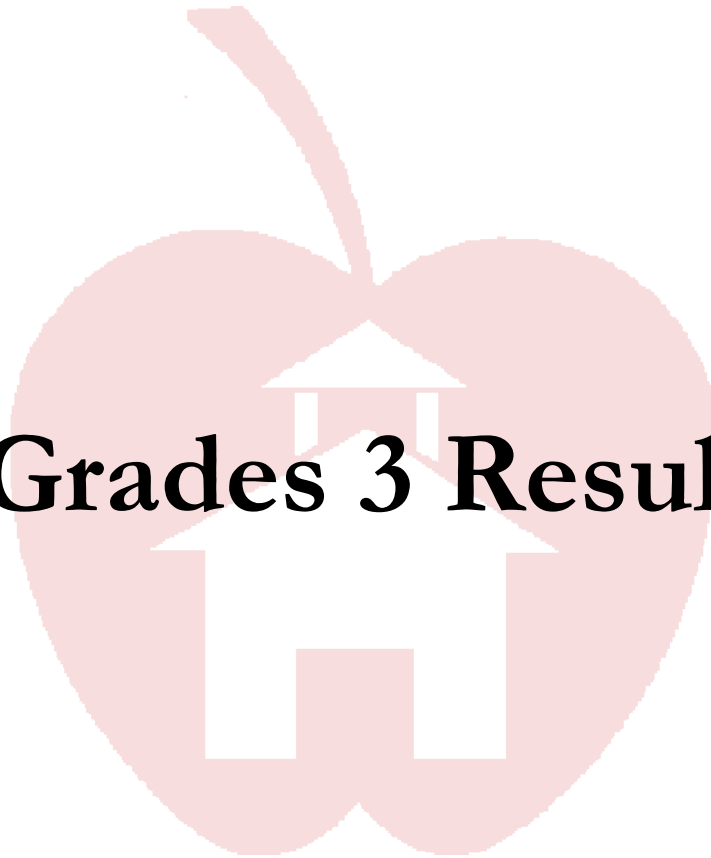


Grades 1 & 2 Summer Camp Participation

	Number of Students Attending Summer Camp	Percentage of Eligible Students in Attendance
The number and percentage of first-grade students eligible for priority enrollment who attended reading camp.	42	45.2%
The number and percentage of second-grade students eligible for priority enrollment who attended reading camp.	40	47.6%



Grades 3 Results





Grade 3 EOY Performance

	Total Number of Students Assessed	Number of Students	Percentage of Students
Demonstrated reading proficiency on the Beginning-of-Grade 3 (BOG3) English Language Arts (ELA)/Reading Test, the End-of-Grade (EOG) ELA/Reading Test, or the EOG ELA/Reading Retest (i.e., scored Level 3 or higher).	349	161	46.1%
Did not demonstrate reading proficiency on the BOG3 ELA/Reading Test, the EOG ELA/Reading Test, or the EOG ELA/Reading Retest		188	53.9%



Grade 3 Exempt from Retention

The number and percentage of students exempt from mandatory retention in third grade by category of good cause. Students may be counted in only one of these categories. <i>Denominator is 188.</i>	Number of Students	Percentage of Students
Students who took and passed an alternative assessment approved by the SBE (i.e., mClass/Text Reading and Comprehension [TRC], Read to Achieve Test, or locally determined SBE-approved alternative assessment).	107	56.9%
English Learner students with less than two (2) school years of instruction in an English as a Second Language [ESL] program.	*	*
Students with disabilities whose current Individualized Education Program (IEP) indicates the use of the NCEXTEND1 alternative assessment, have at least a two (2) school-year delay in educational performance, or have received intensive reading interventions for at least two (2) school years.	24	12.8%
Students who have been previously retained more than once in kindergarten, first, second, or third grades.	*	*

Note: Privacy policies dictate that for less than 10 students, the specific number and percentage should not be given. An * indicates that the student population number and percentage is too small to report the value. The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5). 8



Grade 3 Summer Camp Participation

	Number of Students	Percentage of Students
The number and percent of students eligible for priority enrollment in Reading Camp. This number equals row 2 minus the total of rows 3a through 3e. <i>Denominator is 349.</i>		15.8%
The number and percentage of students eligible for priority enrollment who attended Reading Camp. <i>Denominator is 55.</i>	31	56.4%



Grade 3 Reading Retention

	Number of Students	Percentage of Students
Total number and percentage of students retained for not demonstrating reading proficiency on third-grade standards (students deemed proficient after reading camp are subtracted from this number). Students who are not proficient will be either: [1] retained in a third-grade class, [2] placed in a 3/4 transitional class with a retained label, or [3] placed in a fourth-grade accelerated class with a retained reading label. <i>Denominator is 349.</i>	50	14.3%



Reporting

These data are compiled and posted on the Asheboro City Schools website. You can see the entire report on the Asheboro City schools website at

<https://www.asheboro.k12.nc.us/ElementaryGrades.aspx>



QUESTIONS

**Asheboro City Schools
2019-2020 First 10 Days of Enrollment**

Sept. 10, 2019 Enrollment	K	1	2	3	4	5	6	7	8	9	10	11	12	Enroll
Asheboro High School										383	327	349	269	1328
North Asheboro Middle							191	180	172					543
South Asheboro Middle							187	179	192					558
Balfour	83	85	81	113	74	66								502
Charles W McCrary	65	62	52	72	61	66								378
Donna Lee Loflin	60	61	52	50	71	50								344
Guy B Teachey	65	82	89	81	81	101								499
Lindley Park	72	82	78	60	69	55								416
TOTALS	345	372	352	376	356	338	378	359	364	383	327	349	269	4568

Sept. 10, 2019 Average Class Size	K	1	2	3	4	5
Balfour	20.8	17.0	16.2	16.1	18.50	22.00
Charles W McCrary	16.3	15.5	17.3	18.0	20.33	22.00
Donna Lee Loflin	20.0	15.3	17.3	16.7	23.67	16.67
Guy B Teachey	16.3	16.4	17.8	16.2	20.25	25.25
Lindley Park	18.0	20.5	19.5	15.0	23.00	18.33
District	18.2	16.9	17.6	16.3	20.9	21.1

10-Day Enrollment Summary	Enroll
2015-2016	4541
2016-2017	4451
2017-2018	4379
2018-2019	4456
2019-2020	4568

Calendar as of September 4, 2019				
	DATE	MEETING	TIME	LOCATION
2019-2020				
Saturday	September 7	CUOC 25th Anniversary Celebration	2-6 p.m.	Bicentennial Park
Thursday	September 12	Asheboro City Board of Education meeting	7:30 p.m.	TBD
Wednesday	September 18	NCSBA District 5 Meeting		Thomasville City Schools
Monday	Sept. 23	GBT Title I Night	Session 1, 4:30, Pres. 5:30, Session 2, 6 p.m.	GBT
Tuesday	September 24	SAMS Title 1 Night/AFTT	5:30-7:30 p.m.	TBD
Thursday	September 26	DLL Title 1 Night/AFTT	5:30	DLL
Monday	September 30	NAMS Title 1 Night/AFTT	6 p.m.	NAMS
Tuesday	October 1	AHS AFTT Night	5-7 p.m.	AHS
Wednesday	October 2	LP Title I Night	TBD	LP
Thursday	October 3	BAL Title 1 Night/AFTT	5-7 p.m.	BAL
Friday	October 4	Asheboro High School Athletic Hall of Fame Induction Ceremony	6 p.m.	AHS New Gym
Thursday	October 10	Asheboro City Board of Education meeting	7:30 p.m.	ECDC
Wed. - Fri.	October 16-18	Fall Law Conference		Asheville
Thursday	October 17	DLL Cultural Heritage Night	5:30 - 7 p.m.	DLL
Friday	October 18	AHS Homecoming Event (against Southern Guilford)	7:30 p.m.	Lee J. Stone Stadium
Tuesday	October 29	NAMS Title 1 Night/AFTT	6-8 p.m.	NAMS
Tuesday	November 5	SAMS AFTT Night	5:30-7:30 p.m.	SAMS
Monday	November 11	Veteran's Day Holiday	All day	All sites
Thursday	November 14	Asheboro City Board of Education meeting	7:30 p.m.	ECDC
Mon. - Wed.	November 18-20	NCSBA Annual Conference		Greensboro
Tuesday	November 19	AHS AFTT Night	5-7 p.m.	
Wednesday	November 27	Optional Teacher Workday	All day	All sites
Thursday	November 28	Thanksgiving Holiday	All day	All sites
Friday	November 29	Thanksgiving Holiday	All day	All sites
Tuesday	December 10	Superintendent's Holiday Lunch (Cabinet, Principals, Office Staff, and BOE)	11:30 - 1:30 p.m.	COBR
Wednesday	December 11	Senior Holiday Lunch	12 -1:30 p.m.	DLL Multipurpose Room
Thursday	December 12	Asheboro City Board of Education meeting	7:30 p.m.	ECDC
Friday	December 20	Early Release for Students	All day	All sites
Monday	December 23	Annual Leave for teachers	All day	All sites
Tuesday - Thursday	December 24-26	Winter Break for all staff (Christmas holiday)	All day	All sites
Friday - Tuesday	December 27 - 31	Annual Leave for teachers	All day	All sites
Wednesday	January 1	New Years Day holiday (2020!)	All day	All sites
Thursday	January 9	Asheboro City Board of Education meeting	7:30 p.m.	ECDC
Thursday	January 16	CWM Spelling Bee	1 p.m.	multi purpose room
Monday	January 20	Dr. Martin Luther King, Jr. holiday	All day	All sites
Tuesday	January 21	Teacher Workday	All day	All sites
Wednesday	January 22	Professional Development Day for Teachers	All day	All sites
Thursday	January 30	DLL AFTT Night	5 p.m.	DLL
Monday	February 4	NAMS Title 1 Night/AFTT	6-8	NAMS
Thursday	February 6	BAL AFTT Night	5-7 p.m.	BAL
Thursday	February 13	Asheboro City Board of Education meeting	7:30 p.m.	ECDC
Tuesday	February 18	District Spelling Bee	7 p.m.	TBD
Tuesday	February 25	RAIN-DATE: District Spelling Bee		

Tuesday	February 25	AHS AFTT Night	5-7 p.m.	AHS
Thursday	February 27	Middle School Battle of the Books	TBD	TBD
Tuesday	March 3	Kindergarten Registration/Information Session	TBD	All elementary locations
Wednesday	March 4	Youth Art Month Reception	Elem @ 4 p.m. Secondary @ 5:30 p.m.	Randolph Arts Guild
Tuesday	March 10	SAMS AFTT Night	5:30-7:30 p.m.	SAMS
Thursday	March 12	Asheboro City Board of Education meeting	7:30 p.m.	ECDC
Thursday	March 19	Elementary School Battle of the Books	TBD	TBD
Thursday	April 2	BAL AFTT Night	5-7 p.m.	BAL
Sat. - Mon.	April 4-6	National Schools Boards Association Conference		Chicago
Tuesday	April 7	CWM Kindergarten Orientation	8:30 a.m. - 1 p.m. and 3-6 p.m.	CWM
Wednesday	April 8	STEAM Competition-Elementary	12-4 p.m.	AHS Gym
Wednesday	April 8	STEAM Competition-Secondary	8:00-4:00	AHS Media Center
Thursday	April 9	Asheboro City Board of Education meeting	7:30 p.m.	ECDC
Friday	April 10	Good Friday holiday	All day	All sites
Monday - Friday	April 13 - 17	Annual Leave for teachers (Spring Break)	All day	All sites
Tuesday	April 21	LP Kindergarten Orientation	8:30 a.m. - 1 p.m. and 3-6 p.m.	LP
Tuesday	April 21	NAMS Title 1 Night/AFTT	6-8 p.m.	NAMS
Wednesday	April 22	BAL Kindergarten Orientation AFTERNOON SESSION	12 - 6 p.m.	BAL
Thursday	April 23	BAL Kindergarten Orientation	8:30 a.m. - 1 p.m. and 3-6 p.m.	BAL
Tuesday	April 28	GBT Kindergarten Orientation AFTERNOON SESSION	12 - 6 p.m.	GBT
Thursday	April 30	GBT Kindergarten Orientation	8:30-1 & 3-6pm	GBT
Thursday	April 30	DLL AFTT Night	5 p.m.	DLL
Tuesday	May 5	DLL Kindergarten Orientation	8:30 a.m. - 1 p.m. and 3-6 p.m.	DLL
Thursday	May 7	AIG Expert Fair	5-6 p.m.	Teachey
Thursday	May 14	Asheboro City Board of Education meeting	7:30 p.m.	ECDC
Monday	May 25	Memorial Day holiday	All day	All sites
Tuesday	May 26	Projected Finish Date for AHS Addition	All Day	AHS
Friday	June 5	Last Day for students/Early Release/Graduation	Graduation at 7 p.m.	Graduation at Lee J. Stone Stadium
Monday	June 8	ACS Retirement Breakfast	Breakfast at 7:30 a.m., Program at 8 a.m.	TBD
Monday - Tuesday	June 8-9	Teacher Workdays		
Thursday	June 11	Asheboro City Board of Education meeting	7:30 p.m.	ECDC