

ASHEBORO CITY BOARD OF EDUCATION

November 14, 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 – Guy B. Teachey Flag Corp – Ms. Ann Evans, principal
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Community Partner Spotlight – Asheboro Fire Department – Ms. Leigh Anna Marbert, public information officer
- B. Board Spotlight – Guy B. Teachey Elementary School’s “Reading Kickoff” – Ms. Ann Evans, principal
- C. 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 – October 10, 2019
- B. Personnel
- C. Policies Recommended for Approval:
 - 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
- D. Overnight Field Trip Request – Asheboro High School Wrestling to Chapel Hill, 12-20-19 and 12-21-19

V. Information, Reports and Recommendations

- A. Policies Recommended for 30-Day Review – Dr. Drew Maerz
 - Policy 4705/7825 – Confidentiality of Personal Identifying Information
 - Policy 7260 – Occupational Exposure to Bloodborne Pathogens
 - Policy 7815 – Evaluation of Non-Licensed Employees
 - Policy 8340 – Insurance

B. First 100 Days Report – Dr. Aaron Woody

VI. *Action Items

A. Continuous Improvement Plans:

- C.W. McCrary Elementary School – Ms. Julie Brady, principal
- Donna Lee Loflin Elementary School – Ms. Lisa Hayes, principal
- Guy B. Teachey Elementary School – Ms. Ann Evans, principal
- Lindley Park Elementary School – Ms. Nakia Domally, principal
- Balfour Elementary School – Mr. Chris Tuft, principal
- Early Childhood Development Center – Ms. Holly White, coordinator

VII. Superintendent’s Report – Dr. Aaron Woody

VIII. Board Operations – Chairman Kidd

A. Calendar of Events and Important Dates to Remember:

- November 18 – 20, 2019 – NCSBA Annual Conference – Greensboro
- January 31 – February 2, 2020 – Winter Board Retreat – Winston-Salem
- 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

November 14, 2019

7:30 p.m.

Early Childhood Development Center

Addendum

6:00 p.m. - Policy Committee

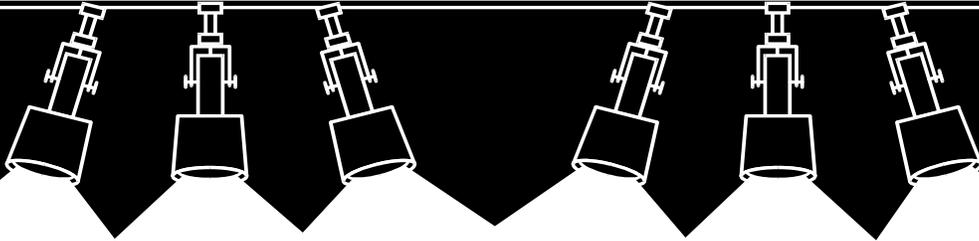
6:45 p.m. - Finance Committee

- I. Opening**
- II. Special Recognition and Presentations**
- III. Public Comments**
- IV. *Consent Agenda**
B. Personnel Addendum (Added)
- V. Information, Reports and Recommendations**
- VI. *Action Items**
- VII. Superintendent's Report – Dr. Aaron Woody**
- VIII. Board Operations – Chairman Kidd**
- IX. Adjournment**

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

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November 14, 2019

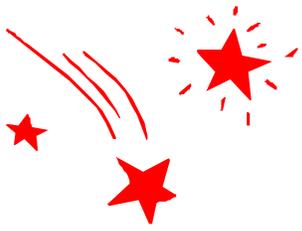


Community Partner Spotlight:

Asheboro City Schools is pleased to welcome the Asheboro Fire Department as this month's Community Partner. The Asheboro Fire Department has been an extraordinary resource for Guy B. Teachey Elementary School and all schools across the district. In addition to celebrations like Water Day and Career Day, the Asheboro Fire Department provides an invaluable service to our students teaching them about fire safety.

Board Spotlight:

Tonight, the board will hear from Guy B. Teachey Elementary School principal, Ms. Ann Evans, about Teachey's annual "Reading Kickoff" which has become a great tradition to celebrate reading and literacy at the school.



Points of Pride Update

November 14, 2019

Middle School Students Participate in Advanced Manufacturing Day

Eighth-grade students participated in Advanced Manufacturing Day, where they toured local manufacturing facilities and demonstrated manufacturing-related activities at Randolph Community College. There was an assembly line activity, circuit activity, and welding simulation. South Asheboro Middle School students toured Elastic Therapy, Inc. (ETI), while North Asheboro Middle School students toured PEMMCO Manufacturing.

Lindley Park Students Visit with Community Leaders

Students in first grade at Lindley Park Elementary School learned about their local community and the wonderful people who make our community a great place to be! They had visits from the Honorable Mayor David Smith and they participated in activities centered around our local community.

Asheboro High School Homecoming Queen

Congratulations to Asheboro High School's Homecoming Queen, Ms. Blanca Rodriguez Arce!

AHS Volleyball's Pink Night a Huge Success

The Lady Blue Comet Volleyball teams had great success during the Pink Night event. The teams wish to thank everyone who showed support to help raise awareness for breast cancer in our community. The teams raised \$2,270 for the RadyLady Foundation.

Rockin' Out at the NAMS School of Rock

If there is one thing that can bring people together, it is a shared appreciation and love for music. For centuries, every known culture has had some form of musical influence. From the biblical Psalms to rock concerts of today, music is a language that transcends all barriers. Over the course of history, people have found commonalities through music. At the start of the 2019-2020 school year, the NAMS School of Rock welcomed its first few members. [Click here to read the full story!](#)

Students Enjoy the Disabilities Parade and Special Olympics

Students across the district enjoyed participating in the 2019 Disabilities Awareness Parade and the Randolph County Special Olympics.

DLL Students Host Cultural Heritage Night

Students, families, and staff at Donna Lee Loflin Elementary School had a fantastic time celebrating Cultural Heritage Night on October 24. Everyone enjoyed delicious food and traditional dance performances by the Ballet Folklorico Guadalupano.

**Asheboro City Board of Education
Early Childhood Development Center
October 10, 2019**

Policy Committee

Board members present:

Gidget Kidd

Gwen Williams

Dr. Beth Knott

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 4705/7825 - Confidentiality of Personal Identifying Information

-Minor language and formatting updates.

-Updated legal references and cross references.

-Policy 7260 - Occupational Exposure to Bloodborne Pathogens

-Updated language based on current state and federal regulations and the North Carolina Administrative Code. Ensured acronyms were written out in policy. Updated legal references throughout policy.

-Policy 7815 - Evaluation of Non-Licensed Employees

-Technical updates.

-Updated legal references.

-Policy 8340 – Insurance

-Minor language updates.

All policies will go to the Board for 30-day review in November. With no further business, the meeting adjourned at 6:15 p.m.

Finance Committee

The Finance Committee convened at 6:45 p.m. in the Early Childhood Development Center.

Board members present:

Gidget Kidd

Baxter Hammer

Joyce Harrington

Gwen Williams

Staff members present:

Dr. Aaron Woody

Sandra Spivey

Ms. Spivey discussed the “Topping Out” ceremony scheduled for Friday, October 11, 2019, for the new addition at Asheboro High School. Board members and city and county officials will be given a tour of the new facility.

Ms. Spivey discussed the School Business Modernization schedule. The North Carolina Department of Public Instruction has asked Local Education Agencies to select one of the two approved vendors by December 31, 2019.

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

Board Meeting

Board members attending:

Gidget Kidd, chair	Phillip Cheek, vice chair	Gus Agudelo
Linda Cranford	Joyce Harrington	Dr. Beth Knott
Ryan Patton	Gwen Williams	
Scott Eggleston, board attorney		

Staff members attending:

Dr. Aaron Woody, superintendent		Donna Gentry
Lee Clark	Anthony Woodyard	Dr. Cayce Favasuli
Sandra Spivey	Carla Freemyer	Dr. Drew Maerz
Jordi Roman	Robin Harris	Ed Keller
Leigh Anna Marbert	Sarah Beth Robbins	

Opening

Chairman Kidd called the meeting to order and welcomed all in attendance and led attendees in a moment of silence followed by the Pledge of Allegiance led by Nekhi Jones, a student of North Asheboro Middle School.

Upon motion by Mr. Hammer, seconded by Mr. Agudelo, the board unanimously approved the meeting agenda.

Special Recognition and Presentations

Community Partner Spotlight: Ms. Leigh Anna Marbert, public information officer, welcomed 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.

Board Spotlight

Ms. Candace Call, principal of North Asheboro Middle School, and teachers, Ms. Janet Longerbeam and Mr. Stephen Hopkins, explained the school's new after-school opportunity called the NAMS School of Rock.

Principal of the Year

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

Points of Pride

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

Teachers Receive Funding for Classroom and School Projects: Teachers, Denee 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 received a grant in the amount of \$3,000.00 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.

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

NAMS Student Selected for the Greensboro Symphony Youth Orchestra: Meghan Prochnau, eighth-grade student at North Asheboro Middle School, was 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, the Asheboro City Schools team shared initiatives which 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!

ACS Testimonials and Feature Stories: Ms. Leigh Anna Marbert, public information officer, shared two district initiatives to continue marketing and messaging the ACS brand.

Public Comments

There were no requests to address the board.

Consent Agenda

Upon motion by Ms. Williams and seconded by Ms. Cranford, the board unanimously approved the following items under the Consent Agenda:

- A.** Approval of Minutes – September 12, 2019
- B.** Personnel:

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
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
Call	Candace	NAMS	Principal	2/28/2020
Dunn	Roy	CO	Bus Driver	10/4/2019
Lipsett	Edward	AHS	Custodian	9/13/2019

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
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	Jessica	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
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

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

G.* Discards

*A copy is made a part of these minutes.

Information, Reports, and Recommendations

A. Policies recommended for 30-day review were presented by Dr. Drew Maerz:

- Policy 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.* The new teacher-created digital K-2 report cards were presented by Mr. Anthony Woodyard.

* A copy is made a part of these minutes.

Action Items

A.* Continuous Improvement Plans were presented by the following schools and personnel:

- South Asheboro Middle School – Mr. Ron Dixon, principal; Ms. Betsy Hammond, assistant principal; and Ms. Chandra Manning, instructional facilitator.
- Asheboro High School – Dr. Penny Crooks, principal; Mr. Jonathan Jessup and Ms. Gayle Higgs, assistant principals; and Mr. Owen George, Leadership Team Chair.
- North Asheboro Middle School – Ms. Candace Call, principal; and Ms. Catherine Davis, Ms. Adriana Pascal, and Mr. Clyde Ward, teachers.

Upon motion by Ms. Cranford, seconded by Mr. Cheek, the board unanimously approved the secondary school Continuous Improvement Plans as presented.

* A copy is made a part of these minutes.

Superintendent's Report

Dr. Aaron Woody, superintendent, provided a brief update of current events highlighting the following:

- Spectrum News compiled a report on Balfour Elementary School highlighting the academic performance of their students.
- A “Topping-Out” celebration will be held Friday, October 11, 2019, at Asheboro High School with city and county officials, Board of Education members, and other guests. Tours will be offered of the new 40,000 sq. |ft. addition which is now “under roof.” The addition is expected to be completed in May.
- Board members were presented with a book by Dr. H. Richard Milner. Dr. Milner will be providing professional development to Asheboro City Schools faculty and staff on Leadership for Culturally Responsive Teaching.
- Dr. Woody reported he is currently participating in the North Carolina School Boards Association’s Next Generation Superintendent Development Program.

Board Operations

Chairman Kidd reminded the board of upcoming events and training opportunities.

Adjournment

There being no further business and upon motion by Dr. Knott, seconded by Ms. Agudelo, and unanimously approved, the meeting was adjourned at 9:03 p.m.

Chair

Secretary

**Asheboro City Schools
Personnel Transactions
November 14, 2019**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Hughes	Beverly	GBT	Instructional Assistant/Exceptional Children	10/30/2019
Fisher	Mary	AHS	Instructional Assistant	11/15/2019

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Allen	William	GBT	Instructional Assistant/Exceptional Children	10/30/2019
Byers	Cherri	CO	Substitute Bus Driver	10/18/2019
Clippinger	Dawn	LP	Instructional Assistant (part-time; temporary)	11/4/19 - 4/30/20
Honeycutt	Aleah	SAMS	8th grade Social Studies	12/2/2019
Mabe	Roger	AHS	Non-Faculty Coach Basketball	10/30/2019
McPhatter	Vernon	NAMS	6th grade Science	11/4/2019
Presnell	Robert	CO	Substitute Bus Driver	10/18/2019

D. TRANSFERS

Horton	Ray	CO	Lead EC Program Specialist to Interim EC Director	11/12/2019
Robbins	Sarah Beth	CO	CTE Coordinator to CTE Coordinator/Program Administrator	10/1/2019
Smith	Thomas	BAL	Instructional Assistant, part-time to full-time	10/21/2019

**Asheboro City Schools
Personnel Transactions - ADDENDUM
November 14, 2019**

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Clawson	Pamela	CO	Substitute/\$85 per day	11/15/2019
Clawson	Harlie	CO	Substitute/\$85 per day	11/15/2019
Gore	Chad	AHS	Non-Faculty Coach; Basketball	11/15/2019
Hammer	Brandon	NAMS	Non-Faculty Coach; MS Wrestling	11/13/2019
McDowell	Antonio	AHS	Non-Faculty Coach; Basketball	11/15/2019
Moring	Amanda	CO	Substitute/\$85 per day	11/15/2019
Owenby	Tabitha	LP	Instructional Assistant; part-time/temporary	12/2/2019
Poole	LeAnn	CO	Substitute/\$85 per day	11/15/2019
Roman	Lisandra	CO	Substitute/\$85 per day	11/15/2019
Skelly	Barbara	CO	EC Program Facilitator/Lead Program Specialist	1/2/2020
Wiles	Deanna	CO	K-12 Lead Curriculum Specialist	1/2/2020

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
November 14, 2019**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Honeycutt, Aleah	Guilford College B: History	6-9 Social Studies

Ms. Aleah Honeycutt is recommended to teach 8th grade Social Studies at South Asheboro Middle School for the 2019-2020 school year. Ms. Honeycutt is currently teaching middle school Social Studies in Chatham County Schools. She previously taught at Uwharrie Charter Academy and 7th grade Social Studies in Guilford County. Ms. Honeycutt is looking forward to continuing her teaching career at South Asheboro Middle School. Welcome Ms. Honeycutt!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
McPhatter, Vernon	Liberty University B: Accounting	6-9 Science

Mr. Vernon McPhatter is recommended to teach 6th grade Science at North Asheboro Middle School for the 2019-2020 school year. Teaching is a second career for Mr. McPhatter, as he has been a manager in the private sector. During his time working as a substitute, he found his call to teach. Mr. McPhatter has strong communication skills, positive attitude and is excellent at building relationships. He is excited to launch his teaching career in Asheboro City Schools. Welcome Mr. McPhatter!

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
November 14, 2019**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Skelly, Barbara	State University of New York (Oswego) B: Elementary Education Syracuse University M: Special Education	Exceptional Children Elementary, K-6

Ms. Barbara Skelly is recommended to serve the district as an Exceptional Children Program Facilitator/Lead Program Specialist for the 2019-2020 school year. Ms. Skelly began her career in Asheboro City Schools at Lindley Park, served as the Beginning Teacher Support Coordinator for two years, before moving into the EC Program Facilitator role, which she held for fifteen years. After a brief time in Randolph County Schools as an EC Program Facilitator, she is excited to return to her school family. Ms. Skelly has extensive knowledge in the exceptional children arena, and is well known and respected throughout the district. We are excited to welcome home Ms. Skelly!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Wiles, Deanna	Appalachian State University B: Elementary Education East Carolina University M: Education with K-8 Math Specialist add on	Elementary, K-6 Mathematics, 6-9

Ms. Deanna Wiles is recommended to serve the district as the K-12 Lead Curriculum Specialist for the 2019-2020 school year. Ms. Wiles currently works for Randolph County Schools as a district lead teacher for literacy, where she provides professional development and model lessons for teachers. Ms. Wiles played an instrumental role in launching online learning modules, implementation of Istation, and led teachers in data analysis and instructional planning. Ms. Wiles is a national board certified teacher who taught eleven years in Asheboro City Schools, five of those years as an Instructional Facilitator at Charles W. McCrary Elementary School. We are excited to welcome home Ms. Wiles!

Policies
For
Approval

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

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

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

Overnight Trip

Group Making Request: AHS Wrestling School: AHS
Destination: Chapel Hill High School Date of Trip: 12-20 to 12-21-19
Number of Students Involved: 18 Percent of Total Group: 50%
Reasons for Students Not Attending: Varsity Team Event Only
Transportation Method: Activity Bus Charter Bus Private Automobile Other:
Charter Bus Service, state name of vendor here: _____
If using Travel Company, state name of Vendor here: _____

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

Number of Vehicles Needed (to be secured by the Central Office): 0
Number of Drivers Needed (to be secured by the Central Office): 0
Departure Time: 12/20 6:00am Return Time: 12/21 5:30pm Round Trip Miles (estimated) 90
Estimated Cost to the Student: \$40 for meals

Purpose(s) of the Field Trip: Tiger Holiday Classic Wrestling Tournament

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.

* Wes Berrier, Jake Berrier, Stan Hicks, Bryan Clodtetter, and Allen Grimesley

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.

Wes Berrier 10-29-19
Sponsor (Group Responsible for Paying for the Trip) Date

Approved: Perry Crook Principal 10-30-19 Date

Approved: Alan M. Worley Superintendent or Designee 11/4/19 Date

Transportation Scheduled: _____
Special Comments/Response: _____ Transportation Supervisor Date

Policies
For
30-Day Review

CONFIDENTIALITY OF PERSONAL IDENTIFYING INFORMATION

Policy Code: 4705/7825

The board recognizes the need to protect students, approved volunteers, board of education members, and employees from the improper release of social security numbers and other personal identifying information. To this end, the board will ensure that all schools comply with the Identity Protection Act of 2005 and any other federal and state laws governing the collection, use and disclosure of personal identifying information. No person shall knowingly disclose, transfer or unlawfully use the social security number or other personal identifying information of any employee, student or other individual.

For purposes of this policy, personal identifying information includes social security numbers; employer taxpayer identification numbers; drivers license numbers; state identification card numbers; passport numbers; checking accounts; savings accounts; credit card and debit card numbers; personal identification (PIN) codes; digital signatures; any numbers or information that can be used to access an individual's financial resources; biometric data; fingerprints; and passwords.

The superintendent shall establish rules and regulations to implement this policy. The superintendent shall provide that:

1. the confidentiality of social security numbers and personal identifying information is maintained consistent with legal requirements.
2. the unlawful collection, disclosure and use of social security numbers and personal identifying information is prohibited.
3. access to and dissemination of information or documents containing social security numbers and personal identifying information is limited internally within the school system and externally with the general public.
4. documents containing social security numbers and personal identifying information are disposed of properly.
5. social security numbers and personal identifying information are redacted from public documents.
6. social security numbers and personal identifying information are collected only when specifically authorized by law or if collection is imperative for the performance of the school system's duties and such need has been clearly documented.

7. board procedures governing the maintenance and destruction of records are followed for all documents containing social security numbers and other personal identifying information.
8. in the event of a security breach, in which personal information is accessed and acquired without authorization, the notice requirements of G.S. 75-65 are followed.

This policy and its rules shall be published in the appropriate handbooks, manuals and other similar documents.

Any individual who fails to comply with this policy and the superintendent's rules and regulations will be subject to disciplinary action up to and including suspension or expulsion for students and termination for employees. In addition, such person may be subject to criminal prosecution.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, -h, 34 C.F.R. pt. 99; G.S. 14-113.20; ch. 75, art.2A; 132-1.10, 143-64.60

Cross References: Confidential Information (policy 2125/7315), Student Records (policy 4700), Personnel Files (policy 7820)

Issued: January 31, 2006

Revised: August 31, 2006; October 15, 2007

Adopted: April 10, 2008

Reviewed by Policy Committee on June 14, 2012

OCCUPATIONAL EXPOSURE TO BLOODBORNE PATHOGENS

Policy Code:

7260

It is the policy of the board to comply with federal and state regulations and standards regarding bloodborne pathogens as set forth in the Federal Register, 29 CFR 1910.1030, and the North Carolina Administrative Code, 13 N.C.A.C. 7F.0207, by attempting to limit or prevent occupational exposure of employees to blood or other potentially infectious bodily fluids and materials that may transmit bloodborne pathogens and lead to disease or death.

A. REASONABLY ANTICIPATED OCCUPATIONAL EXPOSURE

Employees who have occupational exposure to bloodborne pathogens are covered by the Occupational Safety and Health Administration (OSHA) Bloodborne Pathogens Standard, the North Carolina Administrative Code, and this policy. "Occupational Exposure" includes any reasonably anticipated skin, eye, mucous membrane or parenteral (brought into the body through some way other than the digestive tract) contact with blood or other potentially infectious materials that may result from the performance of an employee's duties. "Good Samaritan" acts, such as assisting a co-worker or student with a nosebleed, would not be considered "reasonably anticipated occupational exposure;" and employees whose only anticipated exposure to bloodborne pathogens would result from such acts are not considered to have occupational exposure.

B. UNIVERSAL PRECAUTIONS

Universal precautions will be in force at all times. Employees should handle all blood, body fluid and other potentially infectious material as if it is infected. The program standards for the control of potential exposure to Human Immunodeficiency Virus (HIV) and Hepatitis B Virus (HBV) as outlined in the OSHA Rule, "Occupational Exposure to Bloodborne Pathogens" (Standard 1910.1030), the NC Administrative Codes, and/or the most current standards available must be followed.

C. EXPOSURE CONTROL PLAN

The superintendent shall ensure that an Exposure Control Plan is developed in accordance with OSHA regulations or the most current available federal and/or state standards issued to eliminate or minimize employee occupational exposure to blood or certain other bodily fluids that may carry infectious materials. In addition, the superintendent shall ensure that the following requirements are met.

1. The Exposure Control Plan must provide, at a minimum, for the following:
 - a. a determination of who is at risk for an exposure incident;
 - b. what the school system will do to protect employees from exposure incidents, including the use of universal precautions, engineering and work practice controls and, as appropriate, personal protective equipment;
 - c. how to deal with an exposure incident, including post-exposure evaluation and follow-up;
 - d. who should be vaccinated for Hepatitis B; and
 - e. communication, training and record-keeping procedures.
2. All elements of the Exposure Control Plan must be met.
3. All employees must have access to a copy of the Bloodborne Pathogens Policy and Exposure Control Plan.
4. The Exposure Control Plan ~~is~~ must be reviewed and updated at least annually.

D. TESTING

An employee who suspects that he or she has been exposed to blood or body fluid may request to be tested, at the school district's expense, provided that the suspected exposure poses a significant risk of transmission as defined in the rules of the Commission for Health Services. The HIV and HBV testing of a person who is the source of an exposure that poses a significant risk of transmission must be conducted in accordance with 10A N.C.A.C. 41A.0202(4) (HIV) and 41A.0203(b)(4) (HBV). The school system shall strictly adhere to existing confidentiality rules and laws regarding employees with communicable diseases, including HIV or HIV-associated conditions.

E. NONDISCRIMINATION POLICY

The school district shall not discriminate against any applicant or employee who has or is suspected of having a communicable disease, including tuberculosis, HBV, HIV infection or Acquired Immune Deficiency Syndrome (AIDS). An employee may continue to work as long as the employee is able to satisfactorily perform the essential functions of the job and there is no medical evidence indicating that the employee's condition poses a significant, direct threat to co-workers, students or the public.

Legal References: 29 C.F.R. § 1910.1030; G.S. 95 art. 16; 13 N.C.A.C. 7F.0207; 10A N.C.A.C. 41A.0202(4), 41A.0203(b)(4)

Cross Reference: Communicable diseases – Employees (policy 7262)

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

Updated: April 8, 1999

Revised: September 11, 2008

The board attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their growth and development throughout their careers. Evaluations of non-licensed employees' performance must follow conform to the following board directives.

1. Exemplary performance as well as deficiencies in performance should be clearly identified.
2. Supervisors and principals should facilitate open communication with employees about performance expectations.
3. An employee who is unclear about how performance is being assessed or desires additional evaluation opportunities should address these issues with his or her immediate supervisor.
4. Evaluation data will be submitted to the central office personnel file in accordance with state law and policy 7820, Personnel Files.
5. Evaluation data may be used in making employment decisions, including transfers, promotions and dismissal and demotion of employees, (policy 7940).
6. The superintendent and all evaluators are encouraged to develop ways to recognize exemplary employees and to capitalize on the abilities of exemplary employees in helping other employees.

The superintendent will develop any other necessary procedures and shall provide training, as necessary, to carry out the board directives.

Legal Reference: G.S. 115C-47(18), -333.1

Cross Reference: Personnel Files (policy 7820), Classified Personnel: Suspension and Dismissal (policy 7940)

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

Updated: April 8, 1999, December 9, 2010

The board will maintain insurance adequate to safeguard the school system's property and assets. Each fiscal year, the finance officer shall make recommendations to the board on the amounts and types of insurance that should be obtained, such as errors and omissions, general liability, boiler & machinery, real and personal property, auto liability and workers' compensation. Insurance premiums will be included in the budget as a necessary expense. The finance officer will maintain custody of insurance policies and insurance programs.

If the board requires school social workers to increase their private automobile liability coverage and/or add a business use rider, in order to transport students in their private vehicles, the school will reimburse the social worker for the additional premium charged and/or for the increased liability limits or the added rider.

Legal References: G.S. 115C-36, -47, -317.1, -435, -534

Cross References: Insurance for Student Transportation Services (policy 6330), Defense of Board Employees (policy 7610)

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

Revised: January 11, 2007, June 14, 2012

GOAL 1 Black student proficiency will increase from 27.4% to 34%. Overall LEP student proficiency will increase from 34.3% to 42%. Overall students with disabilities proficiency will increase from 14.1% to 20%. (by 06/30/2020)

Student Success Indicator:

A2.16: Units of instruction and activities are aligned with AIG goals, ELL students progress, IEP goals and objectives for all students.

Target date for Implementation: 06/30/2021

Definition of Successful Implementation:

Ongoing collaboration between classroom teachers and academic specialists (EC, AIG, EL) will occur using a backwards design approach that provides a variety of activities designed to meet individual student needs within a learning unit. Overall black student proficiency will increase from 27.4% to 40%. Overall LEP student proficiency will increase from 34.3% to 50%. Overall students with disabilities proficiency will increase from 14.1% to 25% by 06/30/2021.

Current Actions:	Assigned to:	Target Date:
EC teachers will design a service schedule that addresses both decoding and comprehension deficits based on student data.	Kim Walls	06/05/2020
Fifth grade teachers and EL teachers will use vocabulary strategies from One Stop Word Shop daily during science instruction to reinforce science vocabulary.	Kirsitin Richardson	06/05/2020
All black students will be involved in a mentoring program to reinforce student learning goals and other needs as appropriate.	Julie Brady	06/05/2020
Every third through fifth grade black student will be invited to an after school club and/or tutoring group based on student need and interest.	Steve Watson	06/05/2020
Rising kindergarten, first, second and third black students will receive summer reading materials.	Emily Bradshaw	06/05/2020

GOAL 2: Decrease student office referrals by ten percent each quarter based on the previous quarter's discipline data

Student Success Indicator:

A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

Target date for Implementation: 06/20/2020

Definition of Successful Implementation:

All teachers will employ effective classroom practices. These routines and practices will be taught and reinforced quarterly. Students will be able to recite the school-wide expectations and/or Mustang Pledge when asked. Office Discipline Referrals will decrease by 10% each quarter based on the previous quarter's discipline data. Teachers will consistently hold students accountable for following school-wide expectations and recognize positive choices. There will be a plan in place for students who need tier 2 and tier 3 interventions.

Current Actions:	Assigned to:	Target Date:
Tier 3 interventions will be in place for students needing this level of support. Instructional staff will know how to access the resources and will implement strategies with fidelity.	Brianne Crotts	10/25/2019
Teachers will implement specific, targeted PBIS lessons to reinforce school-wide expectations at least once a month.	Brianne Crotts	06/05/2020
Communicate regularly with parents how horsepower tickets are earned and when their students are recognized.	Julie Brady	06/05/2020
The administration will recognize the Mustangs of the Month with a monthly celebration.	Graham Groseclose	06/05/2020
Students who have at least 80% positive behavior, no office referrals and no more than 1 bus referral will attend a quarterly positive behavior celebration. At least 90% of students will have 80% positive behavior as documented through Class Dojo each quarter.	Graham Groseclose	06/05/2020

GOAL 3: Grade Level Teams will review core assessment data at least twice per quarter and make adjustments to core and intervention instruction.

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.

Target date for Implementation: <<MM/DD/YR>>

Definition of Successful Implementation:

Teachers will use assessment data to determine content (standards and skills) to be taught during the core instruction block. Teachers will utilize core assessment data to create small group learning plans as needed. Teachers will utilize small group assessment data to create individual learning plans as needed. Students will be progress monitored to determine next steps for students. These plans will be an active part of the everyday lesson planning process--a fluid and living document to guide daily instruction.

Current Actions:	Assigned to:	Target Date:
The school MTSS team will provide training for all staff members about MTSS.	Brianne Crotts	06/05/2020
The school MTSS team will lead data discussions for the school improvement team members focusing on successful instructional strategies. The team members are responsible for sharing this information with their teams.	Emily Bradshaw	06/05/2020
The school MTSS team will lead data discussions for the school improvement team members focusing on successful instructional strategies. The team members are responsible for sharing this information with their teams.	Emily Bradshaw	06/05/2020
Teachers will track student data to determine next steps for core and intervention instruction.	Emily Bradshaw	06/05/2020

GOAL 1

Increase Reading proficiency from 38% to 45%.

Increase Math proficiency from 50% to 57%.

Increase Science proficiency from 58% to 80%.

Student Success Indicator:

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

Target date for Implementation: 02/04/2020

Definition of Successful Implementation:

All students will have appropriate access and exposure to grade-level core instruction. Instructional units will be built on research-based best practice, and teachers will utilize vetted resources that have proven to increase student achievement. When fully met, this objective will be exemplified through well-planned lessons aligned to objectives, instruction with differentiation of core standards, and data that shows student growth and mastery of objectives.

Current Actions:	Assigned to:	Target Date:
Collaborative planning sessions structured weekly with a focus on all core content areas. Monday - Science/Social Studies, Tuesday - MTSS Data Discussions and Intervention Planning, Wednesday - Math, Thursday - English Language Arts. The results will yield consistency among the grade level with core standard-aligned lessons that are researched based and vetted for best instructional practices.	Chris Burian	11/26/2019
The staff will use the new Data Spreadsheets to track trends after each administered Common Formative Assessment This will lead instructional conversations to assist with the MTSS process. The rigor of the Common Assessments will be driven by core standards and grade level expectations. This will assist with our analysis of Tier 1 and the strength of Core Instruction for each grade level.	Chris Burian	12/03/2019
Administrators will provide weekly feedback on lesson plans while actively monitoring the use of vetted resources for core instruction that meets rigorous grade level standards and promotes best practice. Results will increase awareness and support for strengthening core instruction for Tier 1 of the MTSS process.	Lisa Hayes	1/21/2020

GOAL 2

Teachers will progress monitor 100% of Tier 2 and Tier 3 students on a weekly basis, track the effectiveness of interventions and monitor student rates of improvement.

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: 06/02/2020

Definition of Successful Implementation:

When fully implemented, teachers will have specific data on their students that dictates why instruction in their class is differentiated, and unfolding the way it is. The teachers will have data that stems from common assessment, universal screeners, and diagnostics that will reflect instructional decisions of grade - level core. Every student will have data that determines reading level, and diagnostics (if needed) based on skill deficits. Students will also be logged school-wide on common assessment forms with every common assessment that is aligned to objectives. Discussions will be held weekly around student achievement and next steps. Information will be recorded and logged in the school wide data room.

Current Actions:	Assigned to:	Target Date:
Istation (English Language Arts) and aimswebPlus (Math) will be administered as a school-wide universal screener and progress monitoring tool. Progress monitoring will occur with all low performing students in Tier 2 and Tier 3 of MTSS and students identified in the targeted subgroups (Students with Disabilities and Black).	Donna Cabiness	03/03/2020
Teachers will utilize the new Loflin Data Spreadsheets created for the 2019-2020 school year to identify students that are underperforming and at risk for not meeting grade level standards by the end of the year. Teachers will input data after each common assessment and state benchmark/screener to analyze multiple data points to ensure appropriate instructional adjustments are made at each tier of MTSS.	Sarah Moore	03/03/2020
Teachers will use research based interventions to provide support with Tier 2 and Tier 3 students. Interventions will be analyzed by the teacher and the MTSS team for effectiveness.	Sarah Moore	03/03/2020

GOAL 3

Teachers will hold parent conferences with 100% of students that are performing below grade level at least twice during the school year.

Student Success Indicator:

E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). (5182)

Target date for Implementation: 06/02/2020

Definition of Successful Implementation:

Parents will know the expectations for students to reach mastery of standards. They will know what level their children are currently performing and the strategies to use with them at home. Parents will have opportunities to practice these strategies and will be able to track progress of their children at home. Teachers will communicate on a regular basis through parent/teacher conferences and phone calls to keep parents engaged with the academic needs of their child. Teachers will use multiple outlets of communication (phone calls, face-to-face conferences, home visits) to connect and inform parents of academic and behavior progress, specifically making connections with underperforming subgroups and students at risk for not meeting end of year grade level expectations. The results will yield increased academic growth and achievement as a school with an increased proficiency in our Consistently Underperforming subgroups (Students with Disabilities and Black Students).

Current Actions:	Assigned to:	Target Date:
Teachers will create a parent contact log for each student to track the connections made with families. Parent contact logs will reflect relationships built with low performing students and targeted subgroups (TSI - Students with Disabilities and Black Subgroup).	Lisa Hayes	02/04/2020
Teachers will conduct frequent parent-teacher conferences to address core academic and behavior concerns with parents. In addition to providing resources on how parents can help their child at home.	Lisa Hayes	06/02/2020
Parents will be informed and vital stakeholders in the MTSS process. Teachers will hold parent conferences to inform parents of interventions being provided for their child and the progress they are making throughout the year. (TSI - Targeted subgroup - Black students that are underperforming will be a top priority in seeking a team approach between home and school to support academic progress.)	Chris Burian	06/02/2020

<p>All teachers will participate in a book study this year to support the opportunity gaps among our Students with Disabilities and Black Student Subgroups. The book, <i>Start Where You Are But Don't Stay There</i> by Richard Milner, prepares teachers for the racially diverse student populations in their classrooms and how to develop skills for successfully educating diverse student populations. The staff will collectively decide the top three strategies to implement as a school that will have the greatest impact on student achievement.</p>	<p>Lisa Hayes</p>	<p>06/02/2020</p>
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GOAL 1: Guy B. Teachey Elementary will increase both Reading and Math End-of-Grade proficiency by at least 8% in each grade (3, 4, 5); Science proficiency by at least 5% in grade 5.

Key Indicators:

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.

Target date for Implementation: 06/26/2020

Definition of Successful Implementation:

When fully implemented, all grade level teachers will:

- 1) Execute Core Success Plans for ELA and Math and evaluate the overall effectiveness of core instruction.
- 2) Execute Small Group Success Plans for ELA and Math and evaluate the overall effectiveness of intervention strategies for the targeted students.
- 3) Depending on student needs, some grade level teachers will have Individual Success Plans for ELA and/or Math and evaluate the overall effectiveness of the intervention plan for the individual student.

Current Actions:	Assigned to:	Target Date:
The MTSS team will develop and pilot a new spreadsheet system that will simplify necessary documentation and allow all grade level small groups (in one subject area) to be visible and accessible to the grade level team, administration and the MTSS team. In addition, this document will be more user-friendly for teachers to locate students in the following year in order to more-readily provide necessary interventions.	Ann Evans	06/05/2020
A new template for our grade-level data meetings (CASAs) will be implemented in order to a) maintain a more simplistic, user-friendly overview of CASA agenda and discussion and b) more readily see trends over time pertaining to tiers, data and to identify students that need targeted intervention.	Sharon Andrews	06/05/2020
Teachers will receive training, resources and ongoing coaching to support implementation of "The Next Step Forward in Word Study and Phonics", in order to support and enhance reading, phonics and word study instruction to improve core instruction for every child.	Jennifer Brumley	06/05/2020

GOAL 2: Guy B. Teachey Elementary will increase teacher capacity as evidenced by professional development surveys in which 80% of teachers indicate that professional development has improved classroom practice.

Key Indicators:

C2.01: The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

Target date for Implementation: 06/26/20

Definition of Successful Implementation:

The use of aggregated data, both performance data and classroom observation data will be utilized regularly (at least three times per year) in order to guide problem solving and decision making processes. Classroom observation data will be gathered through observations and walkthroughs. Overall school performance analysis will occur throughout the year, with school-wide data being reported out at least three times per year, at specific benchmark periods.

Current Actions:	Assigned to:	Target Date:
Student data will be analyzed throughout the year using Check-In, Istation, AIMS WebPlus, Common Formative Assessments, etc. in CASAs to make instructional decisions. Results will be shared with central office visitation team.	Ann Evans	06/05/2020
School leadership, with the assistance of the Assistant Superintendent of Curriculum and Instruction, will determine and facilitate PD, focused on best instructional practices across subject areas.	Ann Evans	06/05/2020
Teachers will attend extended planning sessions (once every six weeks) where grade levels will develop a deeper understanding of grade level content by examining standards and supporting documents, then creating assessments and lesson plans by following the “backward design model”.	Sharon Andrews	06/05/2020
The instructional facilitator will schedule personalized coaching sessions with each beginning teacher (BT) focused on planning, delivery of instruction and reflection in order to provide support and promote professional growth.	Sharon Andrews	06/05/2020

GOAL 3: Guy B. Teachey Elementary will increase proficiency in the following subgroups:

- Increase overall proficiency of Black subgroup from 62.1% to 70%
- Increase overall proficiency of Students with Disabilities subgroup from 23.6% to 30%.

Key Indicators:

C2.01: The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

Target date for Implementation: 06/26/20

Definition of Successful Implementation:

The use of aggregated data, both performance data and classroom observation data will be utilized regularly (at least three times per year) in order to guide problem solving and decision making processes. Classroom observation data will be gathered through observations and walkthroughs. Overall school performance analysis will occur at (a minimum) three times per year (beginning, middle and end of year). Grade level performance will be analyzed at specific grade level benchmarks.

Current Actions:	Assigned to:	Target Date:
Data for our Exceptional Children subgroup and Black subgroups (specifically) will be analyzed quarterly to monitor growth and to determine progress, success of interventions, and make adjustments accordingly.	Jonas Hancock	08/28/2020
Documented supports will be in place for under-performing subgroups (Black, SWD) including: trusted adults who intentionally will be fostering relationships with students, academic and social/emotional intervention groups and/or clubs/leadership roles that the student participates in. This spreadsheet will ensure that we are attending to the individual and academic needs of each of these students and will be reviewed in an ongoing manner (progress monitoring, CASA) and will be shared with the leadership team quarterly.	Kim Clodfelter	06/26/2020
Students in under-performing subgroups (Black and Students with Disabilities) will be given priority in established interventions and/or tutoring in order to increase achievement (ex. RISE, grade level tutoring).	Rhonda McHenry	06/26/2020
Guy B. Teachey Elementary staff members will participate in book study of <i>Start Where You Are, But Don't Stay There</i> by H. Richard Milner IV and accompanying equity professional development.	Ann Evans	06/26/2020

GOAL 1: To increase student achievement in reading and math proficiency across all grade levels by 10 percentage points.

Student Success Indicator A3.04

Unit pre-tests and post-tests results are reviewed by the instructional teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.

Target date for Implementation: 11/30/2020

Definition of Successful Implementation:

At full implementation, all teachers across all teams will use pre-test and post-test data to drive instructional decisions including how to differentiate the core, how to serve small groups, and what supports are needed for individual student plans. The added information about where students start and finish in their progress toward standard mastery will provide a platform for more purposeful collaboration, reflection, and sharing of strategies during grade level planning and CASA meetings. The data gathered from pre and post assessments will be vital for implementing MTSS to fidelity as it will allow for:

- 1) Improved core instruction based on students' current levels of performance around grade level standards.
- 2) Deeper analysis of the health of our core instruction based on not just proficiency, but student growth.
- 3) More informed decisions by the MTSS team about student movement between Tier 1, 2, and 3 by providing a more accurate picture of individual students' rates of progress across different standards.
- 4) Increased opportunities for enrichment focused on depth of knowledge of grade level standards.

Current Actions:	Assigned to:	Target Date:
Each grade level team will meet weekly about pre and/or post-test data to determine next steps for instruction.	Caroline Rush	12/30/19
Students will have ownership of their student data through the use of individual growth charts, data tracking sheets, and/or data notebooks based on the developmental appropriateness of each. Students will share this data at parent-teacher conferences and/or family engagement nights throughout the course of the year.	Samantha Casbarro	2/14/2020
Establish a process by which to check the fidelity of adherence to expectations for the use of pre and post-test data to support intervention and enrichment during the core support block.	School Admin Team	2/14/2020
Teachers who attended Orton-Gillingham math training will share strategies that encourage a multi-sensory approach to learning math at monthly staff meetings and via video-taped lessons.	Katy Cook	3/20/20

GOAL 2: Greater than 50% of our Black student population will demonstrate grade level proficiency in reading and math.

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.

Target date for Implementation: 6/07/2020

Definition of Successful Implementation:

Teachers will be as adept at enrichment as they are at remediation by utilizing provided resources to deliver interventions. The use of support staff, instructional assistants, and school volunteers will all be used strategically to deliver evidenced-based interventions in a timely manner. Each grade level has a set intervention block where students are grouped homogeneously by standards that in which they struggle. These groupings will always be flexible in nature and be facilitated using strategies that foster a growth mindset in every child. School administrators, teachers, and leadership teams will assess the health of the core by analyzing universal screening benchmark data as well as data from NC Check-ins. Teachers and administrators meet weekly during their Collaboration Around Student Achievement (CASA) meetings to look at student data. As a team, low-performing students are discussed and placed into small intervention groups. Students that are performing above grade level will receive acceleration from other teachers. We will be able to determine if students are challenged due to academics or other factors such as a learning disability or motivational reasons.

Current Actions:	Assigned to:	Target Date:
In order to meet the needs of our students who are below grade level, instructional support staff (EC, ESL, and Reading Specialists) will model in person or via video-taped lesson successful strategies for helping students access the core curriculum through scaffolding. Strategies will include those from ExCELL and the Academic Tool Kit strategies and will be housed in the Lindley Park shared drive.	Heather Neal	12/03/2019
Professional development will be provided to all certified teachers by the EC team, administrative team, and/or outside contractors on best practices for serving both our EC and Black student populations as they represent the subgroups with our most significant achievement gaps.	Nikki Domally	5/1/2020
All teachers will receive training on digital tools that can be used for differentiating whole group instruction and personalizing learning experiences for individual students.	Kathy Malpass	3/1/2020
All teachers will implement daily number talks in grades K-5 and examples of number talks will be maintained in a video catalog for reflection and professional development purposes.	Mallory Nye	06/08/2020

<p>All certified staff will participate in a book a book study on Start Where You Are, But Don't Stay There: Understanding Diversity, Opportunity Gaps, and Teaching in Today's Classrooms by Dr. Richard Milner in order to equip staff members with insights and skills to effectively teach our diverse school populations.</p>	<p>Stacy Dillion</p>	<p>06/08/2020</p>
<p>At risk African American male students will be paired with a male mentor that will meet with them weekly to build a relationships, check in with the student academically, and be a trusting role model.</p>	<p>Nikki Domally</p>	

GOAL 3: To provide enrichment for high achieving students in grades K-5 to support their continued growth and acceleration as evidenced by growth on EVAAS and progression on Istation and AIMSweb benchmark assessments.

Student Success Indicators A3.04 & A3.09

Unit pre-tests and post-tests results are reviewed by the instructional teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.

All teachers differentiate assignments to provide the right balance of challenge and attainability for each student.

Target date for Implementation: 11/30/2020

Definition of Successful Implementation:

A3.04: A formative assessment will continue to be used as a tool to help make instructional adjustments in real time. In order to see more purposeful differentiation, we will [\(see above\)](#)

A3.09: At full implementation, all teachers across all teams will use pre and post test data to drive instructional decisions including how to differentiate the core... [\(see above\)](#)

Current Actions:	Assigned to:	Target Date:
To increase opportunities for critical thinking for all students, students in grades K-3 will engage with lessons from the Primary Education Thinking Skills resource at least twice per month that require them to use convergent/divergent analysis and spatial reasoning.	Classroom Teachers	06/07/2021
Our school's AIG specialist will provide resources, lesson plan modifications, and specific strategies for use during core support at quarterly PD for grades K-5.	Tara Taylor	06/08/2020
Each grade level team will meet weekly about pre and/or post-test data to determine next steps for instruction.	Caroline Rush	12/30/19
Students will have ownership of their student data through the use of individual growth charts, data tracking sheets, and/or data notebooks based on the developmental appropriateness of each. Students will share this data at parent-teacher conferences and/or family engagement nights throughout the course of the year.	Samantha Casbarro	2/14/2020

GOAL 1: By June 2020, through modification of instruction, curriculum and environment, 55% of students will be proficient in reading, 80% of students will be proficient in math, and 90% of students will be proficient in science as measured by the End of Grade Assessment (3-5).

Student Success Indicator:

A3.01: Instructional Teams use student learning data to identify students in need of instructional support or enhancement.

Target date for Implementation:

06/30/2020

Definition of Successful Implementation:

Grade level teams meet weekly to examine student data and develop and modify lesson plans based upon that data. EC and EL teams meet biweekly to track student progress. All certified staff submit lesson plans for feedback from the administrative team. Weekly CASA (Collaboration Around Student Achievement) meetings include discussions of specific students, their progress, and rate of improvement. When fully implemented this will continue to happen, and Data disaggregated by specific subgroups will be included in the CASA discussions and lesson planning and modification.

Current Actions:	Assigned to:	Target Date:
Race and related services (EC, EL) indicators will be added to the CASA spreadsheet.	Shannon Daye	10/31/2019
The proficiency and data trends of students with disabilities and African American students will be discussed during CASA meetings and instructional next steps identified.	Shannon Daye	10/31/2019
Teachers will participate in professional development related to the teaching of vocabulary in order to narrow the gap of background knowledge and academic language for our students.	Chris Tuft	10/31/2019
Classroom teachers will establish ISR (Independent Sustained Reading) conference notebooks to monitor conferencing with each student in his/her class.	Chris Tuft	10/31/2019
Classroom teachers will maintain data notebooks for students to track their data.	Shannon Daye	12/31/2019
Students, selected based upon CASA and NC Check-in data, will be invited to participate in an after school EOG tutoring program to prepare for End of Grade tests.	Keisha Dawalt	3/31/2020

GOAL 2: The achievement gap between black students and all students as measured by the Grade Level Proficient composite score for All Subjects will decrease by 5 points (8.1), and the achievement gap between students with disabilities and all students will decrease by 10 points (38.2).

Student Success Indicator:

A3.10: All teachers use assessment data and match instruction and supports to individual student needs.

Target date for Implementation:

06/30/2020

Definition of Successful Implementation:

Grade level teams meet weekly to examine student data and develop and modify lesson plans based upon that data. EC and EL teams meet biweekly to track student progress. All certified staff submit lesson plans for feedback from the administrative team. Weekly CASA (Collaboration Around Student Achievement) meetings include discussions of specific students, their progress, and rate of improvement. Data will be disaggregated by subgroup and discussion of data trends, targeted interventions, and next steps will be included in the discussions.

Current Actions:	Assigned to:	Target Date:
Race and related services (EC, EL) indicators will be added to the CASA spreadsheet.	Shannon Daye	10/31/2019
During discussion of proficiency and data trends in CASA meetings, the proficiency and data trends of students with disabilities and African American students will be discussed and noted on CASA meeting minutes.	Shannon Daye	10/31/2019
School Leadership Team will monitor CASA data and decide upon relevant professional development based upon data trends.	Chris Tuft	12/31/2019
Certified staff will participate in a study of the book <u>Start Where You Are, But Don't Stay There</u> by H. Richard Milner IV	Keisha Dawalt	6/5/2020
Teachers will utilize strategies from <u>Start Where You Are, But Don't Stay There</u> in their classrooms based upon data gathered and discussed in CASA meetings.	Chris Tuft	6/5/2020

GOAL 3: By June 2020, behavior referrals for physical aggression will decrease schoolwide by 10% (24).

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.

Target date for Implementation: 06/30/2020

Definition of Successful Implementation:

A school-wide PBIS system is in place to manage student behavior. Students who require additional behavior or emotional support can be referred to the PBIS committee for Tier 2 interventions. Student social and emotional well-being is discussed in CASA meetings and referrals are made to the PBIS team and school counselor, if appropriate. Students participate in biweekly Guidance classes led by the school counselor that address emotional wellness, and are tied to needs established in CASA. The school counselor meets with students individually and in small groups as needed.

Current Actions:	Assigned to:	Target Date:
The master schedule will be adjusted so that all classes have time in the morning for a morning meeting to address social and emotional learning.	Chris Tuft	10/31/2019
Announcements will include a Question of the Day to help teachers begin the routine of morning meeting.	Chris Tuft	10/31/2019
The guidance class schedule will be adjusted so that the counselor sees each classroom every other week and has more time to meet with students individually and in small groups.	Chris Tuft	10/31/2019
An online form for counseling and PBIS referrals will be created and shared with all staff.	John Beard	10/31/2019
Balfour Buddies mentoring program will pair each student with a staff member for monthly mentoring meetings.	Krissy Ridge	11/30/2019

Annual Goal 1:

Increase the number of classrooms and teachers equipped to provide best practices, strategies and resources to support and enhance the learning of students with Autism. We will increase to 50% of our classrooms being equipped to support our autistic students.

Implementation Summary -

1. Three preschool classroom teachers will attend Foundations of Autism training provided by NCDPI.
2. The teachers who have attended the Foundations of Autism will implement the strategies in their classrooms and provide professional development during 3 monthly staff meetings to the whole staff beginning in February. .
3. The EC teacher and Preschool Coordinator will attend the 39th UNC TEACCH Autism Program Conference, which focuses on early learning strategies.
4. The staff that attends the TEACCH Autism conference will provide professional development at the November staff meeting.
5. All classrooms will implement work tasks with specific students to meet their individual needs as specified on their IEP's.

Annual Goal 2: Science

Provide high quality science instruction based on Teaching Strategies Gold science standards. 85% of students will demonstrate 2 levels of growth as measured on the Teaching Strategies Gold Assessment.

Implementation Summary - Science

1. Classroom teachers will partner with the Pollenation Station program from the NC Zoo.
2. Each classroom will receive instruction throughout the year from the NC Zoo educator consisting of Pollination talk, flower games, planting, and follow-up planting in the spring.
3. Classroom teachers will intentionally plan and implement at least multiple life cycle studies throughout the year, including but not limited to, butterflies, ladybugs, chicks, pumpkins, apples, frogs.
4. Classroom teachers will collect data on each life cycle study.
5. Teachers will conduct progress monitoring by writing observation notes and collecting samples of student work to support and drive instruction.

Annual Goal 3: Family Engagement

Increase parent involvement from 75% to 80% at 4 family literacy activities/family nights.

Implementation Summary - Family Engagement

All ECDC staff members will promote family engagement.

1. All staff will continue to implement Karen Mapps model of linking family engagement to learning.
2. Staff will conduct home visits for each family prior to the beginning of the school year.
3. ECDC will collaborate with Randolph Community College to provide "ESOL" classes for our parents/families who are learning English
4. Each teacher will conduct parent/student data talks in every classroom, in November, March and June
5. Each teacher will use SeeSaw to communicate with each family digitally.

	DATE	MEETING	TIME	LOCATION
2019-2020				
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
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
Monday	December 2	Hour of Code	5-7 p.m.	AHS Media Center
Tuesday	December 10	Superintendent's Holiday Lunch	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	Balfour Spelling Bee	1:00 p.m.	multipurpose room
Thursday	January 9	Asheboro City Board of Education meeting	7:30 p.m.	TBD
Friday	January 10	Donna Lee Loflin Spelling Bee	1:00 p.m.	multipurpose room
Tuesday	January 14	NAMS Spelling Bee	9:30 a.m.	Theater
Wednesday	January 15	Lindley Park Spelling Bee	1 p.m.	multipurpose room
Thursday	January 16	Lindley Park AFTT/Title I Night	5:30-7 p.m.	Lindley Park
Thursday	January 16	Charles McCrary Spelling Bee	1 p.m.	multipurpose room
Friday	January 17	SAMS Spelling Bee	9:00 a.m.	Media Center
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
Monday	January 27	Guy B. Teachey Spelling Bee	1:00 p.m.	multipurpose room
Thursday	January 30	Donna Lee Loflin AFTT/Title I Night	5 p.m.	Donna Lee Loflin
Friday - Sunday	Jan. 31 - Feb. 2	Winter Board Retreat		Graylyn Conference Center
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
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. Secondary @ 5:30 p.m.	Randolph Arts Guild

Thursday	March 12	Asheboro City Board of Education meeting	7:30 p.m.	TBD
Thursday	March 19	Elementary School Battle of the Books	9:30 a.m.	Donna Lee Loflin
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
Fri. - Mon.	April 3-6	NSBA Conference		Chicago
Tuesday	April 7	CWM Kindergarten Orientation	8:30 a.m. - 1 p.m. and 3-6 p.m.	CWM
Wednesday	April 8	STEAM Competition-Elementary	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. and 3-6 p.m.	LP
Tuesday	April 21	NAMS Title 1 Night/AFTT	6-8 p.m.	NAMS
Thursday	April 23	BAL Kindergarten Orientation	8:30 a.m. - 1 p.m. and 3-6 p.m.	BAL
Tuesday	April 28	GBT Kindergarten Orientation AFTERNOON SESSION	12 - 6 p.m.	GBT
Thursday	April 30	GBT Kindergarten Orientation	8:30 a.m. - 1 p.m. 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. 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
Friday	May 15	Equity Team Meeting	10:30 a.m. - 12 p.m.	Assessment Office
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., 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