

**ASHEBORO CITY BOARD OF EDUCATION**

**October 10, 2019**

**7:30 p.m.**

**Early Childhood Development Center**

**6:00 p.m. - Policy Committee**

**6:45 p.m. - Finance Committee**

**I. Opening**

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – Amarie McRae and Nekhi Jones, North Asheboro Middle School Students
- \*D. Approval of Agenda

**II. Special Recognition and Presentations**

- A. Community Partner Spotlight – Village of Barnabas – Ms. Leigh Anna Marbert, public information officer
- B. Board Spotlight – NAMS School of Rock – Ms. Candace Call, principal, North Asheboro Middle School
- C. Asheboro City Schools Principal of the Year – Dr. Aaron Woody, superintendent
- D. Points of Pride – Ms. Leigh Anna Marbert, public information officer

**III. Public Comments**

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

**IV. \*Consent Agenda**

- A. Approval of Minutes – September 12, 2019
- B. Personnel
- C. Comprehensive Continuous Improvement Plan (Title I –Part A, Title II – Part A, Title III – Part A, Title IV – Part A)
- D. South Asheboro Middle School Overnight Trip to Washington, DC, March 18-20, 2020
- E. Recommendation for Sole Source Waiver Under Federal Uniform Guidance for Professional Development (Understanding Diversity, Opportunity Gaps, and Teaching in Today's Classroom by Dr. H. Richard Milner)
- F. Policies Recommended for Approval:
  - Policy 1700 – Guiding Principle – Overcoming Barriers
  - Policy 4320 – Tobacco Products – Students
  - Policy 4325 – Drugs and Alcohol
  - Policy 6150 – Head Lice

**V. Information, Reports and Recommendations**

- A.** Policies Recommended for 30-Day Review – Dr. Drew Maerz
- Policy 4260 – Student Sex Offenders
  - Policy 4301 – Authority of School Personnel
  - Policy 4315 – Disruptive Behavior
  - Policy 4330 – Theft, Trespass and Damage to Property
  - Policy 4341 – Parental Involvement in Student Behavior Issues
  - Policy 4352 – Removal of Student During the Day
  - Policy 4362 – Requests for Readmission of Students Suspended for 365 Days or Expelled
- B.** Digital K-2 Report Cards – Ms. Christina Kinley and Mr. Anthony Woodyard

**VI. Action Items**

- \*A.** Continuous Improvement Plans:
- South Asheboro Middle School – Mr. Ron Dixon, principal
  - Asheboro High School – Dr. Penny Crooks, principal
  - North Asheboro Middle School – Ms. Candace Call, principal

**VII. Superintendent's Report**

**VIII. Board Operations – Chairman Kidd**

- A.** Calendar of Events and Important Dates to Remember:
- October 11, 2019 – Topping Out Ceremony – 4:30 – 5:30 p.m. – Asheboro High School
  - October 16 – 18, 2019 – Fall Law Conference – Asheville
  - November 9 – 11, 2019 – Field of Honor – SAMS Field
  - 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**

**October 10, 2019**

**7:30 p.m.**

**Early Childhood Development Center**

**Addendum**

**6:00 p.m. - Policy Committee**

**6:45 p.m. - Finance Committee**

**I. Opening**

- C. Pledge of Allegiance (Removed Amarie McRae, North Asheboro Middle School student, who will not be in attendance.)

**II. Special Recognition and Presentations**

**III. Public Comments**

**IV. \*Consent Agenda**

- B. Personnel (Addendum Added)
- G. Items for Discard (Added)

**V. Information, Reports and Recommendations**

- B. Digital K-2 Report Cards (Ms. Christina Kinley will not be presenting.)

**VI. Action Items**

**VII. Superintendent's Report**

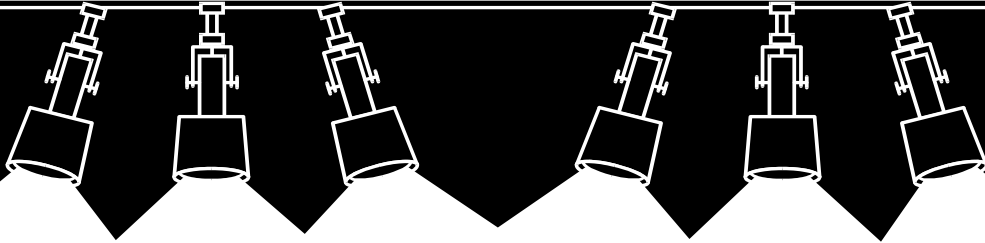
**VIII. Board Operations – Chairman Kidd**

**IX. Adjournment**

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

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**October 10, 2019**



**Community Partner Spotlight:**

Asheboro City Schools is pleased to welcome the Village of Barnabas as this month's Community Partner. This grassroots organization is working to come alongside our students to provide support, guidance, and resources for several of our most needy students.

**Board Spotlight:**

Tonight, the board will hear from North Asheboro Middle School principal, Ms. Candace Call, and teachers, Ms. Janet Longerbeam and Mr. Stephen Hopkins. The school has started a new after-school opportunity called the NAMS School of Rock. Rock On!

**Principal of the Year:**

Dr. Aaron Woody will recognize Mr. Ron Dixon, principal of South Asheboro Middle School, for being named by his peers as the 2019-2020 Asheboro City Schools Principal of the Year.



## **Points of Pride Update**

October 10, 2019

### **Teachers Receive Funding for Classroom and School Projects**

Teachers, Dennee Hinshaw and Patrick Lawrence received Thomas Tire Extra Mile Grants for their classrooms. Ms. Hinshaw says she plans to use the funding for additional math manipulatives, science experiment materials, organizational bins and materials, and scoop rockers for flexible seating. Mr. Lawrence plans to use his funding for school supplies for class materials to support interactive lessons!

Lindley Park Elementary School also received a grant in the amount of \$3,000 from the Dollar General Youth Literacy fund thanks to media specialist, Kathy Malpass and teacher, Heather Pervier. The funding will provide additional Chromebooks for third-grade students to enhance literacy instruction through eBooks and digital literacy projects.

### **Tuning Up for Success**

Last spring students in Mr. Scott Smith's Technological Design class at Asheboro High School made four guitars for local businesses. Students made guitars for Keller Williams Realty, Cox's Harley-Davidson, the Randolph-Asheboro YMCA, and B&B Carolina Cleaning. [Check out the full story here.](#)

### **AHS Football Players Assist at Elementary Schools**

Football players from Asheboro High School have committed to volunteering in our elementary schools this year to read and help with morning work with our youngest students. They are also helping in the car rider line to greet students upon arrival. This has been a well-received and positive initiative for our younger and older students.

### **ACS Students Selected for Student LIFT**

Five Asheboro High School students have been selected for this year's cohort of Asheboro/Randolph Chamber of Commerce Student LIFT class. Students include Freddy Kelley, Noah Watkins, Emma Brady, Kiersten Yow, and Fatima Perez Dominguez.

### **NAMS Student, Megan Prochnau, Selected for the Greensboro Symphony Youth Orchestra**

Meghan Prochnau, eighth-grade student at North Asheboro Middle School, has been selected by competitive audition to be a member of the Greensboro Youth Symphony Orchestra.

### **ACS Leaders Present at STEAM Conference**

Mr. Anthony Woodyard, Ms. Lynn Fisher, Ms. Kathy Malpass, and Ms. Chandra Manning represented the district at the 2019 NC Middle Level Education Region 5 Fall STEAM Summit. During the session, our team shared ACS initiatives that promote STEAM opportunities for students. Initiatives include Hour of Code, STEAM competitions, and various after-school and summer-learning activities.

### **ACS Board of Education Earns Silver Bell Award**

The Asheboro City Board of Education earned the Silver Bell Award at the North Carolina School Boards Association's District 5 meeting in Thomasville City Schools in early September!

**Asheboro City Board of Education  
Early Childhood Development Center  
September 12, 2019**

**Policy Committee**

Board members present:

Gidget Kidd  
Ryan Patton

Gwen Williams  
Dr. Beth Knott

Michael Smith  
Phillip Cheek

Staff members present:

Dr. Aaron Woody

Dr. Drew Maerz

Carla Freemyer

Ms. Kidd called the meeting to order at 6:03 p.m. and referred to Dr. Maerz who began review of the agenda.

- Policy 4260 – Student Sex Offenders
  - Minor formatting updates
  - Updated legal references
- Policy 4301 – Authority of School Personnel
  - List of those responsible to report acts of violence updated to include “or other school employee”
- Policy 4315 – Disruptive Behavior
  - Minor language updates
  - Updated cross references
- Policy 4330 – Theft, Trespass, and Damage to Property
  - Reorganized categories for clarification
  - Minor language updates
  - Updated cross references
- Policy 4341 – Parental Involvement in Student Behavior Issues
  - Language updates
  - Updated legal references and cross references
- Policy 4352 – Removal of Student During the Day
  - Minor language updates
  - Updated legal references
- Policy 4362 – Requests for Readmission of Students Suspended for 365 Days or Expelled
  - No changes recommended – policy is still in alignment with current practices and General Statute.
  - Policy reviewed by committee members.
- Policy 6335 – Use of Private Vehicles for School-Related Purposes
  - Policy no longer supported by the NCSB and is recommended for removal.
  - Committee discussed the repercussions of removing policy.
  - Policy will be tabled for further research and feedback.

All policies (except Policy 6335) will go to the board for 30-day review in October. With no further business, the meeting adjourned at 6:30 p.m.

### **Finance Committee**

The Finance Committee convened at 6:54 p.m. in the Early Childhood Development Center. The following board members were present:

Gidget Kidd  
Phillip Cheek  
Ryan Patton  
Dr. Beth Knott

Joyce Harrington  
Gwen Williams  
Michael Smith  
Archie Priest

Staff members present:

Dr. Aaron Woody  
Carla Freemyer  
Ed Keller  
Leigh Anna Marbert  
Holly White

Sandra Spivey  
Anthony Woodyard  
Robin Harris  
Dr. Cayce Favasuli

Dr. Wendy Rich  
Lee Clark  
Dr. Drew Maerz  
Jordi Roman

Ms. Spivey discussed the current construction projects noting satisfaction with the progress. Smith Sinnett Architecture representatives will be at the meeting tonight to provide an update on construction.

There being no further business, the meeting adjourned at 6:58 p.m.

### **Board Meeting**

Board members attending:

Gidget Kidd, chair  
Joyce Harrington  
Archie Priest  
Scott Eggleston, board attorney

Phillip Cheek, vice chair  
Dr. Beth Knott  
Michael Smith

Gus Agudelo  
Ryan Patton  
Gwen Williams

Staff members attending:

Dr. Aaron Woody, superintendent  
Lee Clark  
Sandra Spivey  
Jordi Roman  
Leigh Anna Marbert

Anthony Woodyard  
D. Wendy Rich  
Robin Harris

Donna Gentry  
Dr. Cayce Favasuli  
Dr. Drew Maerz  
Ed Keller

### **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. The Pledge of Allegiance was led by Balfour Elementary student Valeria Galvan Ruiz.

Upon motion by Mr. Cheek, seconded by Dr. Knott, the board unanimously approved the meeting agenda.

### **Public Comments**

There were no requests to address the board.

### **Special Recognition and Presentations**

Community Partner Spotlight: Ms. Leigh Anna Marbert welcomed C4 Church as this month's Community Partner. The church, under the guidance of Pastor Ed Arroyo, has a strong partnership with Balfour Elementary School to support students, staff, and families.

### **Board Spotlight:**

Ms. Keisha Dawalt, Balfour Elementary School assistant principal, recognized the Balfour English Learner (EL) Team made up of Ms. Beth Bender, Ms. Omyra Robles, Ms. Margaret Elliott, and Ms. Karen Jackson. The team described how 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**

Ms. Leigh Anna Marbert, public information officer, provided the following points of pride:

**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 2018-2019 Apple of Excellence First-Year Teacher, Ms. Shameeka Wilson, and the ACS 2019-2020 Teacher of the Year, Ms. Danielle Hunter. The staff was 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 Asheboro City Schools, including the Central Office. Staff hosted games, gave away freebies, engaged with families and students, and generated excitement for the football game.

**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 Asheboro High School! The group collected binders, colored pencils, notebooks, paper, pens, pencils, and markers.

**The Give Back Project:** At the tender age of 26, Kyosha Lowery, a 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 it, "The Give Back Project."

**Tuning Up for Success:** Last spring students in Mr. Scott Smith's Technological Design class at Asheboro High School made four guitars for local businesses. Students made guitars for Keller Williams Realty, Cox's Harley-Davidson, the Randolph-Asheboro YMCA, and B&B Carolina Cleaning.



**First Day of the 2019-2020 School Year:** We had a tremendous start to the 2019-2020 school year. Superintendent Aaron Woody said, “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, the team declared they were ‘ALL IN,’ which was evident throughout the district today. It’s a new day in Asheboro City Schools.”

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

### **Consent Agenda**

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

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:

#### **I. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

| <b>LAST</b> | <b>FIRST</b> | <b>SCHOOL</b> | <b>SUBJECT</b>                             | <b>EFFECTIVE</b> |
|-------------|--------------|---------------|--|------------------|
| 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         | GBT           | 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        |

#### **II. APPOINTMENTS**

| <b>LAST</b> | <b>FIRST</b> | <b>SCHOOL</b> | <b>SUBJECT</b>                             | <b>EFFECTIVE</b> |
|-------------|--------------|---------------|--|------------------|
| 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         |

### **III. TRANSFERS**

|         | <b>FIRST</b> | <b>SCHOOL</b>   | <b>SUBJECT</b>   | <b>EFFECTIVE</b> |
|---------|--------------|-----------------|--|------------------|
| Cash    | D.R.         | CO to NAMS/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       | Instructional 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        |

D.\* Recommended Charter Bus Companies for Use in 2019-2020 – Included were Holiday Tours Inc. of Randleman, NC and Sunway Charters of Winston-Salem, NC.

E.\* Overnight Field Trip Request – Asheboro High School Band – March 26-29, 2020 – New York City

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

### **Information, Reports and Recommendations**

A. Ms. Rhonda Angerio and Mr. Fred Jernigan, representatives from Smith Sinnett Architecture provided an update on system-wide construction projects at Asheboro High School; cafeteria renovations at C.W. McCrary Elementary School and Lindley Park Elementary School; and gymnasium HVAC systems at South Asheboro Middle School and North Asheboro Middle School.

B.\* Policies Recommended for 30-Day Review were presented by 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 was presented by Dr. Drew Maerz.

D.\* Read to Achieve Data was presented by Dr. Drew Maerz.

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

### **Superintendent's Report**

A.\* The 10-day enrollment and class sizes information was presented by Dr. Aaron Woody.

B. Dr. Woody noted that a Topping Out celebration for the new addition at Asheboro High School will be held on October 11, 2019, for local dignitaries and staff to tour the new addition.

C.\* Dr. Woody presented the 2018-2019 annual report. This report will be mailed to all supplemental tax payers next week.

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

### **Board Operations**

Chairman Kidd reminded the board of the following 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

### **Adjournment**

There being no further business, and upon motion by Dr. Knott and seconded by Mr. Cheek, the board unanimously approved to adjourn at 8:54 p.m.

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Chair

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Secretary

**Asheboro City Schools  
Personnel Transactions  
October 10, 2019**

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

| <b>LAST</b> | <b>FIRST</b> | <b>SCHOOL</b> | <b>SUBJECT</b>                             | <b>EFFECTIVE</b> |
|-------------|--------------|---------------|--|------------------|
| Fleming     | Glenn        | SAMS          | Social Studies                             | 9/18/2019        |
| Hupp        | Alexa        | ECDC          | After-School Program Assistant (part-time) | 9/20/2019        |
| Lindley     | Tiffani      | SAMS          | Social Studies                             | 9/25/2019        |
| Martin      | Amanda       | BAL           | After-School Program Assistant (part-time) | 9/17/2019        |
| Morgan      | Diana        | ECDC          | Instructional Assistant                    | 10/23/2019       |
| Osorto      | Alicia       | BAL           | Instructional Assistant                    | 6/30/2019        |

**\*B. APPOINTMENTS**

| <b>LAST</b>   | <b>FIRST</b> | <b>SCHOOL</b> | <b>SUBJECT</b>                             | <b>EFFECTIVE</b>   |
|---------------|--------------|---------------|--|--------------------|
| Blocker       | Allison      | BAL           | Kindergarten                               | 9/30/2019          |
| Brain         | Steven       | LP            | After-School Program Assistant (part-time) | 9/18/2019          |
| Bynum         | Julia        | NAMS          | Tutor (part-time; temporary)               | 10/1/19-05/29/2020 |
| Cox           | Charlotte    | AHS           | Custodian                                  | 10/16/2019         |
| Greene        | Jeseca       | SAMS          | Social Studies                             | 10/14/2019         |
| Justice       | Kenneth      | DLL/SAMS      | Custodian                                  | 9/30/2019          |
| Salinas-Pavon | Cinthia      | CWM           | After-School Program Assistant (part-time) | 9/24/2019          |

**Asheboro City Schools Personnel  
Transactions - ADDENDUM October  
10, 2019**

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

| <b>LAST</b> | <b>FIRST</b> | <b>SCHOOL</b> | <b>SUBJECT</b> | <b>EFFECTIVE</b> |
|-------------|--------------|---------------|----------------|------------------|
| Call        | Candace      | NAMS          | Principal      | 2/28/2019        |
| Dunn        | Roy          | CO            | Bus Driver     | 10/4/2019        |
| Lipsett     | Edward       | AHS           | Custodian      | 9/13/2019        |

**\*B. APPOINTMENTS**

| <b>LAST</b> | <b>FIRST</b> | <b>SCHOOL</b> | <b>SUBJECT</b>                        | <b>EFFECTIVE</b> |
|-------------|--------------|---------------|---------------------------------------|------------------|
| Allred      | Brandy       | CO            | Secretary, Support Services           | 10/21/2019       |
| Brown       | DeAnn        | CO            | Substitute/\$85.00 per day            | 10/11/2019       |
| Coble       | Austin       | BAL           | After-School Program Assistant        | 10/4/2019        |
| Gordon      | Mark         | CO            | Bus Driver                            | 11/1/2019        |
| Higgs       | Rosemarie    | AHS           | Tutor/SAT Prep (part-time; temporary) | 10/12 - 12/14/19 |
| Lorilee     | Long         | CO            | Substitute/\$85.00 per day            | 10/11/2019       |
| Marley      | Melvin       | CO            | Substitute/\$85.00 per day            | 10/11/2019       |
| Martin      | Cheryl       | AHS           | Tutor/SAT Prep (part-time; temporary) | 10/12 - 12/14/19 |
| Martyn      | Amanda       | BAL           | After-School Program Assistant        | 10/7/2019        |
| Settles     | Ma'Kira      | AHS           | Tutor/SAT Prep (part-time; temporary) | 10/12 - 12/14/19 |
| Smith       | Adrian       | CO            | Bus Driver                            | 11/1/2019        |
| Steele      | Charlotte    | AHS           | Tutor/SAT Prep (part-time; temporary) | 10/12 - 12/14/19 |

**ASHEBORO CITY SCHOOLS  
CERTIFIED APPOINTMENTS  
October 10, 2019**

| <b><u>NAME</u></b> | <b><u>COLLEGE/DEGREE</u></b>                                  | <b><u>LICENSURE</u></b> |
|--------------------|---|-------------------------|
| Blocker, Allison   | Concord University (West Virginia)<br>B: Elementary Education | Elementary K-6          |

Ms. Allison Blocker is recommended to teach kindergarten at Balfour Elementary School for the 2019-2020 school year. Ms. Blocker has taught second grade for the past three years at Brightwood Elementary School in Greensboro. Prior to moving to North Carolina, Ms. Blocker was a technology teacher for five years at Berlin McKinney Elementary School in Oceana, West Virginia. Ms. Blocker is excited to join the kindergarten team at Balfour. Please join me in welcoming Ms. Blocker to Asheboro City Schools. Welcome Ms. Blocker!

| <b><u>NAME</u></b> | <b><u>COLLEGE/DEGREE</u></b>                                | <b><u>LICENSURE</u></b>        |
|--------------------|---|--------------------------------|
| Greene, Jesseca    | University of Akron (Ohio)<br>B: Middle Childhood Education | Math 6-9<br>Social Studies 6-9 |

Ms. Jesseca Greene is recommended to teach Social Studies at South Asheboro Middle School for the 2019-2020 school year. Ms. Greene has relocated to the area from Streetsboro, Ohio where she taught at Streetsboro Middle School. Ms. Greene is described as a teacher who goes above and beyond by creating great lessons that involve hands on activities that students love. She is collaborative and builds good rapport with her students. We are pleased to welcome Ms. Greene to Asheboro City Schools. Welcome Ms. Greene!

# Budget

Asheboro City Schools (761) Regular Local School District - Randolph County - 2020 - Consolidated - Rev 0 - Title IA

☐ By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

All ▼

| Purpose Code                        | Object Code | Salaries 100 | Employer Provided Benefits 200 | Purchased Services 300 | Supplies and Materials 400 | Capital Outlay 500 | Transfers 700 | Total        |
|-------------------------------------|-------------|--------------|--------------------------------|------------------------|----------------------------|--------------------|---------------|--------------|
| 5000 - Instructional Services       |             | 902,250.00   | 386,276.71                     | 21,622.56              | 80,120.31                  | 0.00               | 0.00          | 1,390,269.58 |
| 6000 - System-Wide Support Services |             | 0.00         | 0.00                           | 13,000.00              | 1,000.00                   | 0.00               | 0.00          | 14,000.00    |
| 7000 - Ancillary Services           |             | 0.00         | 0.00                           | 0.00                   | 0.00                       | 0.00               | 0.00          | 0.00         |
| 8000 - Non-Programmed Charges       |             | 0.00         | 0.00                           | 46,383.02              | 0.00                       | 0.00               | 0.00          | 46,383.02    |
| Total                               |             | 902,250.00   | 386,276.71                     | 81,005.58              | 81,120.31                  | 0.00               | 0.00          | 1,450,652.60 |

**Adjusted Allocation** 1,512,592.58

**Remaining** 61,939.98

**Set Asides - 100% Rule**

Asheboro City Schools (761) Regular Local School District - Randolph County - 2020 - Consolidated - Rev 0 - Title IA

| <b>Totals</b>     |  | <b>Amount</b> |
|-------------------|--|---------------|
| 1                 | Total Title I Planning Allotment   | 1,387,467.00  |
| 2                 | Private School Proportionate Share Amount  | 0.00          |
| 3                 | Title I Allotment for LEA use  | 1,387,467.00  |
| <b>Set Asides</b> |  | <b>Amount</b> |
| 4                 | Administrative (not to exceed 12% of planning allotment)   | 52,383.02     |
| 5                 | School Improvement Interventions (CSI/TSI schools)   |               |
| 5.1               | Financial Incentives and Rewards for recruitment and retention for CSI/TSI schools (optional 5% maximum) |               |
| 6                 | Professional Development for Teachers in Title I Schools   |               |
| 7                 | Parent and Family Engagement (1% minimum for allotments above \$500,000)                                 | 13,875.00     |
| 8                 | Homeless Children and Youth Services (Section 1113(c)(3)(A) - comparable to Title I PPA)                 | 8,000.00      |
| 9                 | Foster Care Transportation   | 8,000.00      |
| 10                | Early Childhood Programs   | 9,000.00      |
| 11                | Neglected, Delinquent or At-Risk Services  |               |
| 12                | District-Wide Instructional Initiative   |               |
| 13                | Unbudgeted Reserve (not to exceed 10% of planning allotment)   | 61,939.98     |



|  |   |    |              |
|--|---|----|--------------|
| 14   | <b>Total Set Aside</b>  | \$ | 153,198.00   |
| <b>Per Pupil Amount (PPA)</b>                      |   |    |              |
| All buildings served with at least 35% low-income. |   |    |              |
| 15   | Title I Allotment Remaining = Line 3 – Line 14  |    | 1,234,269.00 |
| 16   | Carryover/Additional Funds to be available for PPA (optional) – must equal line 4C from grant details | +  | 111,189.73   |
| 17   | Total Amount Available for School Allocations = Line 15 + Line 16                                     | \$ | 1,345,458.73 |
| 18   | Total LEA Number of Low-Income Students   | ÷  | 3,482        |
|  | 100% Factor   | x  | 1.00         |
| 19   | <b>Minimum PPA</b>  | \$ | 386.40       |

# Building Eligibility

Asheboro City Schools (761) Regular Local School District - Randolph County - 2020 - Consolidated - Rev 0 - Title IA

| Organization Code | School Name<br>(8 Buildings) | Grade Span | Total<br>Resident<br>Children | Low Income<br>Students |              |                  |               | Total<br>Low-Income<br>Students in<br>Private Schools | Sort<br>Order<br>(Asc) | Eligibility<br>For<br>Service       | School Served                       | Grand-<br>father<br>Rule | Eligibility - Program Model |
|-------------------|------------------------------|------------|-------------------------------|------------------------|--------------|------------------|---------------|---|------------------------|-------------------------------------|-------------------------------------|--------------------------|-----------------------------|
|                   |                              |            |                               | Original Number        | Final Number | Original Percent | Final Percent |   |                        |                                     |                                     |                          |                             |
| 761336            | North Asheboro Middle        | 06 - 08    | 483                           | 446                    | 446          | 92.34 %          | 92.34 %       |   |                        | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | SW-SW                       |
| 761320            | Charles W McCray Elementary  | KG - 05    | 374                           | 342                    | 342          | 91.44 %          | 91.44 %       |   |                        | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | SW-SW                       |
| 761312            | Balfour Elementary           | P3 - 05    | 527                           | 471                    | 471          | 89.37 %          | 89.37 %       |   |                        | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | SW-SW                       |
| 761321            | Donna L Loflin Elementary    | KG - 05    | 346                           | 304                    | 304          | 87.86 %          | 87.86 %       |   |                        | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | SW-SW                       |
| 761332            | Lindley Park Elementary      | KG - 05    | 410                           | 312                    | 312          | 76.10 %          | 76.10 %       |   |                        | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | SW-SW                       |
| 761308            | South Asheboro Middle        | 06 - 08    | 574                           | 397                    | 397          | 69.16 %          | 69.16 %       |   |                        | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | SW-SW                       |
| 761304            | Asheboro High                | 09 - 12    | 1277                          | 871                    | 871          | 68.21 %          | 68.21 %       |   |                        | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | SW                          |
| 761328            | Guy B Teachey Elementary     | KG - 05    | 500                           | 339                    | 339          | 67.80 %          | 67.80 %       |   |                        | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | SW-SW                       |
| Totals:           |                              |            | 4,491                         | 3,482                  | 3,482        | 77.53 %          | 77.53 %       | 0   |                        |                                     |                                     |                          |                             |

School Allocations - PPA List - 100% Rule

Asheboro City Schools (761) Regular Local School District - Randolph County - 2020 - Consolidated - Rev 0 - Title IA

School/Attendance Area Allocation

Minimum Per Pupil Amount (PPA) \$ 386.40

| Organization Code | School/<br>Attendance Area         | Low Income |     | Min. Alloc        | Actual Allocation |            | Additional Funds                   |  | Total School Allocation |
|-------------------|------------------------------------|------------|-----|-------------------|-------------------|------------|------------------------------------|--|-------------------------|
|                   |                                    | %          | #   |                   | PPA               | Total Amt  | Additional Funds from<br>carryover | Parent and Family Engagement<br>Amount |                         |
|                   | A                                  | B          | C   | D<br>PPA x C      | E                 | F<br>E x C | G                                  | H                                      | I<br>F + G + H          |
| 761336            | North Asheboro<br>Middle           | 92.34      | 446 | 172,334.40        | 515.30            | 229,823.80 | 0.00                               | 7,615.76                               | 237,439.56              |
| 761320            | Charles W<br>McCraty<br>Elementary | 91.44      | 342 | 132,148.80        | 515.30            | 176,232.60 | 0.00                               | 1,817.00                               | 178,049.60              |
| 761312            | Balfour<br>Elementary              | 89.37      | 471 | 181,994.40        | 515.30            | 242,706.30 | 0.00                               | 5,566.56                               | 248,272.86              |
| 761321            | Donna L Loflin<br>Elementary       | 87.86      | 304 | 117,465.60        | 515.30            | 156,651.20 | 0.00                               | 2,434.48                               | 159,085.68              |
| 761332            | Lindley Park<br>Elementary         | 76.10      | 312 | 120,556.80        | 515.30            | 160,773.60 | 0.00                               | 1,658.00                               | 162,431.60              |
| 761308            | South Asheboro<br>Middle           | 69.16      | 397 | 153,400.80        | 515.30            | 204,574.10 | 0.00                               | 6,644.95                               | 211,219.05              |
| 761328            | Guy B Teachey<br>Elementary        | 67.80      | 339 | 130,989.60        | 515.30            | 174,686.70 | 0.00                               | 2,073.10                               | 176,759.80              |
| Total Low Income  |                                    | 2611       |     | Total Allocations | 1,345,448.30      | 10.43      | 0.00                               | 27,809.85                              | 1,373,258.15            |
|                   |                                    |            |     | Remaining         |                   |            |                                    |  |                         |

## Grant Details

Asheboro City Schools (761) Regular Local School District - Randolph County - 2020 - Consolidated - Rev 0 - Title IA

"LEA" = District, Charter School or Lab School

### 1. Local Educational Agency ("LEA" = District, Charter School or Lab School) Plans (SEC. 1112)

The LEA's Consolidated Plan has been developed with timely and meaningful consultation with (SEC. 1112(a)(1)):

- ☒ Teachers
- ☒ Principals
- ☒ Other school leaders
- ☒ Paraprofessionals
- ☒ Specialized Instructional Support Personnel
- ☒ Administrators (including administrators of programs described in other parts of this title)
- ☒ Parents of children in schools served under this part, and
- ☐ As appropriate, is coordinated with other programs under this Act (e.g., IDEA, Carl D. Perkins)
- ☒ Other (e.g., Leadership of Tribal organizations) – indicate below

Asheboro City Schools (ACS) executes a comprehensive strategic planning process every five years. The most recent process took place from October, 2015 through April, 2016. The process involved gathering input from community stakeholders regarding perceptions of the school district's strengths and opportunities. Intentional focus on multiple sources of district data was included in this process. The plan adopted by the Board of Education (BOE) in June, 2016, serves as a roadmap for district continuous improvement and provides a framework from which individual schools develop, implement, and monitor their Continuous Improvement Plans (CIP). ACS is in the fourth year of the strategic plan projected to end in 2021. However, this is the third year of utilizing the NCStar tool district-wide for school improvement planning.

Progress monitoring by the district level of each school's CIP occurs at a minimum of twice each month. Principals, with School Leadership Teams, are required to provide evidence of assessment data and progress toward meeting CIP goals during School Leadership Team, Conversations Around Student Achievement (CASA), and Board of Education NCStar CIP Presentation meetings. The Superintendent, Assistant Superintendent for Curriculum and Instruction, and Directors from the Central Office meet with school leadership teams and staff regarding their CIP goals and professional development through critical conversations impacting student achievement spanning the year to coach, assist, and monitor school goals and data.

The completed school Comprehensive Needs Assessments (CNA) guide an ongoing process in ACS and serve as a foundation for effective continuous improvement planning. Each school completes one between spring and summer prior to the opening of the new academic year. The CIP, now in NCStar, includes demographic, perception, student learning, and process data. The process is embedded through multiple platforms which include: an annual ACS administrative team retreat, monthly administrative leadership team meetings, weekly central office cabinet meetings, weekly curriculum and instruction meetings, school leadership team meetings, faculty meetings, content/job-alike meetings, and CASA meetings throughout the school year. Our schools conduct Comprehensive Needs Assessments annually as a part of the NCStar Continuous Improvement Planning process used to develop schoolwide goals and enhance district efforts. The quantitative data received from summative assessments coupled with qualitative results of NC Teacher Working Conditions Surveys provide our collective school leadership teams roadmaps for the academic year to further strengthen our work with students, staff members, and families.

Our Consolidated Plan has been developed by representative staff, reviewed by stakeholders, submitted for approval, and voted on by our Board of Education.

Enter the date(s) for stakeholder meeting(s) (MM/DD/YYYY):

5/23/2019

## **2. Parent and Family Engagement (SEC. 1116 (a)(2))**

The LEA has a current LEA Parent and Family Engagement Policy posted on their website. Enter the URL (link) made available to the public for the LEA's written Parent and Family Engagement Policy:

<https://www.asheboro.k12.nc.us/Section1000GoverningPrinciples.aspx>

## **3. Parent and Family Engagement – Use of Funds (SEC. 1112 (b)(7))**

Funds reserved for parent and family engagement shall be used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one (1) of the following (SEC. 1116(a)(3)(D)):

- ☐ Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members. (SEC. 1116(a)(3)(D)(i))
- ☐ Supporting programs that reach parents and family members at home, in the community, and at school. (SEC. 1116(a)(3)(D)(ii))
- ☐ Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. (SEC. 1116(a)(3)(D)(iii))
- ☐ Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (SEC. 1116(a)(3)(D)(iv))
- ☒ Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy. (SEC. 1116(a)(3)(D)(v))

#### 4. Carryover (Estimated as of June 30th)

125,125.58 A. Total Carryover from previous year's budget

13,935.85 B. Parent and Family Engagement Carryover – Funds remaining from the required 1% set-aside from previous year's budget. (This does not include any additional PFE funds the district chose to budget.)

111,189.73 C. Carryover for school allocation – Amount must be the same value as Line 16 on the Set Asides Page

D. Remaining Carryover not included in B and/or C (Describe use of funds below)

**5. LEA/School Report Cards (SEC. 1111(h)(2))**

- ☒ The LEA distributes Annual LEA and School Report Cards in compliance with Title I requirements. Describe how the LEA ensures that the Annual LEA and School Report Cards are distributed in a language and format that is understandable to parents and families:

The Report Cards are distributed by our Testing and Accountability Department to each school in English and Spanish. The documents are delivered by the students. A Blackboard Connect 5 message is sent home notifying parents to expect the receipt of the letter. An accompanying cover letter is attached to the report card to provide further detail and customization about each school site. Our interpreters are readily available to provide additional explanation to our non-English speaking families, if needed. Our superintendent, along with Board of Education members, attend our Annual Title I Meetings in early fall to briefly discuss the LEA Report Card and School Data at each school with the school administrator.

**6. Method for Determining Funding for Title I and Low-Income Rank Order (SEC. 1113)**

- A. Identify the data sources used for low-income and membership numbers and date(s) collected. (SEC. 1113(a)(2))

☐ Direct Certification – Community Eligibility Provision (CEP)

Date(s) collected

☒ Household Application

Date(s) collected

05/10/19

☐ Other (please explain in text box, below)

- B. Describe how the schools were identified and served in rank order. (SEC. 1113(a)(3))

The rank order was determined based on the number as well as percentage of students within each eligible Title I School. The schools were ranked in descending order from the highest percent of poverty to the lowest percent of

poverty. Our district serves students in elementary (K-5) and middle schools (6-8). Our lowest poverty percentage is 67.80.

## 7. Participation of Children Enrolled in Private Schools (SEC. 1117)

A. Select the box below that best describes your LEA:

- ☐ Charter/Lab School (*Move to Question 8*)
- ☐ A district with no private schools located within its attendance area. (*If checked, no consultation forms are required.*)
- ☒ A district with one or more private schools located within its attendance area. (*One consultation form for each private school must be uploaded to the Consolidated Related Documents page.*)

B. Select one response for each of the statements below:

1) One or more low-income students who live in a **Title I-A** served enrollment zone or a comparably served enrollment zone in this district attend a private school that has accepted **Title I-A** equitable services and is in a different district:

- ☐ Yes
- ☒ No or N/A

2) One or more private schools located in this district have accepted **Title I-A** equitable services and enroll low-income student(s) living in a **Title I-A** served enrollment zone or a comparably served enrollment zone of a different district:

- ☐ Yes
- ☒ No or N/A

☐ If YES is checked for either statement 1) or 2), above, the district is attesting that collaboration with other districts involved has and will continue to occur to ensure appropriate Title I-A equitable services are provided to eligible



students.

**8. Homeless Children and Youths Services (SEC. 1112(b)(6))**

Describe the services provided, including services with funds reserved under SEC. 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youth, in coordination with services the LEA is providing under the McKinney Vento Homeless Assistance Act. Describe the rationale/method for determining the set aside amount.

Homeless students are provided academic and instructional services on an annual basis such as: homework assistance and tutoring, afterschool programs, and extended learning programs in the summer.

**9. Early Childhood Education Programs (SEC. 1112(b)(8))**

**A. Support, Coordination and Integration of Services in Early Childhood Education Programs**

Describe how the LEA will support, coordinate and integrate Title I services with early childhood education programs, including plans for the transition of children to elementary school.

Our district works with the Early Childhood Development Center located in Asheboro City Schools to produce children who are ready for kindergarten. We also support the Randolph Partnership for Children's efforts in our community with early literacy programming through the Dolly Parton Imagination Library and other sound family-oriented services that engage the whole child.

Each year, our schools host local families for kindergarten tours in our elementary schools. Students walk the halls and become acquainted with the classroom environment, media center, cafeteria, playgrounds, and teachers. In addition, families are invited to a spring orientation involving teachers, instructional assistants, nurses, interpreters, and other valuable support staff members. Students have an opportunity to pre-screen so teachers know a little about students prior to the first day of school in order to best individualize instruction for our young learners.

Students are provided small learning bags, inclusive of school tools (dry erase marker, laminated ABC chart & paper, sight words, etc.), so after this experience they can start the learning process prior to school in order to build the school partnership with families as well. Again, we make connections with the Dolly Parton Imagination Library for families to assist with early literacy during this interaction.

Indicate any/all partners that assisted with the development of transitions plans:

- ☒ NC Pre-K
- ☒ Exceptional Children
- ☒ Head Start
- ☒ Private Childcare
- ☐ Other (Describe below)

**B. LEA Preschool Programs (check all that apply)**

- ☐ None – This option is available ONLY to charter schools. Move to section 11.
- ☐ Title I Preschool
- ☐ Preschool set asides (line 10 on the Set Asides page)
- ☐ School Allocation funds per schoolwide decision process

- ☒ Exceptional Children
- ☐ Head Start
- ☐ NC Pre-K
- ☐ Other (describe below)

**C. Title I Full-Eligibility Preschool Classrooms**

This is a preschool classroom that meets all the following conditions:

- 100% of the children in the classroom are documented as eligible for Title I preschool.
- Some of the children may also qualify for NC Pre-K.
- The classroom may be funded 100% with Title I dollars, although other sources of funding may be utilized.

Does the LEA have one or more Title I Full-Eligibility preschool classrooms?

☐ No – Move to Part D

☒ Yes – Complete the following:

16 Total number of children in full-eligibility classrooms

15 Total number of Title I children in full-eligibility classrooms who also qualify for NC Pre-K

9,000.00 Total amount of Title I funds, allocated to full-eligibility classrooms

504.00 NC Pre-K funding per child, per month allocated to full-eligibility classrooms

#### D. Title I Blended-Eligibility Preschool Classrooms

This is a preschool classroom that meets all the following conditions:

- Some, but not all, children are documented as eligible for Title I preschool.
- Some, but not all, of the funding comes from Title I.
- The proportion of Title I funding is determined by the percentage of Title I-eligible children enrolled in the classroom.
- Cost allocation is required.

Does the LEA have one or more Title I Blended-Eligibility preschool classrooms?

☒ No – Move to section 10

☐ Yes – Complete the following:

Total number of children in blended classrooms

Total number of Title I children in blended classrooms

Total number of Title I children in blended classrooms who also qualify for NC Pre-K

Total amount of Title I funds, allocated to blended classrooms

NC Pre-K funding per child, per month allocated to the blended classrooms

Indicate the proportion of preschool funding for blended classrooms by program:

% Title I

% NC Pre-K

% Exceptional Children

% Other (describe below)

#### 10. Coordination Requirements (SEC. 1119(a)-(b))

A Memorandum of Understanding/Memorandum of Agreement (MOU/MOA) with Head Start is required for each LEA receiving Title I funds, regardless of whether it operates a Title I preschool program. The current MOU/MOA with Head Start must be uploaded as a Title I related document.

☒ Check if LEA has a Memorandum of Understanding/Memorandum of Agreement (MOU/MOA) with Head Start.

Enter the effective dates for the MOU/MOA:

Start Date:

8/1/2019



End Date:

7/31/2020



#### 11. Strategies to Facilitate Effective Transitions (SEC. 1112(b)(10)(A)-(B))

Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education:

Asheboro City Schools' personnel collaborate with parents and students through transition events such as the curriculum fair, ESL transition meeting, 6th and 9th grade transition meetings, and Freshman FanFare to provide a successful change from middle schools to high school. In addition, ninth graders are supported by a dedicated school counselor only for freshmen. To assist in transitioning students to postsecondary education, Asheboro City Schools collaborates with agencies and grants to employ a UNC College Advisor, a RCC Career Coach, and a CTE Career Development Coordinator, in addition to the four school counselors on staff. These support staff work to help students transition to postsecondary opportunities through college tours, FASFA nights, College Application Weeks, College Visitation days at RCC, military visits, industry tours, internships, job shadowing, and apprenticeship opportunities in our community.

including, if applicable:

A. through coordination with institutions of higher education, employers, and other local partners; and

Asheboro City Schools has a strong partnership with Randolph Community College (RCC). Each year the student participation in the Career & College Promise (dual enrollment) Program grows which allows students to graduate with college credit and/or credentials completed towards their future goals. ACS also participates in the Apprenticeship Randolph program that prepares students for industry careers with industry support. Randolph Health is a large supporter along with RCC of the Asheboro High School Health Sciences Academy, and the North Carolina Zoological Park partners with Asheboro City Schools to house the only Zoo School in North Carolina which is a small learning community of Asheboro High School.

B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Asheboro City Schools has partnered with RCC to increase the opportunities for our students to earn college credits while in high school. We have an Early College Academy that allows students to earn an Associate's Degree while in high school; Career & College Promise program for students who wish to earn credit towards a college degree or a certificate, diploma, or credential; and the Automotive Academy, which allows students to earn a diploma or credential in automotive systems or auto body. In addition, Asheboro High School has a robust Advanced Placement program for students to earn college credits while in high school, either through face-to-face or online classes. To assist students in selecting the most appropriate pathway, students have access to career counselling and guidance through a Career Development Coordinator and career readiness software (Career

Cruising, CFNC, and VirtualJobShadow.org). In addition, counselors use test results from PSAT, Pre-ACT, and ACT to help students select dual enrollment and AP opportunities.

## **12. Reduce Overuse of Discipline Practices (SEC. 1112(b)(11))**

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2).

The district has a PBIS Team and an Equity Team to review disaggregated school and district discipline data. Each school PBIS Team meets monthly as well to review this data and individual student data to solve problems. The analysis of this data results in various strategies used to reduce student discipline. Examples include, but are not limited to, modifying staff duty rosters, changing procedure and practices in high risk areas (i.e. bathrooms, playgrounds, etc.), individualized student behavior plans, and classroom management support. An addition this year is Educators' Handbook, a new tool for our administrators and staff that will create ease for data collection.

## **13. Comparable Services (SEC. 1113(b)(1)(D))**

THIS ONLY APPLIES TO DISTRICTS (Charter/Lab Schools, skip to section 14)

In accordance with federal law, an LEA may skip and not serve an eligible attendance area or school if

- the school meets comparability requirements; and
- the school is receiving supplemental funds from other State or local sources that are spent for programs that meet the requirements of Title I and those funds are at least the same as would have come from Title I.

Comparable services are provided for (1) schools that are skipped within a selected grade-span; and (2) schools that are skipped in the district as a whole. Complete the following table for eligible attendance areas/schools, in a selected grade-span or in the district as a whole, that will be skipped and will not receive Title I funds. Attach additional pages as needed.

Note: Approval for skipping schools is contingent upon the LEA's provision on substantial evidence that supports that supplemental state and local funds are provided. Approval is granted on a school-by-school basis.

**LEA Per Pupil Cost:**

List the skipped schools. For each one, calculate the amount of Title I funds the school would receive if it had been included in Title I, given its position in rank order. The amount is determined by multiplying the PPA the school would have received by the number of low-income students.

| Name of school(s) skipped: | PPA Based on Inclusion: | Number of LIS*: | Amount of funds for school: |
|----------------------------|-------------------------|-----------------|-----------------------------|
| ▼                          | \$                      |                 | \$                          |

**\*Low-Income Students**

**Description of Comparable Services (Describe each school separately):**

Provide a brief description of the comparable services to be offered. Section 1113(b)(1)(D)(ii) allows an LEA to skip an eligible school attendance area or school that has a higher percentage of poverty if the area or school is receiving supplemental funds from other State or local sources that are spent according to the requirements of section 1114 or 1115. A supplemental State or local program meets the requirements of Section 1115 if the program:

- Serves only children who are failing, or most at risk of failing, to meet the State's challenging student academic achievement standards;
- Provides supplementary services designed to meet the special educational needs of the children who are participating in the program to support their achievement toward meeting the State's student academic achievement standards; and
- Uses the State's assessment system described in §200.2 of the Title I regulations to review the effectiveness of the program

No schools were skipped while rank ordering.

**14. Targeted Assistance Schools (please make sure this aligns with ESSR) (SEC. 1115)**

If operating TAS programs, describe the process for selecting students served (1112(b)(9)):

Asheboro City School does not have any Targeted Assistance Schools.

**15. If Title I funds are identified as Unbudgeted Reserve as a Set Aside, please provide justification.**

Asheboro City Schools has Set Aside money to cover expenses that may occur related to this federal fund during the summer months.

**16. District-wide Instructional Initiative and/or Professional Development for Teachers Set Aside**

If setting aside funds (Line 6 – Professional Development and/or Line 12 – District-Wide Instructional Initiative on Set Asides page), describe initiative(s):

Asheboro City Schools has not set aside any funds in the District-Wide Instructional Initiative line item. All remaining funds were allocated to the schools.

**17. Supplement, Not Supplant (SEC. 1118(b)(1)-(4))**

✓ The LEA attests that district reservation of state and local funds are used in a Title I neutral manner.

A Local Educational Agency (LEA) shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds. Describe the methodology used to allocate State and local funds to each school receiving assistance under this part, thus ensuring that such school receives all the State and local funds it would otherwise receive if it were not receiving assistance under this part.

Title I funds are used to supplement the level of federal, state, and local funds provided by other sources designated to increase the academic achievement of our students. The current methodology used by our district to allocate state and local funds to each school is based on average daily membership. Our Assistant Superintendents of Finance and Curriculum & Instruction meet collaboratively with the Director of Federal Programs to detail the Title I planning



allotment with each school principal as soon as it becomes available. The principal, in turn, meets with the school leadership team to refine the Comprehensive Needs Assessments now that funds have been identified to align with their schoolwide S.M.A.R.T. goals.

### **STATE FUNDS**

Instruction Supply Allotment--\$26 per child to all K-12 schools

### **LOCAL FUNDS**

Instruction Supply Allotment--\$28 per child to all K-12 schools

Furniture and Equipment (local capital outlay)--\$2.50 per student to all K-12 schools

General Office Supplies--\$8.50 per 9-12; \$7.25 per 6-8; \$6.00 per K-5

### **TEACHER ALLOTMENTS**

Base allotment using state formula:

|       |        |
|-------|--------|
| K     | 1:18   |
| 1     | 1:16   |
| 2-3   | 1:17   |
| 4-6   | 1:24   |
| 7-8   | 1:23   |
| 9     | 1:26.5 |
| 10-12 | 1:29   |

Additional State and Local teachers allotted based on ADM.

# Budget

Asheboro City Schools (761) Regular Local School District - Randolph County - 2020 - Consolidated - Rev 0 - Title II-A

☐ By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

All ▼

| Purpose Code                        | Object Code | Salaries 100 | Employer Provided Benefits 200 | Purchased Services 300 | Supplies and Materials 400 | Capital Outlay 500 | Transfers 700 | Total      |
|-------------------------------------|-------------|--------------|--------------------------------|------------------------|----------------------------|--------------------|---------------|------------|
| 5000 - Instructional Services       |             | 138,700.00   | 49,276.45                      | 27,014.73              | 0.00                       | 0.00               | 0.00          | 214,991.18 |
| 6000 - System-Wide Support Services |             | 0.00         | 0.00                           | 0.00                   | 0.00                       | 0.00               | 0.00          | 0.00       |
| 7000 - Ancillary Services           |             | 0.00         | 0.00                           | 0.00                   | 0.00                       | 0.00               | 0.00          | 0.00       |
| 8000 - Non-Programmed Charges       |             | 0.00         | 0.00                           | 7,101.16               | 0.00                       | 0.00               | 0.00          | 7,101.16   |
| Total                               |             | 138,700.00   | 49,276.45                      | 34,115.89              | 0.00                       | 0.00               | 0.00          | 222,092.34 |

**Adjusted Allocation** 222,092.34  
**Remaining** 0.00

## Grant Details

Asheboro City Schools (761) Regular Local School District - Randolph County - 2020 - Consolidated - Rev 0 - Title II-A

### "LEA" = District, Charter School or Lab School

#### 1. Activities (SEC. 2102(b)(2)(A))

Provide a description of the activities to be carried out by the LEA under this section and how these activities will be aligned with challenging North Carolina academic standards.

Asheboro City Schools will use Title II funds to focus on five area:

**Instructional Support** through a targeted approach with Beginning Teachers and those whose data does not demonstrate effectiveness in the classroom. Provide instructional support through the use of Instructional Facilitators and content area Academic Coaches for teachers at all levels and content areas, to include curriculum support for beginning teachers.

**Tuition Assistance** to support teachers and administrators who pursue advanced degrees, work toward expanding their teaching license, or successfully complete the National Board Certification renewal process.

**Teacher Recruitment and Retention** to support emerging best practices in recruiting, hiring and retaining highly qualified teachers. Funds will be used to support the Beginning Teacher Support programming, licensure, and teacher evaluation.

**Professional Development** will specifically focus on support for the locally developed Teacher Leadership Academy to build leadership capacity, Reading Research training to strengthen efforts to infuse literacy, and Math Foundations for teachers with an identified need across the district. Additionally, funds will be used to support leadership development among the district's Administrative Leadership team. Funds may also be used to further support training to enhance math and science content knowledge across the district.

**Mentoring Support** to provide funds for a Lead Mentor at each school. Lead Mentors are key to the implementation of the district's Beginning Teacher Support Plan, and play an integral part in the success of beginning teachers.

**Instructional Coach** to provide support for high school content area teachers and specialists with professional development and support. The individual would also assist with facilitating Collaboration Around Student Achievement meetings.

**Class Size Reduction** to create smaller class sizes at the elementary school level. Funds will be used to employ personnel.

#### 2. Professional Growth and Improvement (SEC. 2102(b)(2)(B))

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Professional Development for targeted teachers in the area of literacy, aligned with the NC Standard Course of Study. Additionally, we will provide support to infuse literacy across all content areas, as well as further develop math and science content knowledge. Asheboro City Schools will continue to provide opportunities for teachers to participate in the locally developed Teacher Leadership Academy, as we strive to build teacher leadership capacity across all schools, grade levels and content areas.

Asheboro City Schools plans to provide on-going professional development and support for beginning teachers through district and school level opportunities. District support may include support from outside agencies, including professional development and teacher observations.

#### 3. Comprehensive and Targeted Support and Improvement Prioritization (SEC. 2102(b)(2)(C))

Provide a description of how the LEA will prioritize funds to schools served that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).

Our district works closely with all identified Targeted Support and Improvement Schools through our continuous improvement structure. We have established frequent meetings to converse with School Leadership Teams and individual principals to discuss fund usage to increase student achievement in each designated school. The determinations of those teams guide our work. We decide jointly to designate funds for class size reduction, new teacher orientation, targeted professional development based on staff surveys, data, as well as our strategic plan.

#### 4. Use of Data and Ongoing Consultation to Update and Improve Activities (SEC. 2102(b)(2)(D))

Provide a description of how the LEA will use data and ongoing consultation to continually update and improve activities supported under Title II Part A.

The school principals meet monthly with the district leadership in an Administrative Leadership Team meeting. Our Director of Testing and Accountability provides all participants with up-to-date formative assessment data regarding students and staff. The same information is provided to the Board of Education by our Superintendent. The staff is frequently polled for relevant information through the Continuous Improvement Planning process that occurs with NCStar twice each month. This representative structure allows each school staff to interact with school site data and make decisions based on it with parents present to lend their voices as well. Our Instructional Team will monitor interventions within the individual school sites to determine what works with students on a real-time basis. Clarification of standards will continue to be supported by our instructional leaders and facilitators. All students will have access to a core curriculum that is differentiated and aligned with strong formative and summative assessment.

#### 5. Equitable Share for Private Schools

(Districts only) Determine the amount required for Title II, Part A equitable services to private school teachers and other educational personnel now that this amount must be determined based on the district's total Title II, Part A allocation.

Do you have Private school(s) participating?

☐ Yes

☒ No

##### A. Number of Students

A1: LEA K-12 Enrollment (number should match ESSR)

A2: Participating Private Schools K-12 Enrollment

A3: Total Enrollment = A1 + A2

##### B. Title II, Part A Allotment

B1: Total District Current Year Allotment

B2: Administrative Costs (for public and private school programs)

B3: Amount Remaining = B1 - B2

##### C. Per Pupil Rate

C1: B3 divided by A3

##### D. Equitable Services

Amount district must reserve for equitable services for private school teachers and other educational personnel = A2 multiplied by C1

# Budget

Asheboro City Schools (761) Regular Local School District - Randolph County - 2020 - Consolidated - Rev 0 - Title III – Language Acquisition (PRC104)

☐ By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

All ▼

| Object Code                                | Salaries 100 | Employer Provided Benefits 200 | Purchased Services 300 | Supplies and Materials 400 | Capital Outlay 500 | Total      |
|--|--------------|--------------------------------|------------------------|----------------------------|--------------------|------------|
| <b>5000 - Instructional Services</b>       | 81,375.00    | 27,575.82                      | 2,000.00               | 50,511.60                  | 0.00               | 161,462.42 |
| <b>6000 - System-Wide Support Services</b> | 0.00         | 0.00                           | 0.00                   | 0.00                       | 0.00               | 0.00       |
| <b>8200</b>                                | 0.00         | 0.00                           | 0.00                   | 0.00                       | 0.00               | 0.00       |
| <b>8000 - Non-Programmed Charges</b>       | 0.00         | 0.00                           | 1,700.00               | 0.00                       | 0.00               | 1,700.00   |
| <b>Total</b>                               | 81,375.00    | 27,575.82                      | 3,700.00               | 50,511.60                  | 0.00               | 163,162.42 |
| <b>Adjusted Allocation</b>                 |              |                                |                        |                            |                    | 163,162.42 |
| <b>Remaining</b>                           |              |                                |                        |                            |                    | 0.00       |

## Grant Details

Asheboro City Schools (761) Regular Local School District - Randolph County - 2020 - Consolidated - Rev 0 - Title III – Language Acquisition (PRC104)

### "LEA" = District, Charter School or Lab School

#### 1. Allowable Purposes for Title III Funds (SEC. 3115(a)(1-4))

Indicate below the activities the LEA will implement to improve the education of English learners and immigrant children and youth by assisting the children to learn English and meet the challenging State academic standards. Check each box that applies; check at least one item.

- ☐ Developing and implementing new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs.
- ☒ Carrying out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instruction programs for English learners and immigrant children and youth.
- ☐ Implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.
- ☐ Implementing, within the entire jurisdiction of a local educational agency, agency-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.

Note: Approaches and methodologies must be effective for teaching English Learners, immigrant children and youth in meeting challenging State academic standards.

#### 2. Supplement Not Supplant (SEC. 3115(g))

Explain the process that is used to ensure the Title III funds are "used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and in no case to supplant such Federal, State, and local public funds."

Title III funds have been used to provide additional human resources support in the form of an EL Lead Teacher. She is utilized on a supplemental level to conduct demonstration lessons for regular education and ESL teachers in order to enhance instruction, consult with teachers on intervention, as well as lead professional development at the school and district levels. ESL teachers fully utilize all state funds. Language instruction educational programs are supported by federal dollars as demonstrated in the Budget and Staff Charts document to: bolster parent engagement with EL families, provide more EL-specific teaching and learning materials, offer professional development opportunities to all teachers of ELs, etc..

#### 3. Programs and Activities (SEC. 3115(c)(1)(A) & (B) and SEC. 3116(b)(1))

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

ESL instruction in Asheboro City Schools includes: co-teaching with collaboration between regular education teachers and EL teachers, scheduled ESL classes at the secondary level, sheltered instruction, newcomers classes, WIDA Can Do Philosophy in lesson planning, ELlevation strategies, and pull-out models for dual-identified students. Supplemental student materials are used at all levels from elementary to high school. Opportunities for parent engagement abound within our district. Our ESL teachers are true human resources to colleagues, families, and students!

#### 4. English Language Proficiency Assessment and Professional Development (SEC. 3115(c)(2)(A-D) and SEC. 3116(b)(2))

The LEA must use funds to provide effective professional development of classroom teachers (including teachers in classroom setting that are not the setting of language instruction education program), principal and other school leaders, administrators, and other school or community-based organizational personnel.

**A. Select all the following groups that will be provided**

- ☒ classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs),
- ☒ principals and other school leaders,
- ☒ administrators, and
- ☒ other school or community-based organizational personnel.

**B. Describe how the effective professional development that the LEA shall provide to selected group(s) is -**

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate.

Professional development for the district's EL teachers is provided monthly in a two-hour meeting. Topics scheduled for the 2019-2020 school year include: protocol for assessment of newcomers, best practices for instruction of newcomers, best practices to help Long-Term ELs reach their ESSA goals, analysis of EL data to improve EL instruction, tracking RTI (response to intervention) for ELs who have been referred for possible EC evaluation, aligning EL instruction with NCEES standards; aligning instruction with WIDA English Language Proficiency Standards and the SIOP Model.

Sources for these topics include research articles and books from recognized leaders in the field of EL education; online workshops such as those provided by WIDA; reports by EL team members on successful projects and strategies; reports from the EL Lead Teacher on professional development from conferences and workshops outside the district; sessions with district leaders (such as accountability director or assistant superintendent) on topics pertaining to EL instruction and assessment; and group activities to share ideas and deepen understanding, such as brainstorming to create an EL intervention database.

This year we have expanded the monthly team meeting from one hour to two hours. This will enable us to address the vast array of information that our team members, as their schools' resident EL experts, are expected to be familiar with. It also gives us more time for deep learning and genuine collaboration.

Professional development for individual schools on EL topics is provided by individual EL team members at staff meetings and CASAs, or by the EL Lead Teacher at principals' request.

**5. Parent, Family and Community Engagement. (SEC. 3115(c)(3)(A) & (B) and SEC. 3116(b)(3))**

**Describe how your LEA/Charter will promote parent, family, and community engagement in the education of English learners that will enhance or supplement the EL program being used in your district.**

Our district utilizes the Dr. Karen Mapp model of Family Engagement along with the Dual Capacity framework. Our ESL teachers host a minimum of two ESL nights each year for families and many schools hold world heritage events that bring many families to the schools with outstanding participation. Our teachers have developed a partnership with the University of North Carolina at Greensboro to engage in a Heritage Language Academy with families that has become a parent-led project each Saturday from January through April. Many of our parents also take advantage of English classes that are offered by Randolph Community College in our elementary schools while our teachers and students offer free daycare services.

## 6. Equitable Share for Private Schools

(Districts only) Determine the amount required for Title III (PRC 104), equitable services to private school teachers and other educational personnel now that this amount must be determined based on the district's total Title III (PRC 104), allocation.

Do you have Private school(s) participating?

☐ Yes

☒ No

### A. Number of Students

A1: Number of Identified EL Students in the District

A2: Number of Identified EL Students at the Participating Private School(s)

A3: Total Enrollment = A1 + A2

### B. PRC 104 Allotment

B1: District Current Year Allotment

B2: Administrative Costs (for public and private school programs)

B3: Amount Remaining = B1 – B2

### C. Per Pupil Rate

C1: B3 divided by A3

### D. Equitable Services

Amount LEA must reserve for equitable services for private school teachers and other educational personnel  
= A2 multiplied by C1



# Budget

Asheboro City Schools (761) Regular Local School District - Randolph County - 2020 - Consolidated - Rev 0 - Title III - Significant Increase (PRC111)

☐ By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

All ▼

| Purpose Code                        | Object Code | Salaries 100 | Employer Provided Benefits 200 | Purchased Services 300 | Supplies and Materials 400 | Capital Outlay 500 | Total    |
|-------------------------------------|-------------|--------------|--------------------------------|------------------------|----------------------------|--------------------|----------|
| 5000 - Instructional Services       |             | 0.00         | 0.00                           | 0.00                   | 2,429.00                   | 0.00               | 2,429.00 |
| 6000 - System-Wide Support Services |             | 0.00         | 0.00                           | 0.00                   | 0.00                       | 0.00               | 0.00     |
| 8000 - Non-Programmed Charges       |             | 0.00         | 0.00                           | 0.00                   | 0.00                       | 0.00               | 0.00     |
| Total                               |             | 0.00         | 0.00                           | 0.00                   | 2,429.00                   | 0.00               | 2,429.00 |
| Adjusted Allocation                 |             |              |                                |                        |                            |                    | 2,429.00 |
| Remaining                           |             |              |                                |                        |                            |                    | 0.00     |

# Budget

Asheboro City Schools (761) Regular Local School District - Randolph County - 2020 - Consolidated - Rev 0 - Title III -- Significant Increase (PRC111)

☐ By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

All ▼

| Object Code                                | Salaries 100 | Employer Provided Benefits 200 | Purchased Services 300 | Supplies and Materials 400 | Capital Outlay 500 | Total    |
|--|--------------|--------------------------------|------------------------|----------------------------|--------------------|----------|
| <b>5000 - Instructional Services</b>       | 0.00         | 0.00                           | 0.00                   | 2,429.00                   | 0.00               | 2,429.00 |
| <b>6000 - System-Wide Support Services</b> | 0.00         | 0.00                           | 0.00                   | 0.00                       | 0.00               | 0.00     |
| <b>8000 - Non-Programmed Charges</b>       | 0.00         | 0.00                           | 0.00                   | 0.00                       | 0.00               | 0.00     |
| <b>Total</b>                               | 0.00         | 0.00                           | 0.00                   | 2,429.00                   | 0.00               | 2,429.00 |
| <b>Adjusted Allocation</b>                 |              |                                |                        |                            |                    | 2,429.00 |
| <b>Remaining</b>                           |              |                                |                        |                            |                    | 0.00     |

## Grant Details

Asheboro City Schools (761) Regular Local School District - Randolph County - 2020 - Consolidated - Rev 0 - Title III – Significant Increase (PRC111)

### "LEA" = District, Charter School or Lab School

#### 1. Activities for LEAs Experiencing Substantial Increases in Immigrant Children and Youth (SEC. 3115 (e)(1))

Indicate the activities the LEA will implement to provide enhanced instructional opportunities for immigrant children and youth.

- ☒ Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children
- ☐ Recruitment of, and support for personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth
- ☐ Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
- ☐ Identification, development and acquisition of curricular materials, educational software, and technologies to be used in the programs carried out with awarded funds
- ☐ Basic instructional services that are directly attributable to the presence of immigrant children and youth in the local educational agency involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services
- ☐ Other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in United States
- ☐ Activities coordinated with communities-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.

#### 2. Supplement, Not Supplant (SEC. 3115(g))

Explain how Title III funds will be "used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for immigrant children and youth and in no case to supplant such Federal, State, and local public funds."

To ensure that our Title III funds are used to supplement rather than supplant federal, state, and local public funds, the Director of Federal Programs and EL Lead Teacher evaluate all funding requests for assurance that the resources being funded are specific to English language acquisition and do not duplicate any resource that would be funded from other sources. Additionally, materials will be provided to support newcomers and their families in order to the acquire English language.

#### 3. Equitable Share for Private Schools

(Districts only) Determine the amount required for Title III (PRC 111) equitable services to private school teachers and other educational personnel now that this amount must be determined based on the district's total Title III (PRC 111) allocation.

Do you have Private school(s) participating?

- ☐ Yes
- ☒ No

#### A. Number of Students

A1: Number of Identified Immigrant Students in the District

A2: Number of Identified Immigrant Students at the

**Participating Private School(s)**

**A3: Total Enrollment = A1 + A2**

**B. PRC 111 Allotment**

**B1: District Current Year Allotment**

**B2: Administrative Costs (for public and private school programs)**

**B3: Amount Remaining = B1 – B2**

**C. Per Pupil Rate**

**C1: B3 divided by A3**

**D. Equitable Services**

**Amount LEA must reserve for equitable services for private school teachers and other educational personnel = A2 multiplied by C1**

# Budget

Asheboro City Schools (761) Regular Local School District - Randolph County - 2020 - Consolidated - Rev 0 - Title IVA - Student Support and Academic Enrichment (SSAE)

☐ By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

All ▼

| Object Code                                | Salaries 100 | Employer Provided Benefits 200 | Purchased Services 300 | Supplies and Materials 400 | Capital Outlay 500 | Transfers 700 | Total      |
|--|--------------|--------------------------------|------------------------|----------------------------|--------------------|---------------|------------|
| <b>5000 - Instructional Services</b>       | 43,750.00    | 11,965.63                      | 52,000.00              | 105,238.86                 | 0.00               | 0.00          | 212,954.49 |
| <b>6000 - System-Wide Support Services</b> | 0.00         | 0.00                           | 0.00                   | 0.00                       | 0.00               | 0.00          | 0.00       |
| <b>8000 - Non-Programmed Charges</b>       | 0.00         | 0.00                           | 6,208.14               | 0.00                       | 0.00               | 0.00          | 6,208.14   |
| <b>Total</b>                               | 43,750.00    | 11,965.63                      | 58,208.14              | 105,238.86                 | 0.00               | 0.00          | 219,162.63 |

**Adjusted Allocation** 219,162.63

**Remaining** 0.00

## Grant Details

Asheboro City Schools (761) Regular Local School District - Randolph County - 2020 - Consolidated - Rev 0 - Title IVA – Student Support and Academic Enrichment (SSAE)

### "LEA" = District, Charter School or Lab School

#### 1. Consultation (SEC. 4106 (c)(1))

The LEA has consulted with the following in the development of the Title IV – Part A application:

- ☒ Parents
- ☒ Teachers
- ☒ Principals
- ☒ Other school leaders
- ☒ Specialized instructional support personnel
- ☒ Students
- ☒ Community-based organizations
- ☒ Local government representatives (i.e., law enforcement agency, juvenile court, child welfare agency, public housing agency)
- ☐ Leadership of Indian tribes or tribal organizations located in region served by LEA (where applicable)
- ☐ Others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart

#### 2. Comprehensive Needs Assessment (SEC. 4106 (d))

Date(s) Comprehensive Needs Assessment was conducted (required only if receiving \$30,000 or more).

9/13/2019

#### 3. Partnership(s) (SEC. 4106 (e)(1)(A))

Describe any partnership(s) with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart.

- Asheboro City Schools is embarking on a new partnership with Winston-Salem State University (WSSU) to offer a summer STEAM Camp for intermediate-aged students focused on careers in STEAM and leadership in our community.
- Our district has an existing relationship with the Randolph County Public Library. We partner to offer several family engagement activities throughout the school year as well as opportunities to students and staff for the calendar year.
- St. Luke United Methodist Church is another veteran partner of the district with whom we have worked to successfully host meaningful academic programming for students outside of regular school hours. We look forward to sustaining this connection.
- Our district and the Central Asheboro Boys and Girls Club connect to provide youth in the community bright futures in a safe environment. A choice library will be provided for participants.
- First E & R United Church of Christ is an older partner that will serve a new purpose. They have always worked to provide Backpack Pals services yet now they will host the Central Asheboro Boys and Girls Club which means the church will receive a lot of action with afterschool and summer activities.
- We intend to initiate a partnership with a local mental health provider for the provision of group/individual services.

#### 4. Activities (SEC. 4106 (e)(1)(B-D))

A. If applicable, describe how funds will be used for activities related to supporting well-rounded education under Section 4107. (SEC. 4106 (e)(1)(B))

-Asheboro City Schools will utilize funds to support foreign language, arts, and music education opportunities in the form of clubs for our students. This has peaked student interest in the past and we would like to enhance this for them.

-In addition, we will be offering a STEAM Camp this summer targeted at underrepresented populations in intermediate grades 4-8 in partnership with Winston-Salem State University. This would incorporate several community partners over the course of a week as students explore careers in Science, Technology, Engineering, Arts, and Mathematics.

-Code to the Future is a new Computer Science component that will be showcased within our schools.

-Nurturing Opportunities will be a structured support for black students since they represent the lowest number of academically gifted students in our school system. We would like to provide training for a staff member to work with identified students as well as possibly provide transportation to ensure students have access to this learning opportunity focusing on problem solving, analogies, and test taking strategies.

-An Advanced Placement Booster Camp is a way to frontload materials for high school students entering AP classes.

-Funds will be used for an AP Coach to assist our students in navigating the AP classes offered at our high school.

-Funds will be used to enhance college tours by securing an access and equity speaker, Mychal Wynn to offer college counseling to students and parents.

-Funds will be used to assist with transportation to the Early College at Randolph Community College.

**B. If applicable, describe how funds will be used for activities related to supporting safe and healthy students under Section 4108. (SEC. 4106 (e)(1)(C))**

- We will also strengthen our partnership with the Central Asheboro Boys and Girls Club by promoting early and intermediate literacy with books and outreach in their center.

- DRIVE School Climate Assessment Inventory (SCAI) will be used in all schools to assist with determining specific strategies to improve culture and close equity gaps. Continued work will be done with district leadership and schools once results are compiled in order to narrow and/or eliminate opportunity gaps within our district.

- Strengthen Academic Family Teacher Team (AFTT) events by incorporating the feedback from our district advisory meetings.

- Create Parent Resource Center(s)

-Funds will be utilized to implement a social emotional screener to identify areas of social emotional skill development which need to be addressed at the school level.

-Funds will be utilized to implement a mental health screener to identify students considered at-risk for having mental health needs.

-Funds will be utilized to provide social/coping skills materials for schools to support identified student needs based on screening results.

-Funds will be utilized to provide professional development for counselors and teachers related to social emotional skills and appropriate responses to mental health needs.

-Funds will be utilized to provide contracted mental health services to students with intensive mental health needs in order to ensure a safe learning environment for all students.

**C. If applicable, describe how funds will be used for activities related to supporting the effective use of data and technology in schools under Section 4109. (SEC. 4106 (e)(1)(D))**

- The district would like to purchase Crostini for student Chromebook computers again. This is an instructional tool teachers can utilize to communicate with students in order to maximize time on task. Features include the ability to lock student screens and easily take screenshots of student activity in order to provide meaningful feedback during class. Teachers can remotely monitor student progress without hovering over them and private message encouragement.
- In response to feedback from some of our Parent Advisory Councils, we would like to move district-wide with Remind instead of classroom-by-classroom with Remind.  
Advantages of a Remind District Plan:
  1. Unify classroom, school, and district communications in one iKeepSafe Certified platform
  2. Class rostering and provisioning of accounts for all teachers, students, and parents
  3. Flexibility to create custom groups or message a targeted audience
  4. Priority, U.S.-based support
  5. Safety and oversight tools, including access to message transcripts
  6. One and two-way communication options for all stakeholders
  7. School-wide and district-wide messaging
  8. Automated absence notifications
  9. Urgent messaging - includes text-to-voice where mobile communication is unavailable
  10. Track progress toward school and district goals.

11. Admin Dashboard with statistics on engagement and usage
12. Message delivery reports for every message sent
13. Messages delivered to any device without revealing personal contact information.
14. Unlimited 600 character messages for every user
15. Photo, document, and voice clip attachments
16. Translation in 80+ languages
17. Group and individual messaging via text (no app required), app and/or email
18. Automatically documented voice calls
19. Google, Microsoft, and Quizlet integration for easy content sharing within Remind Over a dozen content partners with "Share on Remind" for easy content sharing from their sites, including Kahoot, Flipgrid, PBS, Quizizz, Duolingo, etc. Canvas integration

## 5. Program Objectives and Outcomes (SEC. 4106 (e)(1)(E))

Describe the program objectives and intended outcomes for activities under this subpart, and how the organization will periodically evaluate the effectiveness of the activities carried out under Section 4106, based on such objectives and outcomes.

The evaluation team will rely on specialists from various departments within the district with whom the funds are targeted as well as senior leadership (Instructional Team) for oversight. The evaluators will determine critical components as to what extent they are implemented by reviewing documents and discussing the programs with the developers and users at each school site. The fidelity of the implementation framework will be analyzed with input from the participants.

## 6. Administrative Costs (SEC. 4105 (c))

If applicable, describe any proposed use of funds for the direct administrative costs of carrying out the Title IV – Part A grant responsibilities.

Asheboro City Schools will not use any funds for administrative costs.

## 7. Attestation

☒ By checking this box, the LEA or Charter attests that it has complied with all stated assurances for Title IV – Part A as found on the Assurances page as the same. (SEC. 4106 (e)(2))

## 8. Equitable Share for Private Schools

(Districts only) Determine the amount required for Title IV, Part A equitable services to private school teachers and other educational personnel now that this amount must be determined based on the district's total Title IV, Part A allocation.

Do you have Private school(s) participating?

☐ Yes

☒ No

### A. Number of Students

A1: District K-12 Enrollment (number should match ESSR)

A2: Participating Private Schools K-12 Enrollment

A3: Total Enrollment = A1 + A2

### B. Title IV, Part A Allocation

B1: Total District Current Year Allotment

B2: Administrative Costs (for public and private school programs)



**B3: Amount Remaining = B1 – B2**

**C. Per Pupil Rate**

**C1: B3 divided by A3**

**D. Equitable Services**

**Amount district must reserve for equitable services for private school teachers and other educational personnel = A2 multiplied by C1**

**ASHEBORO CITY SCHOOLS  
FIELD TRIP / TRANSPORTATION REQUEST**

☒ **Overnight Trip**      **SEND TO TRANSPORTATION SUPERVISOR – CENTRAL OFFICE**

Group Making Request: SAMS 8<sup>th</sup> Grade      School: South Asheboro Middle School

Destination: Washington, D.C.      Date of Trip: March 18, 19, 20, 2020

Number of Students Involved: 150      Percent of Total Group: 100%

Reasons for Students Not Attending: Behavior/Grades

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

Charter Bus Service, state name of vendor here: Holiday Tours

If using Travel Company, state name of Vendor here: Group Travel

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

Number of Vehicles Needed (to be secured by the Central Office): N/A

Number of Drivers Needed (to be secured by the Central Office): N/A

Departure Time: 11:00AM      Return Time: 8:30PM      Round Trip Miles (estimated)      n/a  
3/18/2020      3/20/2020

Estimated Cost to the Student: \$415.00

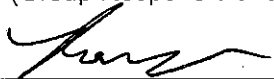
Purpose(s) of the Field Trip: Cross Curriculum- SS, Science, Reading, Math

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

Hagood, Spivey, Hall, Kiser, Smith-Moore

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

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

|   |                  |
|---|------------------|
| <u>8<sup>th</sup> Grade - SAMS</u>  | <u>6/28/2019</u> |
| Sponsor (Group Responsible for Paying for the Trip)                                 | Date             |
|  | <u>9-26-19</u>   |
| <b>Approved:</b> _____  | Date             |
| Principal   |                  |
| <b>Approved:</b> _____  | Date             |
| Superintendent or Designee  |                  |
| <b>Transportation Scheduled:</b> _____  | Date             |
| Transportation Supervisor   |                  |

Special Comments/Response: Group contact to be determined

## FEDERAL FUNDS NONCOMPETITIVE PROCUREMENT REQUEST

Submit the completed form via email to LeighAnn.Kerr@dpi.nc.gov (attach any additional documentation). One request must be submitted for each individual issue (e.g., one email / request per vendor); they cannot be combined.

**LEA Name and Unit Number:**

761

**Name and Title of Individual Submitting Request:**

Robin T. Harris

**Vendor Name:**

Dr. H. Richard Milner

**Federal Funding Source (including PRC):**

PRC 115 Targeted Support & Improvement

**Scope of Work:**

Dr. H. Richard Milner will prepare and deliver professional development/learning to faculty, staff, and community members in Asheboro City Schools on Leadership for Culturally Responsive Teaching. The professional development and consultation will be for 8 (eight) hours.

Dr. Milner has authored seven books and his work has been in countless journals.

-Editor-in-chief of Urban Education (2019)

-Named founding series editor of the Harvard Education Press Series on Race and Education (2017).

-Appointed inaugural contributor of the equity column for the journal, Educational Leadership, one of the most widely read outlets for practitioners in the world (2017)

-The dean of the Harvard Graduate School of Education assigned his book, Rac(e)ing to Class, to all incoming graduate students and invited alumni across the world to read the book. He was then invited to deliver a prestigious Askwith Lecture at Harvard, where he discussed research and findings from his book (2015).

He is a Cornelius Vanderbilt Distinguished Professor of Education in the Department of Teaching and Learning at Vanderbilt University.

**Deliverables:**

1. Dr. Milner will advance conceptual and empirical understanding of opportunity gaps.
2. He will support educators in understanding the dangers "seen, unseen, and unforeseen" in encountering race and culture in education.
3. Dr. Milner will bring together leaders in a safe space in order to help make sense of theories and notions in order to advance policy, research, and evidence-based practice for students.
4. Participant will learn strategies for Culturally Responsive Teaching various learners.

**Cost:**

Payment of \$10,000 will be provided for services.

**Noncompetitive Justification:** Select one or more of the procurement policy provisions below that best describes the exception to the Uniform Guidance bidding requirements for procuring goods or services valued \$10,000 or greater with federal funds.

|                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | <b>Inadequate Competition:</b> After solicitation of a number of potential sources, competition is determined to be inadequate. Bids were solicited and, no responsive bid is received, or only a single responsive bid is received and is rejected. Provide a copy of RFP or informal bid request, non-responsive answers, and, if one bid was received copy of the bid and reason for why it was rejected.  |
| <input type="checkbox"/>            | <b>Public Exigency:</b> When life, safety or health of the public must be sustained through the immediate delivery of products or performance of services or a critical agency mandate, statutory or operational requirement must be fulfilled immediately.   |
| <input checked="" type="checkbox"/> | <b>Highly Specialized Professional Services:</b> The procurement of professional services should be conducted through a bid process, the requesting unit can demonstrate that such services, due to unique or special circumstances, can't be procured in this manner. A resume or other details about the unique qualifications of this supplier must be attached.   |
| <input type="checkbox"/>            | <b>Highly Specialized Technical Services:</b> Another supplier cannot be chosen because the supplier provides services in connection with the assembly, installation or servicing of equipment of a highly technical or specialized nature.   |
| <input type="checkbox"/>            | <b>Proprietary Software / Hardware:</b> The requested upgrade to proprietary software or hardware is available only from this supplier, which performs the service only on a direct basis. Attach documentation supporting that the hardware or software is proprietary and that only this supplier and can perform the requested upgrade.  |
| <input type="checkbox"/>            | <b>Equipment Continuity:</b> The requesting unit seeks equipment that must be compatible with existing equipment and/or standardizing on equipment which is necessary to assure interchangeability of parts.  |
| <input type="checkbox"/>            | <b>Curriculum Continuity:</b> The requesting unit seeks curriculum that must be compatible with existing materials.   |
| <input type="checkbox"/>            | <b>Amendment/Change Order:</b> Requests, not covered under existing contract, where current supplier is best positioned based on skill, knowledge, familiarity with the project to provide the extra work resulting in a cost savings to the unit over the cost of a new supplier. This also includes amendments that result in an extension of the term due to the successor contract or bidding process being incomplete prior to expiration of the current contract. |
| <input type="checkbox"/>            | <b>Other (Please Explain in Detail):</b>  |



# PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Eric C. Davis, Chairman

DEPARTMENT OF PUBLIC INSTRUCTION Mark Johnson, Superintendent of Public Instruction

WWW.NCPUBLICSCHOOLS.ORG

**TO** Robin Harris, Director of Federal Programs and ELS  
Asheboro City Schools (761)

**FROM** Leigh Ann Kerr *Leigh Ann Kerr*

**DATE** September 27, 2019

## APPROVAL OF REQUEST FOR AUTHORIZATION OF NONCOMPETITIVE PROCUREMENT PROPOSAL – DR. H. RICHARD MILNER (PRC 115)

As the pass-through entity for programs authorized under the Every Student Succeeds Act (ESSA), the North Carolina Department of Public Instruction may waive competitive procurement requirements in accordance with 2 CFR §200.320(f)(3).

Based on information provided and after obtaining agreement from Federal Programs Monitoring and Support, the Division of School Business approves the request for authorization of the noncompetitive proposal for Dr. H. Richard Milner for the period of availability of the Title I, TSI (PRC 115) grant funds used to obtain this procurement.

Note that all procurements, including sole source procurements, must comply with the general procurement standards identified in 2 CFR §200.318 and adherence be adequately documented for auditors and/or monitors.

If you need additional information, please contact Leigh Ann Kerr, Assistant Director, Division of School Business, at [Leighann.Kerr@dpi.nc.gov](mailto:Leighann.Kerr@dpi.nc.gov) or at (919) 807-3553 or your Federal Program Administrator.

c: Sandra Spivey, Finance Officer  
Dr. Chris Vecchione, Federal Programs

### OFFICE OF THE DEPUTY SUPERINTENDENT OF OPERATIONS DIVISION OF SCHOOL BUSINESS

Leigh Ann Kerr, Assistant Director | [LeighAnn.Kerr@dpi.nc.gov](mailto:LeighAnn.Kerr@dpi.nc.gov)  
6336 Mail Service Center, Raleigh, North Carolina 27699-6336 | (919) 807-3553 | Fax (919) 807-3704  
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

# Policies For Approval

## 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](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](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

# ASHEBORO CITY SCHOOLS

## Items for Discard

Various Tables

Several broken student desks and chairs

Several filing cabinets

Hobart kitchen waste shredder

2 old freezers

1 old steamer

Rolling carts

1 scrape blade

1 mower deck

1 seeder

Approved by the Asheboro City Board of Education on \_\_\_\_\_

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Secretary

\_\_\_\_\_  
Date

# Policies For 30-Day Review

The board is committed to the safety of students, employees and other persons on school property. In order to create and maintain a safe school environment and comply with G.S. 14-208.18, the board establishes the following policy provisions.

**A. STUDENT SEX OFFENDER ON SCHOOL PROPERTY**

A student who is enrolled in the school system and is a registered sex offender subject to policy 5022, Registered Sex Offenders, is expressly forbidden from (1) to knowingly be present on any property owned or operated by the school system, including school buildings, athletic fields, playgrounds, parking lots, buses ~~or~~ and other property, and (2) attending school-sponsored or school-related activities, except to the extent the student is permitted to be on school property to receive educational services.

A student subject to policy 5022, Registered Sex Offenders, who is receiving educational services on school grounds must comply with the requirement that he or she be supervised by school personnel at all times.

**B. EDUCATIONAL SERVICES FOR STUDENT SEX OFFENDERS**

1. If permitted by the board, a student who is subject to Section A of this policy and is eligible to attend public school under G.S. 115C-378 may be present on school property subject to any conditions and restrictions imposed by the board.
2. The board will hold a hearing to determine whether to expel the student or provide the student with educational services in accordance with subsection B.4.b. of policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion.
3. Prior to expelling a student pursuant to G.S. 115C-390.11(a)(2), the board will consider whether there are alternative educational services that may be offered to the student.
4. If the board of education determines that a student will be provided educational services on school property, the student must be under the supervision of school personnel at all times.
5. If a student subject to this policy violates the conditions and restrictions placed upon the student by the board, school officials will impose disciplinary consequences consistent with the terms of the conditions and restrictions placed on the student's admission or as otherwise provided in Section D of policy 4300, Student Behavior Policies, and any applicable provisions of the Code of Student



Conduct.

6. If a student subject to this policy is a child with disabilities, he or she will be provided educational services in compliance with federal and state law.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12131, 28 C.F.R. pt. 35; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. part 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 14-208.18, -208.19; 115C art. 9; 115C-378, -390.2, -390.11(a)(2)

Cross References: School Safety (policy 1510/4200/7270), Alternative Learning Programs/Schools (policy 3470/4305), Student Behavior Policies (policy 4300), Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353), Registered Sex Offenders (policy 5022)

Adopted: January 8, 2009

Revised: November 10, 2011

The principal has the authority and responsibility to investigate and take appropriate action regarding any prohibited or criminal student behavior and any other behavior appropriately referred to him or her. The principal is responsible for informing students and parents of any standards or rules that, if violated, could result in short-term or long-term suspension or expulsion.

The teacher has the authority and responsibility to manage student behavior in the classroom and while students are under his or her supervision. The teacher is expected to implement the student behavior management plan and any other school standards or rules. The teacher may develop other standards or rules consistent with the direction provided by the board, superintendent and the school principal. Every teacher, student teacher, substitute teacher, voluntary teacher, teacher assistant or other school employee is required to report to the principal all acts of violence occurring in school, on school grounds, or at any school-sponsored activity.

Teachers and other school personnel have the authority to manage or remove disruptive or dangerous students from the classroom and other locations within the school building. School personnel may use reasonable force to control behavior or to remove a person from the scene in those situations when necessary:

1. to correct students;
2. to quell a disturbance threatening injury to others;
3. to obtain possession of a weapon or other dangerous object on the person, or within the control, of a student;
4. for self-defense;
5. for the protection of persons or property; or
6. to maintain order on school property, in the classroom, or at a school-related activity whether on or off school property.

Except as restricted by G.S. 115C-391.1, school personnel may use appropriate seclusion and restraint techniques reasonably needed in the circumstances described above as long as such use is consistent with state law and applicable board policies and procedures. (See policy 4302, School Plan for Management of Student Behavior.)

Students must comply with all directions of principals, teachers, substitute teachers, student teachers, teacher assistants, bus drivers and all other school personnel who are authorized to give such directions, during any period of time when they are subject to the authority of such personnel.

Legal References: G.S. 115C-47, -288, -307, -390.3, -391.1

Cross References: School Safety (policy 1510/4200/7270), School Plan for Management of Student Behavior (policy 4302), Rules for Use of Seclusion and Restraint in Schools (regulation 4302-R)

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

Updated: May 11, 2000, April 9, 2009, November 10, 2011

An orderly environment is necessary for teachers to be able to teach and students to be able to learn. Students are encouraged to participate in school efforts to create a safe, orderly and inviting school environment. Students also are entitled to exercise their constitutional rights to free speech as a part of a stimulating, inviting educational environment. A student's right to free speech will not be infringed upon; however school officials may place reasonable, constitutional restrictions on time, place and manner in order to preserve a safe, orderly environment.

Principals and teachers have full authority as provided by law to establish and enforce standards and rules as are necessary to create orderly schools and classrooms.

**A. PROHIBITED BEHAVIOR**

Students are prohibited from disrupting teaching, the orderly conduct of school activities, or any other lawful function of the school or school system. The following conduct is illustrative of disruptive behavior and is prohibited:

1. intentional verbal or physical acts that result or have the potential to result in blocking access to school functions or facilities or preventing the convening or continuation of school-related functions;
2. appearance or clothing that (1) violates a reasonable dress code adopted and publicized by the school; (2) is substantially disruptive; (3) is provocative or obscene; or (4) endangers the health or safety of the student or others (see policy 4316, Student Dress Code);
3. possessing or distributing literature or illustrations which significantly disrupt the educational process or that are obscene or unlawful;
4. engaging in behavior which is immoral, indecent, lewd, disreputable or of an overly sexual nature in the school setting;
5. failing to observe established safety rules, standards and regulations, including on the bus and in hallways;
6. interfering with the operation of school buses, including delaying the bus schedule, getting off at an unauthorized stop, and willfully trespassing upon a school bus; and

7. engaging in any consensual sexual activity while on school property or at a school sponsored activity or event.

**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.

Legal References: U.S. Const. amend. I; N.C. Const. art. I, §14; G.S. 14-132, -132.2, -288.2, -288.4; 115C-47, -288, -307, -390.2

Cross References: Student Behavior Policies (policy 4300), School Plan for Management of Student Behavior (policy 4302), Student Dress Code (policy 4316)

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

Updated: May 11, 2000; April 8, 2004, October 13, 2011

The board will not tolerate theft, trespass and/or damage to property by any student. Any student engaging in such behavior will be removed from the classroom or school environment for as long as necessary to provide a safe and orderly environment for learning.

**A. PROHIBITED BEHAVIOR****1. Theft**

Students are prohibited from stealing or attempting to steal school or private property and/or from knowingly being in possession of stolen property.

**2. Damage to Property**

Students are prohibited from damaging or attempting to damage school or private property.

**3. Trespass**

Students are prohibited from trespassing on school property. A student will be considered a trespasser and may be criminally prosecuted in any of the following circumstances:

- a. the student is on the campus of a school to which her or she is not assigned during the school day without the knowledge and consent of the officials of that school;
- b. the student is loitering at any school after the close of the school day without any specific need or supervision; or
- c. the student has been suspended from school but is on the property of any school during the suspension period with the express permission of the principal.

**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.

Legal Reference: G.S. 14-60, -87, -87.1, -132, -132.2; 115C-47, -276(r), -288, -307, -390.2

Cross Reference: Student Behavior Policies (policy 4300), School Plan for Management of Student Behavior (policy 4302), Integrity and Civility (policy 4310), Criminal Behavior (policy 4335)

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

Updated: May 11, 2000, November 8, 2007, October 13, 2011

Administrative Procedure: None

The board recognizes the need for parents and guardians to work with the school employees in helping students to learn and practice acceptable standards of behavior. School employees are directed to encourage parents to participate in discussions on effective strategies for correcting misbehavior and appropriate consequences for violations of board policies, the Code of Student Conduct, and other school standards and rules.

Schools employees are expected, as a part of their student behavior management plan, to identify strategies that involve parents. At a minimum, the plan must provide for inviting parents to conferences whenever there are repeated violations of board policies, the Code of Student Conduct, school standards or rules or whenever there is a serious violation that may result in removing the student from his or her regular educational environment for any extended period of time. Parents also have the right to inspect or obtain copies of student records as provided in board policy 4700, Student Records.

When the principal decides to impose a short-term suspension, the principal:

1. notify the parent in accordance with Section C of policy 4351, Short-Term Suspension;
2. maintain documents and relevant information that he or she receives about the misbehavior for review with the parent, taking into account the rights of other students or staff that may be involved;
3. make reasonable efforts, if appropriate, to meet with the parent before or at the time the student returns to school after any suspension; and
4. make available a copy of this policy, the Student Code of Conduct, and all other applicable board policies, school standards and rules.

When a short-term suspension has been imposed, the principal shall inform the parent of the student's rights under policy 4351, Short-Term Suspension.

When the principal decides to recommend a long-term suspension, a 365-day suspension or an expulsion, the principal shall inform the parent of the student's rights, as outlined in policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion. If English is the second language of the parent or guardian, the principal shall provide the notice in English and also in the parent's or guardian's first language when the appropriate foreign language resources are available.



All records of parental contact should be maintained in the student's records and will be retained at least through the school year.

Legal References: G.S. 115C-47, -390.5, -390.6, -390.7, -390.8, 390.10, -390.11

Cross References: Parental Involvement (policy 1310/4002), Short-Term Suspension (policy 4351), Long-Term Suspension, 365 Day Suspension, Expulsion (policy 4353), Appeals of Consequences No Greater Than Short-Term Suspension (policy 4360), Appeals of Long-Term Suspensions (policy 4361)

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

Updated: May 11, 2000, November 10, 2011

The principal is authorized to impose out-of-school short-term suspensions in accordance with board policy.

The principal may remove from school grounds a student who has been suspended during the school day, under any of the following circumstances:

1. the parent or guardian has been notified and is able to make arrangements for the student to leave the school or agrees to the student using public transportation or driving himself or herself home;
2. the parent or guardian ~~is~~ has been notified and is available to receive the student, and a school administrator is able to arrange transportation from the school to the home; or
3. the principal involves law enforcement in the removal of the student from school grounds because such action is necessary to provide a safe, orderly school environment.

If none of these circumstances exists, the suspension will begin on the next school day.

Legal References: G.S. 115C-47, -288, -390.3, -390.5, -391.1

Cross References: Short-Term Suspension (policy 4351)

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

Revised: October 13, 2011

## **REQUESTS FOR READMISSION OF STUDENTS SUSPENDED FOR 365 DAYS OR EXPELLED**

*Policy Code: 4362*

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All requests for readmission of students who have been suspended for 365 days or expelled will be considered in accordance with the procedures set out below.

### **A. REQUESTS BY STUDENTS SUSPENDED FOR 365 DAYS**

A student who is serving a 365-day suspension may submit a request to the superintendent for readmission any time after the 180th calendar day of his or her suspension. Upon receipt of the request, the superintendent or designee shall offer the student an opportunity for an in-person meeting to be held within five days. The student may provide documents in support of the request, such as signed statements from individuals knowledgeable about the student or documents verifying that the student is participating in or has completed counseling or rehabilitation programs. If the student demonstrates to the satisfaction of the superintendent or designee that the student's presence in school no longer constitutes a threat to the safety of other students or employees, the superintendent must readmit the student.

Within 30 days of the student's request, the superintendent or designee shall provide written notice of his or her decision to the student, the student's parents and the board. If the superintendent or designee decides to readmit the student, the notice will include the date of readmission, the school or program to which the student will be assigned and any reasonable restrictions placed on the readmission. If the superintendent or designee rejects the request for readmission, the notice will advise the parents of the right to appeal the decision to the board. Any appeal to the board must be made in writing within five days of receipt of the superintendent's or designee's decision. The superintendent or designee shall inform the board chairperson of the request for an appeal and arrange in a timely manner a hearing before the board. The hearing will be conducted in accordance with policy 2500, Hearings Before the Board. The board will provide to the student, the student's parent and the superintendent or designee written notice of its decision within 30 days of receiving the appeal of the superintendent's or designee's decision.

If the request for readmission is denied, no subsequent requests from that student will be considered during that 365-day suspension.

### **B. REQUESTS BY EXPELLED STUDENTS**

A student who has been expelled may submit a request to the board for readmission any time after 180 calendar days from the start date of the student's expulsion. The board chairperson immediately will forward the request to the superintendent, who shall

arrange in a timely manner a hearing before the board. The hearing will be conducted in accordance with policy 2500. After considering the student's request and the superintendent's or designee's recommendation regarding readmission, if the board determines that the student has satisfactorily demonstrated that his or her presence in school no longer constitutes a clear threat to the safety of other students or employees, the board will readmit the student. The board will notify the student, the student's parents and the superintendent in writing of its decision within 30 days of the submission of the request for readmission.

If the board decides to readmit the student, the notice will include the date of readmission, the school or program to which the student will be assigned and any reasonable restrictions placed on the readmission. If the student was expelled as a result of assaulting or injuring a teacher, the student will not be returned to that teacher's classroom following readmission without the teacher's consent.

If the expelled student's request for readmission is denied, the board will not consider a subsequent request for readmission of that student until six months after the submission of the previous request.

Legal References: G.S. 115C-47, -390.1, -390.12

Cross References: Hearings Before the Board (policy 2500), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353)

Adopted: November 10, 2011

# Report Card for Second Grade

**Student Name:** Student

**Teacher Name:**

**School:** School

| Key: S - Satisfactory N - Needs Improvement U - Unsatisfactory |    |    |    |    |
|--|----|----|----|----|
| Behavior/Work Habits   | Q1 | Q2 | Q3 | Q4 |
| Listens and follows directions                                 |    |    |    |    |
| Attempts to do best work                                       |    |    |    |    |
| Stays on task and completes assignments                        |    |    |    |    |
| Listens without interrupting                                   |    |    |    |    |

## SCORING KEY:

**NY (Not Yet):** Student is not yet showing sufficient growth in or making progress toward meeting grade-level expectations.  
**OT (On Track):** Student is showing partial understanding and is progressing toward meeting grade-level expectations.  
**MS (Meets Standard):** Student has demonstrated complete understanding of grade-level expectations.  
**N/A** Indicates standard is not assessed at this time.

| <i>Reading/English Language Arts</i>  | Q1 | Q2 | Q3 | Q4 |
|---|----|----|----|----|
| Reads on-level text with accuracy, fluency, and expression to support comprehension (RF.5)                                |    |    |    |    |
| Knows and applies grade-level phonics and word analysis skills in decoding words (RF.4)                                   |    |    |    |    |
| Reads and comprehends second-grade text (RL.10, RI.10)  |    |    |    |    |
| Asks and answers who, what, when, where, why, and how questions (RL.1, RI.1)  |    |    |    |    |
| Recounts stories by providing key details and demonstrates understanding of their message, lesson, or moral (RL.2)        |    |    |    |    |
| Describes overall structure of a story, including problem, solution, point of view, and word choice (RL.4, RL.5, RL.6)    |    |    |    |    |
| Describes how characters respond to major events and challenges in a story (RL.3)   |    |    |    |    |
| Use information gained from the illustrations or text to demonstrate understanding of characters, setting, or plot (RL.7) |    |    |    |    |
| Compare and contrast two or more versions of the same story by different authors or from different cultures (RL.9)        |    |    |    |    |
| Identifies the main topic, purposes, and details in a text (RI.2, RI.6)   |    |    |    |    |
| Uses clues from the text to determine the meaning of unknown words (RI.4)   |    |    |    |    |
| Uses text features when reading (RI.5)  |    |    |    |    |
| Explain how specific images contribute to and clarify a text (RI.7)   |    |    |    |    |
| Compare and contrast the most important points presented by two texts on the same topic (RI.9)                            |    |    |    |    |
| Writing, Language, Speaking, and Listening  | Q1 | Q2 | Q3 | Q4 |
| Writes multiple sentences on same topic with an introduction, supporting details, and conclusion (W.5)                    |    |    |    |    |
| Expresses ideas clearly when writing a variety of texts (W.1, W.2, W.3)   |    |    |    |    |
| Uses appropriate punctuation and capitalization (L.2)   |    |    |    |    |
| Uses spelling patterns when writing words (L.2)   |    |    |    |    |
| Participates and actively listens and responds in discussions (SL.1)  |    |    |    |    |

**Art, Music, Technology, Media, and Physical Education are important parts of your child's total instructional program. If your child is not meeting expectations in these areas, you will be notified.**

| Attendance | Q1 | Q2 | Q3 | Q4 |
|------------|----|----|----|----|
| Absent     |    |    |    |    |
| Tardy      |    |    |    |    |
| Present    |    |    |    |    |

| Key: S - Satisfactory N - Needs Improvement U - Unsatisfactory |    |    |    |    |
|--|----|----|----|----|
| Behavior/Work Habits   | Q1 | Q2 | Q3 | Q4 |
| Follows classroom and school rules                             |    |    |    |    |
| Writes legibly with proper spacing                             |    |    |    |    |
| Shows respect and recognizes the feelings of others            |    |    |    |    |
| Explains answers to clarify thinking and reasoning             |    |    |    |    |

| <i>Mathematics</i>  | Q1 | Q2 | Q3 | Q4 |
|---|----|----|----|----|
| Represents and solves one-step addition and subtraction word problems (OA.1)                                      |    |    |    |    |
| Represents and solves two-step addition and subtraction word problems (OA.1)                                      |    |    |    |    |
| Fluently adds within 20 (OA.2)  |    |    |    |    |
| Fluently subtracts within 20 (OA.2)   |    |    |    |    |
| Works with equal groups to gain foundations for multiplication (OA.3, OA.4)                                       |    |    |    |    |
| Understands place value concepts (hundreds, tens, and ones) (NBT.1)   |    |    |    |    |
| Skip-counts by 5s, 10s, and 100s within 1000 (NBT.2)  |    |    |    |    |
| Reads, writes, and represents numbers with numerals, number names, and expanded form, within 1000 (NBT.3)         |    |    |    |    |
| Uses place value understanding, properties of operations, and other strategies to add and subtract (NBT.5, NBT.7) |    |    |    |    |
| Compares two numbers using symbols: >, <, and = (NBT.4)   |    |    |    |    |
| Adds up to 3 two-digit numbers (NBT.6)  |    |    |    |    |
| Mentally adds or subtracts 10 or 100 from a given number 100-900 (NBT.8)  |    |    |    |    |
| Estimates and measures lengths in standard units (MD.1, MD.2, MD.3, MD.4)   |    |    |    |    |
| Tells and writes time to the nearest five minutes (MD.7)  |    |    |    |    |
| Solve word problems using dollars and coins (MD.8)  |    |    |    |    |
| Represents and interprets data (picture graph and bar graph) (MD.10)  |    |    |    |    |
| Identifies and draws shapes based on their attributes (G.1)   |    |    |    |    |
| Divides circles and rectangles into halves, thirds, and fourths (G.3)   |    |    |    |    |

| Other Subjects | Q1 | Q2 | Q3 | Q4 |
|----------------|----|----|----|----|
| Science        |    |    |    |    |
| Social Studies |    |    |    |    |

| First Quarter Comments |                           |
|------------------------|---------------------------|
| Teacher Comments:      | Parent/Guardian Comments: |
|                        |                           |

Parent/Guardian Signature: \_\_\_\_\_

| Second Quarter Comments |                           |
|-------------------------|---------------------------|
| Teacher Comments:       | Parent/Guardian Comments: |
|                         |                           |

Parent/Guardian Signature: \_\_\_\_\_

| Third Quarter Comments |                           |
|------------------------|---------------------------|
| Teacher Comments:      | Parent/Guardian Comments: |
|                        |                           |

Parent/Guardian Signature: \_\_\_\_\_

| Fourth Quarter Comments |                           |
|-------------------------|---------------------------|
| Teacher Comments:       | Parent/Guardian Comments: |
|                         |                           |

Parent/Guardian Signature: \_\_\_\_\_

**GOAL 1: Increase Reading proficiency by at least 7 percentage points, Science and Math by at least 5 percentage points, and Exceed Expected Growth**

**Key Indicator: A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**

**Target date for Implementation: 09/30/2020**

**Definition of Successful Implementation:**

All teachers have a clear definition of core elements in instruction, curriculum, and environment. Teachers implement this into literacy, math, social-emotional, and behavioral instruction to meet the needs of all students. Professional development is ongoing as teachers and administrators continuously research to identify and implement the use of effective, evidence-based practices to increase student achievement for all students in all tiers.

| <b>Current Actions:</b>   | <b>Assigned to:</b> | <b>Target Date:</b> |
|---|---------------------|---------------------|
| School data, containing results from universal screeners, diagnostics, reading inventories, and state assessments will be collected and analyzed during Fall, Winter, and Spring assessment windows for CASA/school reflection and problem-solving throughout the school year.  | Sean Carr           | 06/30/2020          |
| Teachers will learn about the ASK IT reading comprehension strategy, based on Adolescent Literacy State Improvement Project (SIP) training from NCDPI, within the first month of school. Teachers will then implement the strategy at least once a month during content and/or literacy intervention lessons.                                   | Kelly Hagood        | 04/30/2020          |
| Members of the SAMS Adolescent Literacy Team will participate in a second level coaching professional development training session, led by the Piedmont Region Literacy Supervisors from DPI. The training will support the team in school-wide implementation of strategic literacy skills such as ASK IT.                                     | Lakisha Tucker      | 11/12/2019          |
| The SAMS MTSS Team will finalize a definition for core instruction and a matrix outlining interventions for attendance, behavior, literacy (phonemic awareness, phonics, fluency, reading comprehension, vocabulary), and math (vocabulary, counting, algebraic operations, number and operations, measurements/data, geometry, and fractions). | Bridgette Kiser     | 08/31/2020          |
| On a weekly basis, the SAMS Instructional team will monitor classroom planning and instruction, while providing feedback within 24 hours, using a revised walkthrough instrument with management, instruction, and equity elements.   | Betsy Hammond       | 06/30/2020          |

|  |                 |            |
|--|-----------------|------------|
| SAMS instructional team will focus on professional development to support teachers with the implementation of student-centered mathematics instruction. Teachers will receive in-the-moment feedback and coaching from Dr. Jared Webb (A&T Mathematics Professor) on a Launch-Explore-Discuss model of instruction that shifts the classroom to be learner-centric. Teachers will also receive professional development on critical thinking, questioning, and holding students accountable for their own learning through participation in the mathematics discussions. | Ron Dixon       | 05/31/2020 |
| Math teachers will use the Launch-Explore-Discuss format for weekly lesson plans.  | Jill Spivey     | 06/09/2020 |
| The SAMS Intervention/Enrichment period will be comprised of two days focused on literacy, two days of math focus, and one day of social/emotional learning.   | Chandra Manning | 04/20/2020 |



**GOAL 2: Reduce office discipline referrals by 20% from 450 to 360.**

**Student Success Indicator: A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)**

**Target date for Implementation: 06/09/2020**

**Definition of Successful Implementation:**

All classroom teachers employ effective classroom management through explicit teaching, modeling, and reteaching of classroom and schoolwide expectations and procedures. SAMS uses annual data from the Facilitated Assessment of MTSS-School Level (FAM-S) to evaluate, reflect, and refine procedures.

| <b>Current Actions:</b>   | <b>Assigned to:</b> | <b>Target Date:</b> |
|---|---------------------|---------------------|
| Teachers will refer to PBISWorld.com for behavior intervention strategies for Tier 1 offenses and reteach expectations to students.   | Susan Butler        | 02/28/2020          |
| Teachers will be trained on behavior data collection using Educators Handbook.  | D.R. Cash           | 09/18/2019          |
| SAMS staff will develop an in-school suspension classroom guidebook with classroom procedures/expectations that include strategies to help with reteaching, self-regulating, and goal-setting to improve behavior and academic performance. | D.R. Cash           | 10/25/2019          |
| Teachers, the school social worker, and school counselor will model and provide guidance for students with Tier 2 offenses in small group or one-on-one settings to help students meet classroom and school expectations.                   | Lisa Cheek          | 06/09/2020          |
| Teachers will receive training on Tier 2 PBIS strategies to implement with students.  | Keri Hill           | 11/08/2019          |
| Tier 3 students will be assigned a staff or community mentor to focus on coping strategies, positive self-esteem, and to reinforce academic goals.  | Lisa Cheek          | 06/09/2020          |
| SAMS staff will develop a site-based student perception survey to gather data on student interests and motivation to use as part of the school's PBIS reward program.   | Zach Currie         | 11/30/2019          |

**GOAL 3: Provide an equitable learning and work environment for all students, staff, and families.**

**Student Success Indicator: A4.22 All teachers are responsive to students' cultural backgrounds and incorporate culturally-relevant material in their classrooms. (6824)**

**Target date for Implementation: 08/31/2021**

**Definition of Successful Implementation:**

Culturally relevant instructional materials is integrated in all school curriculum. Collaborative teams analyze and provide frequent feedback on classroom instructional curriculum and materials to promote student learning. Teachers use evidence-based practices when planning curriculum and instruction. Various student cultures are validated through the use of diverse instructional strategies.

| <b>Current Actions:</b>  | <b>Assigned to:</b> | <b>Target Date:</b> |
|--|---------------------|---------------------|
| SAMS staff will develop an equity-focused print and digital professional library for teachers to read and discuss at least once a month during CASAs, team meetings, and faculty meetings. Starting texts include: <i>The Guide for White Women Who Teach Black Boys</i> (Moore, Michael, & Penick-Parks); <i>Start Where You Are But Don't Stay There</i> (Milner); and <i>Reading for Their Life</i> (Tatum). Digital articles from various journals will be housed in the SAMS Shared Team Drive. Discussions will be either online through Canvas discussion boards or in-person meetings. | Jennifer Miller     | 06/09/2020          |
| SAMS will purchase and assist parents in using the Family Engagement On Demand program from Successful Innovations during the Fall 2019 semester. Parents and teachers will be able to access videos and materials for academic support through online and blended learning.   | Julia Dawson        | 01/31/2020          |
| Instructional staff will receive training from the ESL teacher regarding the Ellevation program. This training will result in core and exploratory teachers incorporating at least one Ellevation strategy into their lesson plans on a monthly basis to address specific learning needs.  | Sharon Wiley        | 05/26/2020          |
| Teachers will increase their pedagogical understanding on cultural relevance, cultural responsiveness, and cultural sensitivity through monthly professional learning opportunities provided by the school administration and leadership team.   | Janneth Ruiz        | 06/02/2020          |
| A revised walkthrough form will be developed by the instructional team. This form will include equity elements and allow the team to give feedback to teachers for growth and reflection in the area on equity within their classrooms.  | Megan Smith         | 10/25/2019          |

**GOAL 1: During the 2019-2020 school year, every student will be able to express relevant real-world applications of what they are learning 80% of the time as evidenced by data collected on walkthroughs and weekly assignments.**

**Student Success Indicator: A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (5094)**

**Target date for Implementation: 08/24/2020**

Definition of Successful Implementation:

**Every grade and subject will have standards-aligned units of instruction accessible by all stakeholders. The units will include pacing guides, curriculum maps, formative assessments, and summative assessments that include initiatives, such as Writing Across the Curriculum.**

| <b>Current Actions:</b>  | <b>Assigned to:</b> | <b>Target Date:</b> |
|--|---------------------|---------------------|
| Trainings will be provided for teachers on media and technology resources.   | L. Holland          | 1/20/2020           |
| Trainings will be provided for teachers on AIG resources.  | M. Smith            | 1/20/2020           |
| Faculty will attend professional development revolving around real-world, relevant applications for their instruction.   | S.B. Robbins        | 1/20/2020           |
| Benchmark data will be disaggregated by race and analyzed.   | P. Crooks           | 1/20/2020           |
| Subject areas will develop current pacing guides aligned with goal summaries and test specifications.  | Academic Coaches    | 1/20/2020           |
| Subject area teachers will develop curriculum maps inclusive of academic vocabulary, differentiation to ability level, aligned to standards and formative assessment.                                    | Academic Coaches    | 6/05/2020           |
| Students will complete an assignment of real world applications for their subject area weekly.   | C. McGowan          | 6/05/2020           |
| Classroom resources & assignments will be analyzed for racial biases.  | E. Beckwith         | 1/20/2020           |
| Selected AHS staff members will provide professional development of teachers' skills teaching writing and create a comprehensive school plan for how each department will implement writing instruction. | J. Dillion          | 1/20/2020           |
| Up to date learning targets will be posted by 100% of teachers as monitored by the walkthrough instrument.   | P. Crooks           | 6/05/2020           |

**GOAL 2: By the end of the 2019-20 school year, all students at Asheboro High School will establish a positive relationship with at least one adult at school as measured on the end of year survey.**

**Student Success Indicator: A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)**

**Target date for Implementation: 06/07/2020**

Definition of Successful Implementation:

**Each student will feel his/her emotional needs are well supported daily at Asheboro High School and will be able to communicate what the support looks like via a student survey administered near the end of the 2019/20 school year. Teachers will also be better equipped to identify students in need. PBIS implementation and data tracking will support students in making positive decisions through coaching as well clear and consistent expectations throughout the building. Behavior intervention plans will assist in preventing large scale discipline issues.**

| <b>Current Actions:</b>  | <b>Assigned to:</b> | <b>Target Date:</b> |
|--|---------------------|---------------------|
| The Information Hub will include links to Tiered Resources.  | P. Crooks           | 01/20/2020          |
| Trainings will be provided for teachers on PBIS resources.   | G. Higgs            | 01/20/2020          |
| Trainings will be provided for teachers on Crisis Response/ACEs resources and services provided by the school social workers and the community.  | J. Melberger        | 01/20/2020          |
| Trainings will be provided for teachers on health resources provided by school nurses.   | K. Richau           | 1/20/2020           |
| Faculty of Asheboro High School will utilize Blue Comet Time to build relationships with students.   | Department Chairs   | 1/20/2020           |
| It is recommended that faculty of Asheboro High School will attend one extra-curricular event each semester.   | O. George           | 6/05/2020           |
| Students will be surveyed multiple times through the year to identify which students have created positive relationships with an adult at AHS.   | L. Holland          | 06/05/2020          |
| The administration will compile a list of students in need of a mentor (at risk for behavior, attendance, or academic issues). These mentors will be assigned a student, and they will touch base with these students throughout the year to encourage a positive change in their education. | J. Dillion          | 6/05/2020           |

**GOAL 3: By June 2021, all students will be guided to the appropriate support structures in place at Asheboro High School in order to improve student access to appropriate socio-emotional, academic, and behavioral support structures as evidenced in data obtained through MTSS Process.**

**Student Success Indicator: A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5117)**

**Target date for Implementation: 06/05/2020**

Definition of Successful Implementation:

**A clearly communicated and understood set of procedures will be in place for all teachers to identify and respond to the needs of struggling students academically, socially, emotionally, behaviorally, and in attendance.**

| <b>Current Actions:</b>   | <b>Assigned to:</b>       | <b>Target Date:</b> |
|---|---------------------------|---------------------|
| Staff will develop and implement an intervention protocol for teachers to use to document and refer Tier 3 struggling students to the SIT team.       | G. Higgs                  | 12/05/2020          |
| Staff will develop a time during the school day for tier 2 and tier 3 interventions to take place.  | P. Crooks                 | 1/20/2020           |
| Teachers will analyze common formative data around enduring standards. If 80% of the class has not mastered standards, teacher will reteach.          | Department Chairs         | 6/05/2020           |
| Subject area teachers will develop curriculum maps aligned with pacing guides and reflective of NCSCOS standards in defining core.                    | Academic Coaches          | 6/05/2020           |
| Students that transition to tier 2 intervention based on data from common formative assessments on enduring standards will receive tier 2 strategies. | Department Chairs         | 6/05/2020           |
| Trainings will be provided for teachers on EC resources and referral procedures.  | J. White                  | 1/20/2020           |
| Trainings will be provided for teachers on ESL resources and referral procedures.   | M. Edwards and M. Stanich | 1/20/2020           |
| Trainings will be provided for teachers on MTSS resources.  | P. Crooks                 | 1/20/2020           |

**GOAL 1:**

**Increase overall reading proficiency by 5.8 percentage points and overall math proficiency by 5.3 percentage points while also increasing overall proficiency for the Black student subgroup by 7.9 percentage points and overall proficiency for English Language Learners by 5.1 percentage points.**

**Student Success Indicator:**

The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

**Target date for Implementation: 06/09/2020**

**Definition of Successful Implementation:**

At full implementation, teachers will continue to administer regular formative assessments and screenings to assess student needs, but staff will also have the resources, time, and personnel to deliver meaningful interventions on a consistent and frequent basis to ensure students' needs are being fully addressed.

| <b>Current Actions:</b>   | <b>Assigned to:</b>                | <b>Target Date:</b> |
|---|------------------------------------|---------------------|
| ESL teachers will provide ongoing training for all teachers in the use of Ellevation to strengthen and increase the use of best practices in all content areas for ELL students.                      | Elizabeth White<br>Adriana Paschal | 12/10/19            |
| Teachers will utilize data from AIMSweb to progress monitor students, identify specific needs for students, and to develop and deliver interventions.   | Lori Columbia                      | 06/09/20            |
| During NAMS Academy targeted EC students will receive an intervention of direct instruction utilizing Corrective Reading materials delivered by their EC teacher.                                     | Leslie McKinnon                    | 11/12/19            |
| NAMS Academy will utilize a thirty-minute enrichment/remediation block following lunch to address individual student needs with specific focuses on utilizing best practices for ELL and EC students. | Candace Call                       | 3/17/20             |
| Title I funds will be used to employ additional staff to provide interventions for targeted students based on data.   | Candace Call                       | 10/8/19             |

**GOAL 2:**

**NAMS will increase extended learning opportunities for students by at least 10% and track the number of students attending and taking advantage of the extended learning opportunities; increasing attendance at these activities by 10%.**

**Student Success Indicator:**

**The school provides extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs).**

**Target date for Implementation: 03/31/2020**

**Definition of Successful Implementation:**

Students will have a variety of opportunities for extended learning outside the classroom and regular school calendar. Every student at NAMS will be offered an opportunity to participate in an activity or program which enriches his or her educational experiences and provides the opportunity for growth, both academically and emotionally.

| <b>Current Actions:</b>  | <b>Assigned to:</b> | <b>Target Date:</b> |
|--|---------------------|---------------------|
| Utilize already established programs/organizations such as Mustache Fraternity, Lipstick Sorority, FFA, Science Olympiad, STEAM, Battle of the Books, Wolf Gang, Debate, School of Rock, and Gamers' Club to supplement academic support received during NAMS Academy. | Clyde Ward          | 02/25/20            |
| Parents will be encouraged to participate in PBIS celebrations and other activities during the school day.   | Clyde Ward          | 2/25/20             |
| Mr. Hopkins and Ms. Longerbeam will implement and develop the NAMS School of Rock initiative.  | Steven Hopkins      | 1/7/20              |
| 8th-grade students will participate in pathways activities sponsored by the CTE department in order to have exposure to a variety of potential educational and career opportunities for their future.  | Angie Berrier       | 3/31/20             |

**GOAL 3:**

**The instructional team will provide weekly feedback to teachers addressing specific research-based strategies to impact the achievement gap between black and white student groups.**

**Student Success Indicator:**

**The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.**

**Target date for Implementation: 1/28/2020**

**Definition of Successful Implementation:**

At full implementation, administrative walkthroughs will continue regularly throughout the entire school year. Feedback will be given in a streamlined, consistent manner which equips teachers to continually grow. The results of walk-throughs will be used to plan multiple PD opportunities during the year.

| <b>Current Actions:</b>  | <b>Assigned to:</b> | <b>Target Date:</b> |
|--|---------------------|---------------------|
| The North Asheboro Middle School Administration, Instructional, and Student Support Teams will provide Professional Development to help teachers understand unconscious bias by discussing implications in articles such as "Invisible Backpack." The NAMS Administration, Instructional, and Student Support Teams commit to having crucial conversations and listening when necessary to help any and all staff members provide an equitable learning environment for all students with particular emphasis on black students in order to eliminate the black/white achievement gap. | Candace Call        | 05/18/20            |
| Continue and improve administrative walkthroughs by using a NAMS universal observation document and identifying trends in data to plan professional development, which is then emailed to the teacher. A Google Form provides immediate feedback to teachers and serves as a collection document for data that will help guide instruction and determine professional development needs.   | Kasey Wood          | 1/28/20             |



|                    | DATE             | MEETING   | TIME                              | LOCATION                   |
|--------------------|------------------|---|-----------------------------------|----------------------------|
| <b>2019-2020</b>   |                  |   |                                   |                            |
| Thursday           | October 10       | Asheboro City Board of Education meeting                                    | 7:30 p.m.                         | TBD                        |
| Friday             | October 11       | Topping Out Party - AHS Construction  | 4-5 p.m.                          | AHS                        |
| 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 AFTT/Title 1 Night   | 6-8 p.m.                          | NAMS                       |
| Monday             | November 4       | All County Chorus - HIGH SCHOOLS  | 5-8 pm                            | Wheatmore High School      |
| Tuesday            | November 5       | All County Chorus - MIDDLE/HIGH SCHOOLS                                     | 10:00 a.m.-7:00 p.m.              | Wheatmore High School      |
| Thursday           | November 7       | SAMS AFTT/Title 1 Night   | 5:30-7:30                         | SAMS                       |
| Sat. - Mon         | Nov. 9-11        | Field of Honor  |                                   | SAMS Field                 |
| Monday             | November 11      | Veteran's Day Holiday   | All day                           | All sites                  |
| Thursday           | November 14      | Asheboro City Board of Education meeting                                    | 7:30 p.m.                         | TBD                        |
| Tuesday            | November 19      | AHS Family Engagement Night (Title I)                                       | 5:00-7:00 p.m.                    | AHS                        |
| 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 a.m. - 1:30 p.m.            | COBR                       |
| Wednesday          | December 11      | District SCIENCE FAIR   | 8:00-11:00 ??                     | NAMS                       |
| Thursday           | December 12      | Asheboro City Board of Education meeting                                    | 7:30 p.m.                         | TBD                        |
| 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.                         | TBD                        |
| Thursday           | January 16       | Lindley Park AFTT/Title I Night   | 5:30-7 p.m.                       | Lindley Park               |
| Thursday           | January 16       | CWM Spelling Bee  | 1 p.m.                            | COBR                       |
| 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       | Donna Lee Loflin AFTT/Title I Night   | 5 p.m.                            | Donna Lee Loflin           |
| Monday             | February 4       | NAMS AFTT/Title 1 Night   | 6-8 p.m.                          | NAMS                       |
| Thursday           | February 6       | Balfour AFTT/Title I Night  | 5 - 7 p.m.                        | Balfour                    |
| Thursday           | February 6       | Guy B. Teachey AFTT/Title I Night   | 4:30 & 5:30 w/report card pick up | Teachey                    |
| Thursday           | February 6       | Mccrary AFTT/Title I Night  | 5:30-7:30 p.m.                    | McCrary                    |
| Thursday           | February 13      | Asheboro City Board of Education meeting                                    | 7:30 p.m.                         | TBD                        |
| Tuesday            | February 18      | District Spelling Bee   | 7 p.m.                            | TBD                        |
| Thursday           | February 20      | All County Band   | TBD                               | Journey Church of Asheboro |
| Friday             | February 21      | All County Band   | TBD                               | Journey Church of Asheboro |
| Tuesday            | February 25      | AHS Family Engagement Night (Title I)                                       | 5 - 7 p.m.                        | AHS                        |
| Tuesday            | February 25      | RAIN-DATE: District Spelling Bee  |                                   |                            |
| 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.<br>Secondary @ 5:30 p.m.       | Randolph Arts Guild                |
| Tuesday          | March 10      | SAMS AFTT Night                                | TBD  | TBD                                |
| Thursday         | March 12      | Asheboro City Board of Education meeting       | 7:30 p.m.                                    | TBD                                |
| Thursday         | March 19      | Elementary School Battle of the Books          | TBD  | TBD                                |
| Friday           | March 27      | Professional Development Day for Teachers      | All day                                      | All sites                          |
| Thursday         | April 2       | Balfour AFTT/Title I Night                     | 5 - 7 p.m.                                   | Balfour                            |
| Tuesday          | April 7       | CWM Kindergarten Orientation                   | 8:30 a.m. - 1 p.m.<br>and 3-6 p.m.           | CWM                                |
| Wednesday        | April 8       | STEAM Competition-Elementary                   | 8 a.m. - 4 p.m.                              | AHS Gym                            |
| Wednesday        | April 8       | STEAM Competition-Secondary                    | 8 a.m. - 4 p.m.                              | AHS Media Center                   |
| Thursday         | April 9       | Asheboro City Board of Education meeting       | 7:30 p.m.                                    | TBD                                |
| 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.<br>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.<br>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 a.m. - 1 p.m.<br>and 3 - 6 p.m.         | GBT                                |
| Thursday         | April 30      | Donna Lee Loflin AFTT/Title I Night            | 5 - 7 p.m.                                   | Donna Lee Loflin                   |
| Tuesday          | May 5         | DLL Kindergarten Orientation                   | 8:30 a.m. - 1 p.m.<br>and 3-6 p.m.           | DLL                                |
| Thursday         | May 7         | AIG Expert Fair                                | 5-6 p.m.                                     | Teachey                            |
| Thursday         | May 14        | Guy B. Teachey AFTT/Title I Night              | 5 - 7 p.m.                                   | Teachey                            |
| Thursday         | May 14        | Asheboro City Board of Education meeting       | 7:30 p.m.                                    | TBD                                |
| Thursday         | May 21        | McCrary AFTT/Title I Night                     | 5:30-7:30 p.m.                               | McCrary                            |
| 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.,<br>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.                                    | TBD                                |