

# ASHEBORO CITY BOARD OF EDUCATION

August 8, 2019

7:30 p.m.

Early Childhood Development Center

**6:00 p.m.** – Policy Committee Meeting

**6:45 p.m.** – Finance Committee Meeting

## **I. Opening**

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

## **II. Public Comments**

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

## **III. Special Recognition and Presentations**

- A. College Tours – Ms. Vanessa Brooks, Ms. Robin Harris, and Mr. Jordi Roman
- B. Points of Pride – Ms. Leigh Anna Marbert

## **IV. \*Consent Agenda**

- A. Approval of Minutes – July 11, 2019, July 17, 2019, and July 30, 2019
- B. Policies Recommended for Approval
  - Policy 6315 – Drivers
  - Policy 7100 – Recruitment and Selection of Personnel
  - Policy 7130 – Licensure
  - Policy 7730 – Employee Conflict of Interest
  - Policy 7940 – Classified Personnel: Suspension and Dismissal
- C. Personnel
- D. 2019-2020 School Fees
- E. 2019-2020 Beginning Teacher Support Plan
- F. Facility Rental Fees
- H. Salary Schedules - Substitutes

## **V. Information, Reports, and Recommendations**

- A. Policies Recommended for 30-Day Review – Dr. Drew Maerz
  - Policy 1320/3560 – Title I Parent and Family Engagement
  - Policy 3420 – Student Promotion and Accountability
  - Policy 5240 – Advertising in the Schools
- B. Read to Achieve Update – Dr. Drew Maerz and Mr. Jordi Roman
- C. Summer Academy Update – Dr. Drew Maerz and Dr. Cayce Favasuli
- D. Code of Conduct / Discipline Data – Mr. D. R. Cash
- E. Facilities Update – Mr. Ed Keller

## **VI. \*Action Items**

## **VII. Calendar of Events / Superintendent's Report**

- A. Calendar of Events – Ms. Leigh Anna Marbert
- B. Superintendent Update – Dr. Aaron Woody

**VIII. Board Operations – Chairman Kidd**

**A. Upcoming Events:**

- August 14, 2019 – 10-Month Staff Returns
- August 23, 2019 – Back to School Breakfast and Convocation
- August 26, 2019 – Students Return
- September 18, 2019 – NCSBA District 5 Meeting – Thomasville City Schools
- October 16-18, 2019 – Fall Law Conference – Asheville
- November 18 – 20, 2019 – NCSBA Annual Conference – Greensboro
- April 4 – 6, 2019 – NSBA Annual Conference – Chicago, IL

**B. School and Committee Assignments for the 2019-2020 School Year**

**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**

**August 8, 2019**

**7:30 p.m.**

**Early Childhood Development Center**

**Addendum**

**6:00 p.m. – Policy Committee Meeting**

**6:45 p.m. – Finance Committee Meeting**

**I. Opening**

**II. Public Comments**

**III. Special Recognition and Presentations**

**IV. \*Consent Agenda**

C. Personnel Addendum (added)

I. FEMA Resolution – Designation of Applicant's Agent (added)

J. Overnight Field Trip – Asheboro Zoo School FFA – October 29 - November 2, 2019,  
Indianapolis, IN (National FFA Convention) (added)

**V. Information, Reports, and Recommendation**

D. Code of Conduct / Discipline Data – Mr. D. R. Cash (Discipline Data added)

**VI. \*Action Items**

**VII. Calendar of Events / Superintendent's Report**

**VIII. Board Operations – Chairman Kidd**

**IX. Adjournment**

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

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## **Points of Pride Update**

August 8, 2019

### **BONUS Mobile Library Day: July 18**

On Thursday, July 18, Asheboro City Schools (ACS) showed support for the Randolph Public Library's Mobile Library at a special event at North Asheboro Park. At the event, students and their families had the chance to check out books from the Mobile Library and then stop by the ACS table for a snack, summer reading information, and other free giveaways.

### **Teacher Internship Program**

During the week of July 22, Asheboro City Schools had 12 teachers from across the district partner with local businesses and organizations to participate in a summer internship program. The goal of the program is to build capacity in our community, while also creating a space for teachers to recognize and understand the needs of employers when hiring our students. Teachers then take this information and, as a requirement of the program, incorporate it into a lesson they will present to students in the upcoming school year.

### **Superintendent Meet-and-Greets**

The team has worked diligently and strategically to introduce Dr. Aaron Woody, Asheboro City Schools new superintendent, to our various stakeholders within Asheboro City Schools and the greater Asheboro community. We invited our entire community to meet Dr. Woody and share feedback about ACS at two Superintendent Meet-and-Greet events at the Randolph Public Library. We created, "I Like, I Wish, I Want," cards to capture this feedback so that we could understand where we needed to focus our efforts as the school year begins. Two additional meet-and-greet events are scheduled. The next event will take place on Thursday, Aug. 15, from 4-6 p.m. at the Randolph Public Library. The final event will take place before the first home football game on Friday, Aug. 30 at Lee J. Stone Stadium.

### **AHS Band Camp**

This week students from the Asheboro High School (AHS) Marching Band are participating in the 2019 AHS Band Camp. There are approximately 200 students participating this year. The title of the 2019 show is, "The Music of Motown," which will feature 11 tunes from the Motown era. The band will play a number of hits from Stevie Wonder, the Jackson 5, and many more!

### **Meet Me at the Public Library events**

Last week we concluded our Meet Me at the Public Library events for the summer. On Tuesday, students, teachers, and families, from both our middle schools participated in reading, games, and other engagement activities at the Randolph Public Library. On Wednesday, students from Donna Lee Loflin Elementary School had the opportunity to connect with their administrators and teachers and learn more about summer reading.

### **Apprenticeship Randolph Signing Event**

This evening (August 8), students from Asheboro High School made a three-year commitment as apprentices in the Apprenticeship Randolph program. The monetary value of this program is estimated at over \$120,000, including wages, tuition, fees, and books. Apprentices exit the program with a two-year degree, an industry-recognized journeyman's certificate, and no student debt. *(Student names to be included during presentation of Points of Pride.)*

**Asheboro City Board of Education  
July 11, 2019  
Early Childhood Development Center**

**Policy Committee**

Staff members present: Carla Freemyer, Interim Superintendent, Dr. Drew Maerz, Robin Harris, D.R. Cash, and Dr. Aaron Woody

Board members present: Gwen Williams, Beth Knott, Ryan Patton, Gidget Kidd, and Phillip Cheek

Dr. Knott called the meeting to order at 6:45 p.m. and referred to Dr. Maerz who began review of the agenda.

- Policy 1320/3560 – Title I Parent and Family Engagement
  - Updated terminology throughout policy based on local decisions derived from community meetings
  - In section A, added students (when appropriate) to the audience engaged
- Policy 3420 – Student Promotion and Accountability
  - Minor language updates throughout policy
  - Section added regarding reading camp opportunities and specifications for such
  - Updated cross references
- Policy 5240 – Advertising in the Schools
  - Technical language updates throughout policy
  - Added additional criteria to prohibited advertisement and promotional activities
  - Added statement prohibiting advertising through school system website and through student e-mails
- Policy 7812 – Evaluation of Superintendent (for future consideration)
  - Provided NCSBA sample policy and current district policy to committee members to consider for future policy revisions
  - Discussed possibility of having all Board members review policies and return in the future with recommendations

Three policies will go to the Board for 30-day review in August.

With no further business, the meeting adjourned at 7:09 p.m.

**Finance Committee**

The Finance Committee convened at 7:10 p.m. in the Early Childhood Development Center. The following board members were present:

Gidget Kidd  
Phillip Cheek  
Gwen Williams

Baxter Hammer  
Gus Agudelo

Staff members present were:

Carla Freemyer

Sandra Spivey

Dr. Aaron Woody

Ms. Spivey discussed the information presented in the work session by Smith Sinnett Architecture. The bid openings for Phase II HVAC and kitchen upgrades were held on Tuesday, July 9, 2019. Only two bids were received for HVAC and two bids for the kitchen upgrades, so we were unable to open bids. The bid period will be extended for two weeks and we will reopen bids on Tuesday, July 23, 2019.

Ms. Spivey reviewed the list of School Treasurers for the 2019-2020 school year. We have new treasurers at the middle schools. Included in the consent agenda are the bank signature cards for the new treasurers.

Ms. Spivey reviewed the \*Payroll Calendar for 2019-2020.

There being no further business, the meeting adjourned at 7:20 p.m.

### **Board of Education**

Board members attending:

Gidget Kidd, Chair

Linda Cranford (arrived 7:47 p.m.)

Ryan Patton

Gwen Williams

Scott Eggleston, Attorney

Phillip Cheek, Vice Chair

Baxter Hammer

Archie Priest

Gustavo Agudelo

Dr. Beth Knott

Michael Smith

Staff members attending:

Carla Freemyer, Interim Superintendent

Dr. Cayce Favasuli

D.R. Cash

Jordi Roman

Lee Clark

Sandra Spivey

Ed Keller

Leigh Anna Marbert

Dr. Aaron Woody

Dr. Drew Maerz

Robin Harris

Holly White

Anthony Woodyard

Sarah Beth Robbins

### **Opening**

Chairwoman Kidd called the meeting to order at 7:30 p.m. and welcomed all in attendance.

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

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

### **Public Comments**

There were no requests to address the board.

### **Consent Agenda**

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

A. Board of Education Minutes – June 13, 2019

B. \*Policies:

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

C. Personnel

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Allen	Norman	CO	Bus Driver	6/20/2019
Arnold	Lindsay	LP	Kindergarten	6/28/2019
Carter	Casey	SAMS	Social Studies	6/27/2019
Rush	Laurel	GBT	1st Grade	6/19/2019
Skelly	Barbara	CO	EC Program Facilitator	7/31/2019
Ward	Vickie	CWM	3rd Grade	7/1/2019
Williams	Joseph	AHS	Mathematics	7/31/2019
Phelps	Kary	AHS	Exceptional Children	7/10/2019
Vanderwal	Chasity	GBT	4th Grade	7/11/2019

**\*B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Alley	John "Brian"	CO	Computer Technician	7/8/2019
Barnes	Joanna	AHS	CTE Special Populations (part-time; temporary)	9/16/19 - 6/30/20
Cagle	Kimberly "Faith"	AHS	Mathematics	8/14/2019
Hall	Nicholas	CO	Computer Technician	7/8/2019
Kidd	Patsy	CO	Clerical Support (part-time; temporary)	7/9/19 - 8/8/19
Kirkman	Morgan	NAMS	Exceptional Children	8/14/2019
Lawrence	Patrick	NAMS	6th Grade Social Studies	8/8/2019
Lawrence	Reid	NAMS	Exceptional Children Instructional Assistant	8/14/2019
Palmer	Mackenzie	CO	Senior Accountant	7/16/2019
Reedy	Karen	NAMS	8th Grade Science	8/14/2019
Ritter	Lora	NAMS	6th Grade Social Studies/Science	8/14/2019
Vogel	Caitlin	LP	Art	8/14/2019
Weil	Laura	NAMS	Data Manager/Treasurer	7/22/2019
Williams	Danielle	GBT	3rd Grade	8/14/2019
Clark	Stephanie	CWM	3rd Grade	8/14/2019
Hankins	Mindy	NAMS	Mathematics	8/14/2019
MacClean	Jami	LP	4th Grade	8/14/2019
Nichols	Patsy	CO	Office Support (part-time; temporary)	7/22/2019 - 12/31/2019
Scherer	Wesley	AHS	Social Studies	8/14/2019
Seabolt	Emily	GBT	1st Grade	8/14/2019

**C. TRANSFERS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Berry	Eric	DLL/SAMS to NAMS	Custodian	7/15/2019
Diaz	Adrian	NAMS to AHS	Custodian	7/15/2019
Neff	Margeaux	SAMS to AHS	Social Studies to English	8/14/2019
Clodfelter	Bryan	SAMS to AHS	ISS to LTIP	8/14/2019
Harger	Michelle	CWM to CO	5th grade to EC Program Facilitator	8/14/2019

D. \*School Treasurers 2019-2020

E. \*Payroll Calendar 2019-2020

F. \*Bank signature cards (South Asheboro Middle School / North Asheboro Middle School)

G. \*Overnight field trip – North Asheboro Middle School 8<sup>th</sup> Graders to Washington, DC, April 1-3, 2020

H. \*Budget Transfer Report

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

B. \*An update of students achieving Credit by Demonstrated Mastery (CDM) was presented by Dr. Drew Maerz. Dr. Maerz reported that during the summer, fall, and spring, 79 students tested with 31 earning credits in Spanish 1, 2, and 4. Thirty students have submitted applications for summer testing.

C. \*Summer programming updates were presented by Dr. Aaron Woody. Dr. Woody noted that students needing extra support were provided the opportunity to attend the 10-Day Summer Academy and Read to Achieve Camp. Other opportunities included: Pathways to Prosperity Camps in the areas of advanced manufacturing, health sciences, and agriculture; CTE (Career Technical Education) summer work experience; Jump Start for rising kindergarten students; PULSE Camp; and college tours.

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

**Action Items**

A. \*Course Proposals for Asheboro High School: Dr. Drew Maerz presented a request to add Honors Leadership Development and Math Lab (for Math I) to the Asheboro High School curriculum effective August 2019. Upon motion by Dr. Knott, seconded by Ms. Williams, the request was unanimously approved as presented.

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

**Points of Pride / Calendar of Events / Superintendent's Report**

A. Ms. Leigh Anna Marbert, public information officer, shared the *Points of Pride* and *Calendar of Events* noting the next Board of Education meeting will be on August 8, 2019, at the Early Childhood Development Center.

B. Carla Freemyer, interim superintendent, provided an update regarding summer planning for the 2019-2020 school year and highlighted the 2018-2019 accomplishments\*.

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

**Board Operations**



A. Chairman Kidd reviewed the following upcoming events:

- Asheboro City Schools Board of Education Meeting – August 8, 2019
- August 14, 2019 – 10-Month Staff Returns
- August 23, 2019 – Back to School Breakfast and Convocation
- August 26, 2019 – Students Return
- September 18, 2019 – NCSBA District 5 Meeting – Thomasville City Schools
- October 16-18, 2019 – Fall Law Conference – Asheville
- November 18 – 20, 2019 – NCSBA Annual Conference – Greensboro
- April 4 – 6, 2019 – NSBA Annual Conference – Chicago, IL

**Closed Session**

Under NC General Statute 143-318.11.A1, to prevent disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States, or not considered a public record within the Meaning of Chapter 132 of the General Statutes, upon motion by Mr. Agudelo, seconded by Ms. Cranford, and unanimously carried, the board approved to enter closed session to discuss personnel items at 8:12 p.m.

**Adjournment**

There being no further business, and upon motion by Mr. Hammer and seconded by Mr. Patton, the Board unanimously approved to adjourn at 10:07 p.m.

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Chair

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Secretary

**Asheboro City Board of Education**  
**July 17, 2019**  
**Special Called Meeting**

A special called meeting of the Asheboro City Board of Education was held on July 17, 2019, in the central office board room located at 1126 S. Park Street, Asheboro, North Carolina.

**Board Members Attending:**

Gidget Kidd, Chair	Phillip Cheek, Vice Chair	Gustavo Agudelo
Baxter Hammer	Joyce Harrington	Dr. Beth Knott
Ryan Patton	Archie Priest, Jr.	Michael Smith
Gwen Williams		
Scott Eggleston, Attorney		

**Staff members attending:**

Carla Freemyer, Interim Superintendent		Dr. Drew Maerz
Dr. Cayce Favasuli	Sandra Spivey	Robin Harris
Ed Keller	Ron Dixon	Holly White
Dr. Penny Crooks	Julie Brady	Candace Call
Lee Clark	Dr. Aaron Woody	Sarah Beth Robbins
Keisha Dawalt	Lisa Hayes	Ann Evans
Graham Groseclose	Vanessa Brooks	Gayle Higgs
Nikki Domally	Kelly Patton	Annette McLeod

**Opening**

Chairman Kidd called the meeting to order at 6:30 p.m. and welcomed all in attendance.

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

Upon motion by Dr. Knott, seconded by Ms. Harrington, the Board unanimously approved the meeting agenda.

**Consent Agenda**

Upon motion by Mr. Priest and seconded by Mr. Cheek, the following items under the Consent Agenda were approved:

- A. \*Personnel
- B. \* Bank Signature Cards for Asheboro City Schools
- \*A copy is made a part of these minutes.

**Closed Session**

Under NC General Statute 143-318.11.A1, to prevent disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States, or not considered a public record within the Meaning of Chapter 132 of the General Statutes, and upon motion by Ms. Harrington, seconded by Mr. Agudelo, and unanimously carried, the board approved to enter closed session to discuss the proposed superintendent's contract at 6:32 p.m.

Upon motion by Ms. Williams, seconded by Mr. Hammer, and unanimously approved, the board ended closed session at 6:40 p.m.

Upon motion by Dr. Knott, seconded by Mr. Agudelo, the Board unanimously approved to return to open session at 6:42 p.m.

### **Action Items**

Chairman Kidd reviewed the application process for the position of superintendent. Following an extensive interview process facilitated by the North Carolina School Boards Association (NCSBA) and based upon discussions and agreement by the board, Chairman Kidd nominated Dr. Aaron Woody to fill the position of superintendent of Asheboro City Schools effective July 18, 2019. The nomination was seconded by Mr. Cheek and unanimously approved.

### **Swearing In Ceremony**

Mr. Darryl Frye, chairman of the Randolph County Board of Commissioners, conducted the swearing in ceremony of Dr. Aaron M. Woody as superintendent of Asheboro City Schools.

Mr. Luke Mitchem from Congressman Mark Walker's office read a letter from Congressman Walker endorsing the appointment of Dr. Woody.

Dr. Woody expressed his appreciation to the board and noted he has great expectations of excellence for Asheboro City Schools and looks forward to working with the staff to help all students reach their full potential.

### **Adjournment**

There being no further business, and upon motion by Mr. Agudelo, seconded by Ms. Williams, the board unanimously approved to adjourn at 6:57 p.m.

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Chair

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Secretary

**Asheboro City Board of Education**  
**July 30, 2019**  
**Special Called Meeting**

A special called meeting of the Asheboro City Board of Education was held on July 30, 2019, in the central office board room located at 1126 S. Park Street, Asheboro, North Carolina.

**Board Members Attending:**

Phillip Cheek, Vice Chair	Gustavo Agudelo	Linda Cranford
Dr. Beth Knott	Ryan Patton	Michael Smith
Baxter Hammer (joined by conference call)		
Scott Eggleston, Attorney		

**Staff members attending:**

Dr. Aaron Woody, Superintendent		Dr. Drew Maerz
Sandra Spivey	Carla Freemyer	Anthony Woodyard
Ed Keller	Jordi Roman	Kristen Wright
Leigh Anna Marbert		

Ms. Rhonda Angerio, Architect with Smith Sinnet Architecture, joined by conference call.

**Opening**

Vice Chairman Cheek called the meeting to order at 5:30 p.m. and welcomed all in attendance.

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

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

**Consent Agenda**

Upon motion by Dr. Knott and seconded by Mr. Patton, the following items under the Consent Agenda were approved:

**A. Personnel:**

**I. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Bruchon	Staci	BAL	Kindergarten	7/22/2019
Gomez	Carlos	AHS	Instructional Facilitator	7/24/2019
Jones	Alisha	BAL	Kindergarten	7/17/2019
Peters	Katherine	SAMS	Science	7/22/2019
Rodriguez	Claudia	NAMS	Mathematics	7/24/2019
Walters	Shea	DLL	Exceptional Children	8/23/2019

## II. APPOINTMENTS

LAST	FIRST	SCH	SUBJECT	EFFECTIVE
Brown	Olivia	GBT	1st Grade	8/14/2019
Currie	Zacharii	SAMS	English Language Arts	8/14/2019
Day	Shannon	BAL	Instructional Facilitator	8/14/2019
Hagood	Dustin	SAMS	Social Studies	8/14/2019
Hall	Carle	AHS	JROTC (part-time)	8/1/2019 - 1/23/2020
Hoffman	Kimberly	AHS	Marketing	8/8/2019
Jordan	Tameka	SAMS	Science	8/14/2019
Kearns	Julie	AHS	Instructional Assistant - LTIP	8/14/2019
McLean	Robin	AHS	Instructional Assistant - Exceptional Children	8/14/2019
Smith	Cheron	CO	Exceptional Children Program Facilitator	8/14/2019

## III. TRANSFERS

LAST	FIRST	SCH	SUBJECT	EFFECTIVE
Smith	Carey	GBT to SAMS	1st Grade to Social Studies	8/14/2019

### Action Items

- A. Sandra Spivey, Finance Officer, reviewed the Phase II HVAC and Kitchen Upgrades Project Budget as follows:

<u>Revenues</u>	<u>Amount</u>
County of Randolph Appropriation	<u>\$2,500,000</u>
Total Revenues	<u>\$2,500,000</u>
<u>Expenses</u>	<u>Amount</u>
Building & Site Construction Package – Kitchen Upgrades CW and LP	\$1,450,815
Building & Site Construction Package – HVAC SAMS and NAMS	629,200
Architect & Engineering	282,830
HVAC AHS original gym	<u>137,155</u>
<b>Total Phase II HVAC and Kitchen Upgrades Project Budget</b>	<b>\$2,500,000</b>

Ms. Spivey noted the scheduled HVAC system installation for the original Asheboro High School gym in Phase II will be incorporated in the Phase III renovations. She noted the quality and efficiency of installing a hydronic system as opposed to a traditional refrigerant system will be more cost effective in the long run and ensure continuity of systems used throughout the Asheboro High School building.

Following open discussion and upon motion by Mr. Agudelo, seconded by Mr. Smith, the board unanimously approved the Phase II Project Budget as presented.

\*Copy of the project budget is made a part of these minutes.

- B. Phase II Project Recommendation: Ms. Spivey reported that bids were received and reviewed for the (1) kitchen upgrades at Charles W. McCrary Elementary School and Lindley Park Elementary School and (2) HVAC systems for the South Asheboro Middle School and North Asheboro Middle School

gymnasiums. After a review of the three bids received for each project, Ms. Spivey recommended Bar Construction Company, Inc. to perform the kitchen renovations and Garanco, Inc. to perform the HVAC projects. Upon motion by Mr. Smith, seconded by Ms. Cranford, the Board unanimously approved for Asheboro City Schools to enter into contract negotiations with the recommended companies.

\*Copies of the bid tabulations are made a part of these minutes.

There being no further business and upon motion by Dr. Knott, seconded by Mr. Agudelo, and unanimously approved, the meeting was adjourned at 5:46 p.m.

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Vice Chair

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Secretary

# Policies For Approval

Safety is of paramount concern in providing student transportation services. Consistent with the board's goals for student safety, all drivers involved in transporting students must comply with the following board requirements.

**A. SCHOOL BUS AND ACTIVITY BUS DRIVERS**

School bus and activity bus drivers must:

1. possess required licenses and all other qualifications required by law;
2. undergo and follow all training required by law governing school bus and activity bus passenger safety
3. not operate a school or activity bus on a public street, highway or public vehicular area while using a mobile telephone or related technology (i.e. hands-free technology such as Bluetooth) while the bus is in motion, unless such use is for the sole purpose of communicating in an emergency situation;
4. use the North Carolina crossing signal required by the State Board of Education to communicate to students when it is safe to cross the street to board the bus and when it is safe to cross the street after exiting the bus
5. report to the principal any misconduct that is in violation of any of the student behavior policies in the 4300 series or school rules;
6. use reasonable judgment in the operation of the buses;
7. make reasonable efforts to maintain good order of the students being transported;
8. not permit any person to ride who is not assigned to the bus or has not received express permission of the principal or other designated official;
9. promptly report to the principal or other designated official any defect or other concern regarding the safety of the school bus, activity bus or other vehicle operated by the school system; and
10. report to the principal or other designated official by the next work day any moving violation citations received while operating any motor vehicle, whether on or off duty.

**B. OTHER DRIVERS**

Other drivers, including volunteer drivers, must:



1. possess required licenses and all other qualifications required by law;
2. report to the principal by the next working day any moving violation citations received while operating any motor vehicle, whether on or off duty; and
3. carry insurance if operating a privately owned vehicle.

If the board requires a school social worker to increase his or her private automobile liability coverage and/or to add a business use rider in order to transport students in his or her private vehicle, the social worker will be reimbursed for the additional premium charged and/or for the increased liability limits of the added rider.

The superintendent or designee shall make copies of this policy and other related policies available to drivers.

Legal References: G.S. 20-7(f)(2), -137.4, -218; 115C-47(25a), -241, -242, -244 to -246, -248, -251, -317.1; State Board of Education Policies TRAN-006, TRAN -010; *North Carolina School Bus Drivers Handbook*, Department of Transportation, Division of Motor Vehicles, available at <https://www.ncdot.gov/dmv/license-id/driver-licenses/new-drivers/Documents/School%20Bus%20Handbook.pdf>

Cross References: Student Behavior Policies (4300 series), Drug and Alcohol Testing of Commercial Motor Vehicle Operators (policy 7241), Insurance (policy 8340)

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

Revised: January 11, 2007, January 10, 2008, May 10, 2012, January 21, 2016, September 14, 2017

## **RECRUITMENT AND SELECTION OF PERSONNEL**

*Policy Code:*

**7100**

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### **A. GENERAL PRINCIPLES**

It is the policy of the board to provide all applicants for employment with equal employment opportunities and to provide current employees with training, compensation, promotion, and other benefits of employment without regard to race, color, religion, national origin, military affiliation, genetic information, sex, age, or disability, except when sex, age, or physical requirements are essential occupational qualifications. All candidates will be evaluated on their merits and qualifications for positions. All employment decisions will be consistent with the board's objective of providing students with the opportunity to receive a sound basic education, as required by state law.

The board also is committed to diversity throughout the programs and practices of the school system. To further this goal, the recruitment and employment program should be designed to encourage a diverse pool of qualified applicants.

### **B. RECRUITMENT**

Recruitment for a specific vacancy will be undertaken only after the need and qualifications for the position are established and proper authorization is obtained.

All vacancies must be adequately publicized within the school system so that employees will be informed of opportunities for promotion or transfer to new jobs; however, the superintendent or designee may forgo publicizing a vacancy if the position will be filled through a lateral assignment, reassignment, or promotion of a current employee or if exigent circumstances necessitate that the position be filled immediately. Vacancies also may be publicized externally to attract qualified applicants.

### **C. CRIMINAL HISTORY**

Except as otherwise provided in Section D of this policy, applicants must notify the human resources department immediately if they are arrested, charged with, or convicted of a criminal offense (including entering a plea of guilty or *nolo contendere*) other than a minor traffic violation (i.e., speeding, parking, or a lesser violation). Notice must be in writing, must include all pertinent facts, and must be delivered to the human resources department no later than the next scheduled business day following the arrest, charge, or conviction, unless the applicant is hospitalized or incarcerated, in which case the applicant must report the alleged violation within 24 hours after his or her release. Upon judicial action in the matter, the applicant must report the disposition and pertinent facts in writing to human resources no later than the next business day following adjudication.

A criminal history check and a check of sex offender registries must be conducted on all final candidates for employment with the school system. Criminal history checks must be

conducted in accordance with state law and any procedures established by the superintendent. School officials shall not require candidates to disclose expunged arrests, charges, or convictions and shall not ask candidates to voluntarily disclose such information without first advising that disclosure is not required. The superintendent or designee shall report to the State Board of Education any licensed individual who is found to have a criminal history, as required by State Board policy. Special requirements are described in Section D of this policy for criminal history checks of candidates for certain positions working with pre-school children or working in afterschool or developmental day programs.

A final candidate for employment or for hiring as an independent contractor will be excluded from hiring on the basis of criminal conduct only when doing so is job-related and consistent with business necessity. If a final candidate is found to have been convicted of a criminal offense, other than a minor traffic violation, the superintendent shall determine whether the individual is qualified for employment despite the criminal history by considering, among other things, whether the individual poses a threat to the safety of students or personnel or has demonstrated that he or she does not have the integrity or honesty to fulfill the duties of the position. The following factors will be considered in making this determination: (1) the nature and gravity of the offense or conduct; (2) the time that has passed since the offense or conduct and/or completion of the sentence; and (3) the nature of the job sought. Before the superintendent may exclude a final candidate based on his or her past criminal convictions, the superintendent must give the candidate the opportunity to demonstrate that the exclusion does not properly apply to him or her. The requirements of this paragraph do not apply to a child care provider who is determined to be disqualified by the Division of Child Development and Early Education on the basis of a criminal history check conducted pursuant to G.S. 110-90.2, 42 U.S.C. 9858f, and 45 C.F.R. 98.43. (See Section D of this policy).

The board has determined that every position with the school system, regardless of whether the position is located in a school or elsewhere, potentially entails contact with students, either on a regular, occasional, or emergency basis. For that reason, no individual who is a registered sex offender subject to the provisions of policy 5022, Registered Sex Offenders, will be hired for any position with the school system.

In addition, each contract executed by the board with an independent contractor or for services of independent contractors must require the contractor to check sex offender registries as specified in policy 5022, Registered Sex Offenders.

#### **D. CRIMINAL HISTORY CHECKS OF CHILD CARE PROVIDERS**

For purposes of this section, a “child care provider” is:

1. any person who works or is a final candidate seeking to work in a classroom or program licensed by the Department of Health and Human Services, Division of Child Development and Early Education (DCDEE); and

2. any person, including a volunteer, who has unsupervised contact with children enrolled in such classrooms or programs.

Before beginning initial employment or volunteer service and at least every three years thereafter, each child care provider must complete a criminal background check that meets the requirements of G.S. 110-90.2, 42 U.S.C. 9858f, and 45 C.F.R. 98.43 and present a letter issued by DCDEE indicating that the individual is qualified to have responsibility for the safety and well-being of children based on the individual's criminal history.

After September 30, 2019, no person shall (1) be employed, continue to be employed, or be permitted to volunteer as a child care provider, or to otherwise have unsupervised contact with students enrolled in a licensed classroom or program operated by the school system or (2) be counted in the staff/child ratio of such classroom or program, unless the person holds a current valid qualification letter issued by DCDEE. However, a child care provider with provisional status may be employed pending final results of the criminal background check but shall be subject to the restrictions established by 10A N.C.A.C. 09 .2703(f).

The application fee and cost of fingerprinting associated with the DCDEE criminal history check process shall be borne by the board.

A child care provider who has incurred any pending charges, indictments, or convictions (other than minor traffic offenses) since the last qualification letter was issued by DCDEE shall notify the Executive director of human resources in writing of such charges no later than the next scheduled business day following the arrest, charge, or conviction, unless the applicant is hospitalized or incarcerated, in which case the applicant must report the alleged violation within 24 hours after his or her release. The executive director of human resources shall notify DCDEE within one business day of being notified.

The superintendent or designee shall include the criminal history mandatory reporting requirement in all new employee orientation information for child care providers. The superintendent shall also be responsible for establishing effective recordkeeping methods and other processes as necessary to ensure compliance with all legal requirements pertaining to criminal history record checks of child care providers.

## **E. SELECTION**

### **1. Qualifications**

Candidates for employment must be selected based upon their likely ability to fulfill duties identified in the job description as well as performance standards established by the board. In making the determination, the following information must be considered:

- a. application;

- b. education and training;
- c. licensure and certification (when applicable);
- d. relevant experience;
- e. personal interviews; and
- f. references and/or background checks.

When several applicants for the same position are equally qualified and suitable for the position, employees within the school system will be given priority.

## 2. Nepotism

- a. For purposes of this subsection, the following definitions apply.
  - i. “Immediate family” means spouse, parent, child, brother, sister, grandparent, or grandchild. The term includes the step, half, and in-law relationships.
  - ii. “Central office staff administrator” includes principals, directors, supervisors, specialists, assistant superintendents, and superintendent.
- b. Before any immediate family of any board of education member or central office staff administrator is employed by the board or engaged in any capacity as an employee, independent contractor, or otherwise, (1) the board member or central office staff administrator must disclose the familial relationship to the board and (2) the prospective employment or engagement must be approved by the board in a duly called open session meeting.
  - i. An employee who knowingly fails to disclose a familial relationship to the board as required will be subject to disciplinary action up to and including dismissal.
  - ii. Notification by the employee to human resources will be deemed disclosure to the board. The human resources department is responsible for conveying the disclosure to the board before the board takes action on the prospective employment or engagement.
- c. When making recommendations for the selection and assignment of personnel, the superintendent shall attempt to avoid situations in which one employee occupies a position in which he or she has influence over the employment status, including hiring, salary, and promotion, of another employee who is a member of the first employee’s immediate family.

- d. No administrative or supervisory personnel may directly supervise a member of his or her immediate family.

### 3. Employment Procedures

All applicants selected for employment must be recommended by the superintendent and approved by the board. In situations in which the employee must be hired between board meetings, the superintendent is authorized to approve hiring such personnel, contingent upon approval by the board at its next scheduled board meeting.

State guidelines must be followed in selection and employment procedures. The superintendent shall develop any other procedures necessary to implement this policy.

The superintendent shall develop procedures for verifying new employees' legal status or authorization to work in the United States as required by law.

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 *et seq.*; Americans with Disabilities Act of 1990, 42 U.S.C. 12101 *et seq.*; Equal Educational Opportunities Act of 1974, 20 U.S.C. 1703; Equal Pay Act of 1963, 29 U.S.C. 206; Fair Credit Reporting Act, 15 U.S.C. 1681 *et seq.*; Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. 2000ff *et seq.*; Military Selective Service Act, 50 U.S.C. Appx. 453; Rehabilitation Act of 1973, 29 U.S.C. 794; Title VII of the Civil Rights Acts of 1964, 42 U.S.C. 2000e *et seq.*; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*; Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. 4301 *et seq.*; 8 U.S.C. 1101 *et seq.*; 42 U.S.C. 9858f; 45 C.F.R. 98.43; *Green v. Missouri Pacific Railroad* (8<sup>th</sup> Cir. 1975); *Enforcement Guidance on the Consideration of Arrest and Conviction Records in Employment Decisions Under Title VII of the Civil Rights Act of 1964*, U.S. Equal Employment Opportunity Commission (April 25, 2012), available at [http://www.eeoc.gov/laws/guidance/arrest\\_conviction.cfm](http://www.eeoc.gov/laws/guidance/arrest_conviction.cfm); G.S. 14-208.18; 15A-153; 110-90.2; 115C-12.2, -36, -47, -276(j), -332; 126-7.1(i), -16; 127A-202.1 *et seq.*; 127B-10, -12, -14; 143B-421.1, -931; *Leandro v. State*. 346 N.C. 336 (1997); 10A N.C.A.C. 09.0102, -.2701, -.2702, -.2703; 16 N.C.A.C. 6C .0313; State Board of Education Policy BENF-009; State Board of Education Regulation EVAL-017-R(1)

Cross References: Board Authority and Duties (policy 1010), Registered Sex Offenders (policy 5022)

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

Administrative Procedure: Yes

Revised: April 8, 1998, August 14, 2008, June 14, 2012, February 13, 2015, March 11, 2016, October 5, 2017, August 16, 2018

The board intends to comply fully with all licensure requirements of the Elementary and Secondary Education Act, state law, and State Board of Education policies.

**A. LICENSURE AND OTHER QUALIFICATION REQUIREMENTS**

1. Except as otherwise permitted by the State Board of Education or state law, a person employed in a professional educator position must hold at all times a valid North Carolina professional educator's license appropriate to his or her position.
2. To the extent possible, all professional teaching assignments will be in the area of the professional employee's license except as may be otherwise allowed by state and federal law and State Board policy. In addition, all professional teachers employed to teach core academic subjects must be "highly qualified" as required by the State Board of Education. Core academic subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
3. The board encourages alternative pathways into the teaching profession by skilled individuals from the private sector who meet state licensing requirements.
4. In extenuating circumstances when no other appropriately licensed professionals or persons who are eligible for a residency license are available to fill a position, the board may employ for up to one year an individual who holds a permit to teach or an emergency license to practice issued by the State Board of Education. A permit to teach or an emergency permit is not renewable.

**B. EXCEPTIONS TO LICENSURE REQUIREMENTS**

1. Adjunct CTE Instructors

An unlicensed individual who meets the adjunct hiring criteria established by the State Board of Education for a specific career and technical education (CTE) career cluster may be employed as an adjunct CTE instructor for up to 10 hours per week, provided the individual first completes preservice training and meets all other statutory requirements for serving as an adjunct instructor established by G.S. 115C-157.1.

2. Adjunct Instructors in Core Academic Subjects

In accordance with G.S. 115C-298.5, an unlicensed faculty member of a higher education institution who meets the adjunct hiring criteria established by the State Board of Education may be employed as a temporary adjunct instructor for specific core academic subjects, provided the individual first completes preservice training and meets all other statutory and State Board of Education requirements.

### 3. Interim Principals

A retired former principal or assistant principal may be employed as an interim principal for the remainder of any school year, regardless of licensure status. Return to Work After Retirement rules in the Teachers' and State Employee's Retirement System Handbook must be followed.

## C. BEGINNING TEACHER SUPPORT PROGRAM

The superintendent or designee shall develop a plan and a comprehensive program for beginning teacher support. The plan must be approved by the board and the Department of Public Instruction and kept on file for review. The plan must be aligned to the State Board of Education's beginning teacher support program standards and, when monitored, must demonstrate proficiency. The school system will also participate in implementing a regionally-based annual peer review and support system.

Teachers with fewer than three years of teaching experience will be required to participate in the Beginning Teacher Support Program.

## D. LICENSE CONVERSION

Teachers must teach three years and meet all other requirements of the State Board of Education in order to move from an initial to a continuing professional license. Licensing is a state decision and cannot be appealed at the local level. The superintendent or designee shall ensure that teachers not qualifying for continuing professional licensure are informed of the process for appealing the state decision.

## E. LICENSE RENEWAL

Licensure renewal is the responsibility of the individual, not of the school system. Any employee who allows a license to expire must have it reinstated prior to the beginning of the next school year. A teacher whose license has expired is subject to dismissal.

The school system may offer courses, workshops, and independent study activities to help school personnel meet license renewal requirements. Any renewal activity offered must be consistent with State Board of Education policy. In addition, the superintendent or designee shall develop a procedure to determine the appropriateness of any credit offered in advance of renewal activities.

Decisions regarding the employment of teachers who fail to meet the required proficiency standard for renewal of a continuing professional license will be made in accordance with state law G.S. 115C-270.30(b)(4) and applicable State Board of Education requirements. The superintendent or designee shall determine the professional development required of a teacher whose continuing license has reverted to an initial license and/or has expired due to performance issues. The superintendent or designee may authorize or direct principals to prescribe professional development to such employees in accordance with the employee's demonstrated deficiencies.



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**F. PARENTAL NOTIFICATION**

At the beginning of each school year, the school system will notify the parents or guardians of each student attending a Title I school or participating in a Title I program of their right to request the following information about qualifications of their child's teacher: whether the teacher has met NC licensing requirements for the subject or grade level they are teaching; whether the teacher has had any licensure requirements waived; whether the teacher is teaching in the field of his or her certification; and whether the child is provided services by a paraprofessional, and if so, the paraprofessional's qualifications.

The school system will give notice within 10 school days to the parents of children who, after four consecutive weeks, have been taught a core academic subject by a teacher who is not highly qualified.

**G. EQUITABLE DISTRIBUTION OF TEACHERS**

The superintendent shall assess whether low income, minority, learning disabled, and/or English learners are being taught by inexperienced, ineffective, or out-of-field teachers ~~to~~ at higher rates than students who do not fall into these categories and shall develop a plan to address any such disparities. If DPI does not require such a plan of the LEA, the superintendent is not required to develop a plan under this subsection unless he or she determines that one is needed to address inequities within the school system.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6301 *et seq.*; 34 C.F.R. 200.55-57, 200.61; G.S. 115C art. 17E; 115C-270.21, -284, -295, -298.5, -325(e)(1)(m) (applicable to career status teachers), -325.4(a)(12) (applicable to non-career status teachers), -333, -333.1; State Board of Education Policies DRIV-003, DRIV-004, EVAL-004, EVAL-023, EVAL-034, LICN-001, LICN-005, TCED-016; State Board of Education Regulations LICN-000-R(1), LICN-016-R(1), LICN-018-R(1), LICN-021-R(1); *Beginning Teacher Support Program Handbook*, available at <https://docs.google.com/document/d/1Ssiewc7pZAUaHWl33pWMFdYOkb1ZYKtIWRFU-QHRY4/edit?ts=57aa2c78#heading=h.gjdgxs>

Adopted: June 1997

Revised: January 22, 1999; December 20, 2006; June 30, 2008; September 30, 2011; March 28, 2013, September 12, 2013, June 12, 2014, June 8, 2017, February 8, 2018

Employees are expected to avoid engaging in any conduct that creates or gives the appearance to the public of creating a conflict of interest with their job responsibilities. Employees shall not engage in or have a financial interest, directly or indirectly, in any activity that conflicts with duties and responsibilities in the school system. Although conflicts of interest are not limited to those described in this policy, at a minimum employees must comply with the board directives established below. In addition, employees engaged directly or indirectly in the school system's procurement, purchasing, and/or contracting process must comply with policy 6401/9100, Ethics and the Purchasing Function.

**A. CONTRACTS WITH THE BOARD**

An employee shall not do any of the following:

1. obtain a direct benefit from a contract that he or she is involved in making or administering on behalf of the board, unless an exception is allowed pursuant to G.S. 14-234 or other law;
2. participate in the selection, award, or administration of a contract supported in whole or in part by federal funds if the employee has a real or apparent conflict of interest as described in policy 8305, Federal Grant Administration;
3. influence or attempt to influence anyone who is involved in making or administering a contract on behalf of the board when the employee will obtain a direct benefit from the contract; or
4. solicit or receive any gift, favor, reward, service or promise of reward, including a promise of future employment, in exchange for recommending, influencing or attempting to influence the award of a contract by the board.

An employee is involved in administering a contract if he or she oversees the performance of the contract or has authority to interpret or make decisions regarding the contract. An employee is involved in making a contract if he or she participates in the development of specifications or terms of the contract or participates in the preparation or award of the contract.

An employee derives a direct benefit from a contract if the employee or his or her spouse does any of the following: (1) has more than a 10 percent ownership or other interest in an entity that is a party to the contract; (2) derives any income or commission directly from the contract; or (3) acquires property under the contract. An exception is allowed for employment contracts between the board and the spouse of the superintendent if approved by the board in an open session meeting in accordance with the requirements of state law and subsection D.2 of policy 7100, Recruitment and Selection of Personnel.

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**B. MISUSE OF INFORMATION**

An employee shall not do any of the following:

1. use information, which was learned in the employee's role as an employee and which has not been made public, to acquire a financial interest or gain a financial benefit, or to intentionally help another do so; or
2. acquire or gain, or intentionally help another person to acquire or gain, a financial interest or benefit in contemplation of official action by the employee or the school system.

**C. NON-SCHOOL EMPLOYMENT**

The board recognizes that some employees may pursue additional compensation on their own time. Any such employee shall not engage in the following:

1. non-school employment that adversely affects the employee's availability or effectiveness in fulfilling job responsibilities;
2. work of any type in which the sources of information concerning customer, client or employer originate from any information obtained through the school system;
3. work of any type that materially and negatively affects the educational program of the school system;
4. any type of private business using system facilities, equipment or materials, unless prior approval is provided by the superintendent; or
5. any type of private business during school time or on school property, unless prior approval is provided by the superintendent.

The superintendent may grant prior approval for work performed under subsections C.4 and C.5 above if such work enhances the employee's professional ability or professional growth for school-related work. The superintendent may establish reporting procedures that require employees to notify the school system of any non-school employment.

Except as otherwise provided in the superintendent's contract, the superintendent is subject to the provisions of this section on non-school employment and shall seek prior approval from the board before engaging in consulting or other employment activities outside the school system. The board expects the superintendent to comply with all sections of this policy and all state and federal laws regarding conflicts of interest in his or her position as superintendent.

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**D. RECEIPT OF GIFTS**

No employee may solicit or accept any gifts from any potential or current provider of E-rate services or products in violation of federal E-rate program gifting rules.

No employee may solicit or accept trips, meals, favors, or other gifts or items of monetary value from any other person or group desiring to do or doing business with the school system, unless such gifts are of nominal value (\$50 or less) and (1) are instructional products or advertising items that are widely distributed; (2) are honorariums for participating in a meeting; (3) are meals served at a banquet; or (4) are approved for receipt by the superintendent or designee. These exceptions for gifts of nominal value do not apply to employees involved in purchasing and procurement activities, except as provided in policies 6401/9100, Ethics and the Purchasing Function, and 8305, Federal Grant Administration, and applicable state and federal law.

**E. VIOLATIONS**

The superintendent or designee shall ensure that all personnel are aware of the requirements of this policy and applicable conflict of interest laws. Any individual aware of any violation of this policy, policy 2121, Board Member Conflict of Interest, policy 6401/9100, Ethics and the Purchasing Function, the conflict of interest provisions of policy 8305, Federal Grant Administration, or applicable conflict of interest laws shall report such violation in accordance with policy 1760/7280, Prohibition Against Retaliation. Employees who violate this policy, policy 6401/9100, or the conflict of interest provisions of policy 8305, will be subject to disciplinary action.

Legal References: 2 C.F.R. 200.318(c)(1); 47 C.F.R. 54.503; FCC Sixth Report and Order 10-175; G.S. 14-234, -234.1; 133.32, -33; 115C-47(17a). -47(18); 133-32; Attorney General Opinion requested by L.W. Lamar regarding G.S. 133-32, the Applicability to Attorneys and Law Firms Providing Professional Services to Local Boards of Education, dated May 13, 1993

Cross References: Prohibition Against Retaliation (policy 1760/7280), Board Member Conflict of Interest (policy 2121), Ethics and the Purchasing Function (policy 6401/9100), Recruitment and Selection of Personnel (policy 7100), Federal Grant Administration (policy 8305)

Adopted: January 10, 2013

Revised: March 11, 2016, March 14, 2019

## **CLASSIFIED PERSONNEL: SUSPENSION AND DISMISSAL**

*Policy Code:*

**7940**

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Classified positions (i.e., those that do not require an instructional or administrative license) are critical to the effective operation of the school system. The board encourages open communication between classified employees and their supervisors. When performance problems arise, supervisors are encouraged to communicate clearly in oral or written form the nature of the deficiencies and to provide a reasonable opportunity to improve. Any written notices or reprimands will be included in the employee's central office personnel file. All employees are expected to meet job requirements and to seek clarification and guidance when needed to fulfill these requirements.

### **A. SUSPENSION**

The superintendent or designee may suspend an employee without pay as a disciplinary sanction. The superintendent shall provide written notice of the suspension without pay to the employee. This notice will be placed in the personnel file. The suspension without pay may begin immediately. An employee has 10 calendar days from the date of receiving written notice of the superintendent's decision to take the following actions: (1) request written notice of the reason(s) for the superintendent's decision and (2) request an appeal before the board of education regarding the decision to suspend without pay. If notice of the reason(s) for the suspension is requested, such notice must be provided prior to any board hearing on the decision. If an appeal is not made within this time, an appeal is deemed to be waived. An employee may appeal a suspension on the grounds that there was no rational basis for the suspension; the suspension was discriminatory, was used for harassment, or was otherwise unlawful; or board policies were not followed.

Upon receiving a request for an appeal, the chairperson may designate a panel of three board members to review the decision. The chairperson of the board or the panel may establish rules for an orderly and efficient hearing. The employee will be notified in writing of the decision of the board to uphold, reverse, or modify the superintendent's decision. An employee will receive back pay for any period of suspension without pay that is not upheld by the board.

### **B. TERMINATION**

As "at will" employees who lack contract or statutory rights in their employment, employees in classified positions may be terminated on any basis that is not discriminatory or otherwise unlawful, including inadequate performance, misconduct, failure to follow board policies, or a reduction in staff. All terminations to reduce staff will be in accordance with policy 7921, Classified Personnel Reduction. All other terminations will be made pursuant to this policy. The superintendent has the authority to terminate at-will employees. The superintendent should provide written notice to the employee and the board of the decision to terminate. An employee has 15 calendar days from the date of receiving notice of the superintendent's decision to take the following actions: (1) request

written notice of the reason(s) for the superintendent's decision and (2) request an appeal of the decision to the board of education. If notice of the reason(s) for the termination is requested, such notice must be provided prior to any board hearing on the termination. The termination is effective during the period of appeal.

Upon receiving a request to appeal the superintendent's decision to terminate, the chairperson may appoint a panel of three board members to review the decision. The employee has the burden of establishing that the termination was based on illegal discrimination or was otherwise unlawful. The superintendent may offer evidence to substantiate that the dismissal was for a reason that is not unlawful, such as prior warnings or remedial efforts.

The hearing procedures established in policy 2500, Hearings Before the Board, will be followed. The chairperson will provide written notice of the decision to the employee and the superintendent as soon as practicable after reaching a decision. The board may uphold the superintendent's decision or reinstate the employee for any reason it deems proper, so long as the board's reason is not discriminatory or otherwise unlawful.

Any employee who has been dismissed for cause will be ineligible for reemployment.

Upon inquiry from a North Carolina local board of education, charter school, or regional school as to the reason for an employee's dismissal, the superintendent or designee shall indicate if the employee's criminal history was relevant to the dismissal.

This policy is not intended to create any property rights or an implied or express contract between the board and the employee other than what is provided by law.

Legal References: 29 U.S.C. 621 *et seq.*; 29 U.S.C. 794 *et seq.*; 42 U.S.C. 1981; 42 U.S.C. 12101; G.S. 115C-45(c), -47, -332

Cross References: Hearings Before the Board (policy 2500), Classified Personnel Reduction (policy 7921), Annual Independent Audit (policy 8310)

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

Revised: May 11, 2000, January 13, 2011, February 12, 2015, February 8, 2018

**Asheboro City Schools  
Personnel Transactions  
August 8, 2019**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Mabe	Michael	SAMS	Head Custodian	12/31/2019
Trogon	Quinton	CO	Bus Driver	6/7/2019

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Allen	Timothy	NAMS	Science/Social Studies	8/8/2019
Kidd	Bethany	GBT	Kindergarten	8/8/2019

**Asheboro City Schools  
Personnel Transactions - ADDENDUM  
August 8, 2019**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Holmes	Jeremy	SAMS	Social Studies	9/5/2019

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Davis	Lydia	SAMS/AHS	Speech Language Pathologist	8/14/2019
Green*	Ilona	BAL	Third Grade	8/14/2019
Jessup	Christopher	AHS	NOVA Academy	TBD
Poole	Alyson	ECDC	Instructional Assistant	8/14/2019

**\*C. ADMINISTRATOR CONTRACTS**

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

**D. TRANSFERS**

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

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



**ASHEBORO CITY SCHOOLS  
CERTIFIED APPOINTMENTS  
August 8, 2019**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Allen, Timothy	Ohio Christian University B: Education	6-9 Social Studies 6-9 ELA 6-9 Science

Mr. Timothy Allen is recommended to teach Science and Social Studies at North Asheboro Middle School for the 2019-2020 school year. Mr. Allen is relocating to the area from Groveport, Ohio where he taught the past two years at Madison Christian School. In addition to teaching, Mr. Allen coached high school cross country and track and field. We are please for Mr. Allen to begin his North Carolina teaching experience in Asheboro City Schools. Welcome Mr. Allen!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Kidd, Bethany	University of NC – Greensboro B: Human Development and Family Studies	B-K

Ms. Bethany Kidd is recommended to teach Kindergarten at Guy B. Teachey Elementary School for the 2019-2020 school year. Ms. Kidd completed her student teaching at Archdale Elementary School during the 2018-2019 school year. Additionally, she has served as the head counselor, manager and director for the Adventures in Theatre Summer Camp for the past two years. Ms. Kidd is active on the board of the Randolph Youth Theatre Company, and RSVP Community Theatre. We are pleased to welcome Ms. Kidd to Asheboro City Schools. Welcome Ms. Kidd!

**ASHEBORO CITY SCHOOLS  
CERTIFIED APPOINTMENTS  
August 8, 2019**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Davis, Lydia C.	University of NC, Greensboro M: Speech-Language Pathology B: Sociology	Speech-Language Pathology

Ms. Lydia Davis is recommended to serve as Speech Language Pathologist at Asheboro High School and South Asheboro Middle School for the 2019-2020 school year. Ms. Davis joins Asheboro City Schools having completed her clinical training at Salemtowne Rehabilitation in Winston-Salem, along with clinical experience at General Greene Elementary School in Greensboro. She is a member of the North Carolina Speech Language Hearing Association, and served as a volunteer for this organization. Ms. Davis is excited to begin her career with Asheboro City Schools. Welcome Ms. Davis!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Green, Ilona L.	Guilford College B: Criminal Justice Greensboro College Teacher Licensure Certification Program	K-6

Ms. Ilona Green is recommended to teach Third Grade at Balfour Elementary School for the 2019-2020 school year. Ms. Green has taught the past six years at Westmoore School in Seagrove, teaching in grades 1, 3 and 5. Previously Ms. Green served four years as an Instructional Assistant at Lindley Park and completed her student teaching at Charles W. McCrary Elementary School. We are pleased to welcome Ms. Green back to Asheboro City Schools. Welcome Ms. Green!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Jessup, Christopher	Greensboro College B: History/Secondary Education	9-12 History

Mr. Christopher Jessup is recommended to teach in the NOVA Academy at Asheboro High School for the coming school year. Mr. Jessup is a veteran educator coming to Asheboro City Schools from Lexington Senior High School. Previously he taught at the Triad Math and Science Academy. Over his career, he has served as a department chair, mentor teacher, and leadership team member. Mr. Jessup is excited to join the staff at Asheboro High School. Welcome Mr. Jessup!

**ASHEBORO CITY SCHOOLS  
ADMINISTRATIVE APPOINTMENTS  
August 8, 2019**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Rich, Wendy	UNC-Greensboro B: Intermediate Education M: Curriculum and Instruction D: Curriculum and Instruction	K-6 English Language Arts Mathematics

Dr. Wendy Rich is recommended to serve Asheboro City Schools as the Assistant Superintendent of Curriculum and Instruction. Dr. Rich is a veteran educator who spent 13 years with Asheboro City Schools, serving as the district lead mathematics teacher before being named Director of Elementary Education in 2010. Dr. Rich is a well-respected curriculum leader, author of several academic articles and numerous presentations across the state. She is a strong professional development leader, coaching and developing teachers, and played an instrumental part in developing Asheboro City Schools Teacher Leadership Academy. In 2015 she earned the distinguished W.W. Rankin Memorial Award for Excellence in Mathematics Education, presented by NCCTM. Dr. Rich also served as the president of NCCTM, 2009-2011. We are pleased to welcome Dr. Rich back to Asheboro City Schools. Welcome Dr. Rich!

[illegible]

[illegible]



## **2019-2020 Beginning Teacher Support Program Plan**

### **State Board of Education Policy: TCED – 016**

#### **Introduction:**

In accordance with NC State Board of Education Policy TCED – 016, Asheboro City Schools Beginning Teacher Support Program (BTSP) provides for: new teacher orientation accompanied by a three-year induction period; beginning teacher assignment within the area of licensure supported by a trained mentor; annual Professional Development Plan (PDP) designed to help each beginning teacher to grow in the profession; attention to the NC Teacher Working Conditions Survey; training in the NC Professional Teaching Standards and the NC Educator Evaluation System; and an annual evaluation of the Beginning Teacher Support Program.

Asheboro City Schools Beginning Teacher Support Program is aligned with the North Carolina Beginning Teacher Support Program Standards:

Standard 1 – Systematic Support for High Quality Induction Programs

Standard 2 – Mentor Selection, Development, and Support

Standard 3 – Mentoring for Instructional Excellence

Standard 4 – Beginning Teacher Professional Development

Standard 5 – Formative Assessment of Candidates and Programs

#### **Describe adequate provisions for efficient management of the program.**

The Assistant Superintendent of Curriculum and Instruction, in partnership with the Executive Director of Human Resources, will oversee the efficient management of the program for beginning teachers, including documentation to verify Beginning Teachers attend orientation, along with other district meetings. Human Resources staff will work together to verify the status of incoming teachers with fewer than three years of experience to participate in the BTSP and ensure their teaching assignment is in the correct area of licensure. Beginning teachers will be supported through the licensure process as well as in developing their teaching skills related to curriculum, instruction and assessment. Human Resources staff will collect and submit Beginning Teacher data through the State of the Teaching Profession Report.

Student Services personnel, administrators, and curriculum-instructional specialists are not required to participate in the Beginning Teacher Support Program.

**Designate, at the local level, an official to verify eligibility of beginning teachers for a continuing license.**

The Executive Director of Human Resources will serve as the official who will verify eligibility of beginning teachers for a continuing license. Processes are in place to monitor and support Beginning Teachers to successfully meet all North Carolina State Board of Education testing requirements. This will also include collaboration with each building level principal as they supervise and evaluate beginning teachers who teach at their individual schools. Verification of mentor support and completion of professional development requirements is included in this process.

Once a continuing license is earned in one area, additional teaching areas do not require a BTSP experience.

**Provide for a formal orientation for beginning teachers which includes a description of available services, training opportunities, the teacher evaluation process, and the process for achieving a continuing license.**

As part of the induction process, each beginning teacher is provided a system orientation with the Executive Director of Human Resources to learn about State and Local Board mission, goals and policy, benefits, and ACS system procedures. Additionally, the procedure for converting an Initial Teaching License to a Continuing Teaching License is provided, which includes beginning teachers complete all coursework, pass all NCSBE approved exams, and complete three years of teaching. As part of the orientation, new teachers complete a survey identifying which tests they have passed and/or need to pass. This information is used to follow-up with teachers throughout their first year to ensure teachers meet the minimum criteria for licensure. Asheboro City Schools new teacher orientation includes: information about available support services such as the mentor program, professional development for beginning teachers, and other pertinent information to help them be successful in their new role as a teacher. The teachers are also introduced to the NC Educator Effectiveness system (NCEES). Once at the school site, the principal and mentor continue this orientation by providing more in-depth information about the NC Teacher Evaluation process and other topics specific to the school.

Prior to the opening of school each year, a Beginning Teacher Orientation is required for all first-year teachers. During this three-day orientation, beginning teachers are given an opportunity to network, meet district personnel, and meet other instructional support staff. They are also given access to electronic and hard copy resources that contain information about the school system and helpful information for beginning teachers including a copy of the BTSP plan upon board approval. Materials are provided to the teachers throughout the year which they may add to this resource guide. Topics covered during the three orientation days include

- ACS and SBE missions, goals and system services and policies
- proactive and positive classroom management
- instructional and technology support
- NC Professional Teaching Standards and NC Evaluation Process
- NC Standard Course of Study, local pacing guides, and curriculum frameworks
- learning about exceptional children laws and procedures, including appropriate

- use of seclusion and restraint of students
- reviewing research-based educational best practices
- reviewing required working conditions guidelines of:
  - mentor assigned early and in close proximity
  - limited preparations
  - limited non-instructional duties
  - limited number of exceptional or difficult students
  - no extra-curricular assignments unless requested in writing by the BT

Residency licensed teachers may complete Effective Teacher Training or participate in a more extensive orientation with a member of the Instructional Support team in collaboration with the Executive Director of Human Resources. If the extended orientation is selected, before beginning in the classroom, residency licensed teachers must spend a minimum of five full days completing specific requirements they record and submit to Human Resources, with the remaining five days completed during the school year which may include face-to-face sessions and online modules to support the induction requirements. In addition to the required information covered in New Teacher Orientation, the residency license teacher orientation may include observing other teachers; meeting with administrators or other school staff, and their mentor; reviewing school and system policies.

**Address compliance with the optimum working conditions for beginning teachers identified by the State Board of Education.**

We believe all beginning teachers in Asheboro City Schools will have the opportunity to develop into outstanding teachers. With this in mind, the following working conditions will be implemented in every situation to the extent possible.

- Assignment in the area of licensure;
- Lead Mentor assigned at each school;
- Buddy teacher assigned as determined by the principal, in the licensure area, and in close proximity;
- Orientation that includes state, district, and school expectations;
- Limited preparations;
- Limited non-instructional duties;
- Limited number of students with identified challenges; and
- No extracurricular assignments unless requested in writing by the beginning teacher.

**Address compliance with the mentor selection, assignment, and training guidelines identified by the State Board of Education.**

Asheboro City Schools will continuously improve practices associated with Standard 2: Mentor Selection, Development and Support of the NC Standards for Beginning Teacher Support Programs. The areas for focus include:

- Time,
- Instructional Focus, and
- Issues of Diversity (race, ethnicity, gender, religion, and other aspects of culture).



Prospective mentors must complete an application (including job description review) and be recommended by their principal, meet or exceed the minimum mentor qualifications as outlined in State Board policy, and complete mentor training. New mentors, will be trained via the NC online module entitled *21<sup>st</sup> Century Mentoring*, which provides mentors with 21<sup>st</sup> century skills, knowledge, and dispositions needed to support beginning teachers. Mentors will also be provided additional training (as needed) to advance their knowledge/skills and have opportunities to participate in periodic mentor professional development. Additional information is provided as needed on topics related to beginning teacher support.

Special attention will be given to the mentor's NCEES rating as required by North Carolina State Board of Education Policy TCED-016. As a mentor, these teachers will not be involved in evaluating their protégés. Mentors will serve as support for beginning teachers at the school level in partnership with the school Instructional Facilitator who will provide professional development specific to the beginning teacher needs at their school. The mentor's role will include orientation, logistical and emotional support, along with ongoing support and encouragement.

Specific Mentor requirements are:

- Rated at least "proficient" level on NCEES (Ratings of proficient or higher on all five standards on the most recent summative evaluation, or on Standards 1 and 4 on an abbreviated evaluation).
- The principal shall determine which mentor teacher best meets the needs of each new teacher and shall assign the most appropriate mentor teacher to the new teacher, with priority consideration for mentors rated as "distinguished" or "accomplished."
- If a principal determines that a teacher rated as "proficient" or a retired teacher is the most appropriate mentor for a new teacher, the principal shall maintain records of the reasons for that determination.
- The most recent available evaluation data will be used for teachers who lack an evaluation from the prior year. Teachers without evaluation data for two or more consecutive years shall not serve as mentor teachers.
- Any teacher who is assigned to be a mentor to a BT must meet eligibility requirements in the year of the assignment. No mentor whose evaluation falls below the "proficient" level may continue to serve as a mentor to a BT, regardless of existing mentor-mentee relationships.
- Mentor selection criteria include input from a variety of stakeholder groups.
- Mentors support beginning teacher orientation and provide logistical and emotional support.
- Mentors provide ongoing support and encouragement for the beginning teacher.
- Mentors receive ongoing training to advance their knowledge and skills.
- Mentors have opportunities to participate in professional learning communities of mentoring practice.
- Asheboro City Schools chooses not to use retired mentors or mentors from other schools.

**Provide for the involvement of the principal or the principal's designee in supporting the beginning teachers.**

A specific date will be designated for principals and their designees to provide an onsite school-based orientation. This introductory session will lay the groundwork for future continued, ongoing support for the beginning teacher. The mentor will also provide support along with the principal. Mentors will provide support each month to ensure the success of the beginning teacher. Mentors at each school, in collaboration with the Instructional Facilitator, will provide regular differentiated Professional Development for beginning teachers.

**Provide for a minimum of 4 observations per year in accordance with GS115C-333, using the North Carolina Educator Evaluation System. The plan must address the appropriate spacing of observations throughout the year, and specify a date by which the annual summative evaluation is to be completed.**

The Executive Director of Human Resources will provide all building level administrators with a detailed timeline for all observations. Additionally, the Executive Director of Human Resources will carefully monitor the timeliness of each observation, the accuracy for the completion of each document for all beginning teachers as well as monitoring for evidences of support for beginning teachers. The Executive Director of Human Resources will work in close collaboration with the principal or designee to ensure all processes and procedures are consistently and correctly followed for each observation for all beginning teachers.

In compliance with the Excellent Schools Act and subsequently GS 115C-333, each beginning teacher shall be observed at least three times annually by a qualified school administrator or a designee and at least once annually by a teacher, and shall be evaluated at least once annually by a qualified school administrator. Mentors may be assigned to complete peer observations within their school as a part of the evaluation process, but they will not be assigned to observe beginning teachers, which they mentor. Each observation must last for at least one continuous period of instructional time (or a minimum of 45 minutes) and must be followed by a post-conference within ten days of the observation. All persons who observe teachers must be appropriately trained. The required observations must be appropriately spaced throughout the school year, and comply with HB1030 requirements, two observations completed in the first semester and at least one observation by a principal.

**Provide for the preparation of a Professional Development Plan (PDP) by each beginning teacher in collaboration with the principal or the principal's designee, and the mentor teacher.**

Each beginning teacher is required to develop a Professional Development Plan in collaboration with his/her principal (or the principal's designee) and mentor. The plan is to be based on the North Carolina Professional Teaching Standards, and must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills. In developing the plan, the beginning teacher, principal (or designee), and mentor should begin with an assessment of the beginning teacher's knowledge, dispositions, and performances. Throughout the year, formative assessment conferences should be held to reflect on the progress of the

beginning teacher in meeting the goals established for professional growth. The plan should be updated on an annual basis, each year of the Beginning Teacher Support Program. Professional Development Plans will be monitored and signed at each formative assessment conference during the school year by the beginning teacher, principal or designee, and mentor.

**Provide for a formal means of identifying and delivering services and technical assistance needed by beginning teachers.**

Building level administrators will provide a minimum of 4 observations per year in accordance GS115C-333, using the North Carolina Educator Evaluation System, within the timeline established by the Executive Director of Human Resources. Other informal observations will be completed consistently and frequently in order to monitor the progress of the beginning teacher in areas noted on the PDP, classroom management, and student progress. If, at any point in time, the administrator notes a need for assistance to support a beginning teacher; such assistance will be provided immediately. This assistance may be provided by the mentor and/or the Instructional Facilitator, and through professional development by one or more members of the Curriculum and Instruction team, or other departments as deemed necessary by the building administrator. Support will continue to be provided until the beginning teacher becomes successful in such area as noted needing improvement or until the building administrator feels the support is no longer necessary.

**Provide for the maintenance of a cumulative beginning teacher file that contains the PDP and evaluation report(s).**

The Assistant Superintendent of Curriculum and Instruction will partner with the Executive Director of Human Resources to ensure the maintenance of a cumulative beginning teacher file that contains all the necessary documentation for beginning teachers. Beginning Teacher personnel files are secured in the Human Resource office.

**Provide for the timely transfer of the cumulative beginning teacher file to successive employing LEAs, charter schools, or non-public institutions within the state upon the authorization of the beginning teacher.**

The Executive Director of Human Resources will provide for the timely transfer of all documents as authorized by the beginning teacher.

**Describe a plan for the systematic evaluation of the Beginning Teacher Support Program to assure program quality, effectiveness, and efficient management.**

The Teacher Working Conditions Survey will be used to evaluate the effectiveness, efficient management and the program quality of the Beginning Teacher Support Program. Additionally, an internal survey will be administered to beginning teachers and mentors annually. Feedback will also be gathered from Principals, and other teacher groups as needed.

Asheboro City Schools will participate in the BTSP monitoring cycle conducted by NCDPI and the Peer Review process within the PTEC and/or PANC Regional meetings. Based on the results of this evaluation, the Executive Director of Human Resources will revise the plan as needed.

**Document that the local board of education has adopted the LEA plan, or that the charter school or non-public institution plan has been approved by the SBE.**

Documentation of the adoption of the LEA plan by the local board of education will be noted in the Board of Education meeting minutes.

### **Conclusion**

The Asheboro City Board of Education, district administrators, building administrators and the Curriculum and Instruction team are all fully committed to ensuring and supporting beginning teachers in their success as professionals, as teacher leaders, and in their individual growth. Mentors and Instructional Facilitators will work collegially with each beginning teacher so that a professional colleague will be available to provide an individualized continuum of support and encouragement. Asheboro City Schools is committed to ensuring each beginning teacher is equipped to be a future-ready professional who prepares our students to be college and career ready.

Asheboro City Schools Beginning Teacher Support Plan, approved by the Asheboro City Board of Education on:

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Date

Submitted to Department of Public Instruction: \_\_\_\_\_  
Date

# ASHEBORO CITY SCHOOLS

## Rental of School Facilities

### Fee Schedule

Providing school facilities for community functions such as meetings of a civic, recreational, cultural and educational nature when sponsored by responsible organizations or groups is considered a desirable public service, but it is not considered a financial obligation on the part of the school system. Priority for facility use will be given to community groups whose mission is similar or complimentary to that of the school district. The following fee schedule for the use of school facilities is therefore established:

#### AUDITORIUMS

<u>Seating</u>	<u>Location</u>	<u>Full Performance Rate</u> <u>4 hours or less</u>	<u>Each Addt'l Hour</u>
1037	AHS Performing Arts Center	\$150.00	\$35.00
100	AHS Little Theater	\$ 35.00	\$10.00
188	AHS Student Lounge	\$35.00	\$10.00
200	AHS Professional Development Center/Entire Room	\$75.00	\$15.00
100	AHS Professional Development Center/ 1/2 Room	\$50.00	\$15.00
263	SAMS Theater	\$ 75.00	\$15.00
400	NAMS Theater	\$ 75.00	\$15.00
225	Annex	\$ 40.00	\$10.00
200	McCrary	\$ 50.00	\$10.00
250	Loflin	\$ 50.00	\$10.00
244	Teachey	\$ 50.00	\$10.00
230	Lindley Park	\$ 50.00	\$10.00
400	Balfour	\$ 50.00	\$10.00
	Classrooms (Limited Availability)	\$10.00	\$ 5.00

<u>Seating</u>	<u>Location</u>	<u>Rehearsal Rate</u> <u>4 hours or less</u>	<u>Each Addt'l Hour</u>
1037	AHS Performing Arts Center	\$90.00	\$15.00
100	AHS Little Theater	\$20.00	\$ 5.00
188	AHS Student Lounge	\$20.00	\$ 5.00

<u>Seating</u>	<u>Location</u>	<u>Rehearsal Rate</u> <u>4 hours or less</u>	<u>Each Add'l</u> <u>Hour</u>
263	SAMS Theater	\$45.00	\$10.00
400	NAMS Theater	\$45.00	\$10.00
225	Annex	\$25.00	\$ 6.00
200	McCrary	\$30.00	\$ 8.00
250	Loflin	\$30.00	\$ 8.00
244	Teachey	\$30.00	\$ 8.00
230	Lindley Park	\$30.00	\$ 8.00
400	Balfour	\$30.00	\$ 8.00
	Classrooms (Limited Availability)	\$10.00	\$ 5.00

Custodial Fee is \$25.00 per hour

Sound/Light Tech. & Equip. Fee for AHS Performing Arts Center is \$25.00 per hour

## ATHLETIC FACILITIES

<u>Seating</u>	<u>Location</u>	<u>Fee</u> <u>2 hours or less</u>	<u>Each Add'l</u> <u>Hour</u>
1700	AHS – not available for rental		
650	SAMS Gym	\$30.00	\$15.00
500	NAMS Gym	\$30.00	\$15.00

Custodial Fee is \$25.00 per hour

## CAFETERIAS

<u>Seating</u>	<u>Location</u>	<u>Fee</u> <u>If Kitchen</u> <u>Used</u> <u>4 hours or less</u>	<u>Each</u> <u>Add'l</u> <u>Hour</u>	<u>Fee</u> <u>Cafeteria</u> <u>Seating Area Only</u> <u>4 hours or less</u>	<u>Each</u> <u>Add'l</u> <u>Hour</u>
289	AHS	\$65.00	\$20.00	\$50.00	\$15.00
188	SAMS	\$65.00	\$20.00	\$50.00	\$15.00
250	NAMS	\$65.00	\$20.00	\$50.00	\$15.00
135	CWM	\$65.00	\$20.00	\$50.00	\$15.00
150	DLL	\$65.00	\$20.00	\$50.00	\$15.00
400	GBT (Combination)	\$65.00	\$20.00	\$50.00	\$15.00
175	LP	\$65.00	\$20.00	\$50.00	\$15.00

Custodial Fee is \$25.00 per hour

Kitchen Manager Fee for all locations is \$25.00 per hour

Revised 8/07/03

**SALARY SCHEDULE  
2019-2020**

**AFTER SCHOOL CARE**

	HOURLY SALARY
After School I	\$9.35
After School II	\$12.25
Substitute	\$9.35

**SUBSTITUTES**

(For Teachers and Instructional Assistants)

	DAILY RATE
Non-certified	\$85.00
Certified	\$103.00

# RESOLUTION DESIGNATION OF APPLICANT'S AGENT

North Carolina Division of Emergency Management

Organization Name (hereafter named Organization) Asheboro City Schools	Disaster Number: FEMA-4412-DR-NC
Applicant's State Cognizant Agency for Single Audit purposes (If Cognizant Agency is not assigned, please indicate): North Carolina Department of Public Safety	
Applicant's Fiscal Year (FY) Start Month: July Day: 1	
Applicant's Federal Employer's Identification Number 56 - 6000989	
Applicant's Federal Information Processing Standards (FIPS) Number 151 - 08396 - 00	

PRIMARY AGENT	SECONDARY AGENT
Agent's Name Kristen Wright	Agent's Name Edward Keller
Organization Asheboro City Schools	Organization Asheboro City Schools
Official Position Assistant Finance Officer	Official Position Director of Facilities and Maintenance
Mailing Address P.O. Box 1103	Mailing Address P.O. Box 1103
City, State, Zip Asheboro, NC 27204	City, State, Zip Asheboro, NC 27204
Daytime Telephone (336) 625-5104	Daytime Telephone (336) 625-5104
Facsimile Number (336) 625-9238	Facsimile Number (336) 625-0565
Pager or Cellular Number	Pager or Cellular Number

BE IT RESOLVED BY the governing body of the Organization (a public entity duly organized under the laws of the State of North Carolina) that the above-named Primary and Secondary Agents are hereby authorized to execute and file applications for federal and/or state assistance on behalf of the Organization for the purpose of obtaining certain state and federal financial assistance under the Robert T. Stafford Disaster Relief & Emergency Assistance Act, (Public Law 93-288 as amended) or as otherwise available. BE IT FURTHER RESOLVED that the above-named agents are authorized to represent and act for the Organization in all dealings with the State of North Carolina and the Federal Emergency Management Agency for all matters pertaining to such disaster assistance required by the grant agreements and the assurances printed on the reverse side hereof. BE IT FINALLY RESOLVED THAT the above-named agents are authorized to act severally. PASSED AND APPROVED this 8th day of August, 2019.

GOVERNING BODY	CERTIFYING OFFICIAL
Name and Title Yvonne Kidd, School Board Chair	Name Yvonne Kidd
Name and Title Phillip Cheek, School Board Vice Chair	Official Position Chairperson, Asheboro City School Board of Education
Name and Title Baxter Hammer, Finance Committee Chair	Daytime Telephone (336) 625-5104

CERTIFICATION
<p>I, <u>Yvonne Kidd</u>, (Name) duly appointed and <u>Chairperson</u> (Title) of the Governing Body, do hereby certify that the above is a true and correct copy of a resolution passed and approved by the Governing Body of <u>Asheboro City Schools</u> (Organization) on the <u>8th</u> day of <u>August</u>, 20<u>19</u>.</p> <p>Date: _____ Signature: _____</p>



## APPLICANT ASSURANCES

The applicant hereby assures and certifies that it will comply with the FEMA regulations, policies, guidelines and requirements including OMB's Circulars No. A-95 and A-102, and FMC 74-4, as they relate to the application, acceptance and use of Federal funds for this Federally assisted project. Also, the Applicant gives assurance and certifies with respect to and as a condition for the grant that:

1. It possesses legal authority to apply for the grant, and to finance and construct the proposed facilities; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.
2. It will comply with the provisions of: Executive Order 11988, relating to Floodplain Management and Executive Order 11990, relating to Protection of Wetlands.
3. It will have sufficient funds available to meet the non-Federal share of the cost for construction projects. Sufficient funds will be available when construction is completed to assure effective operation and maintenance of the facility for the purpose constructed.
4. It will not enter into a construction contract(s) for the project or undertake other activities until the conditions of the grant program(s) have been met.
5. It will provide and maintain competent and adequate architectural engineering supervision and inspection at the construction site to insure that the completed work conforms with the approved plans and specifications; that it will furnish progress reports and such other information as the Federal grantor agency may need.
6. It will operate and maintain the facility in accordance with the minimum standards as may be required or prescribed by the applicable Federal, State and local agencies for the maintenance and operation of such facilities.
7. It will give the grantor agency and the Comptroller General, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the grant.
8. It will require the facility to be designed to comply with the "American Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by the Physically Handicapped," Number A117.1-1961, as modified (41 CFR 101-17-7031). The applicant will be responsible for conducting inspections to insure compliance with these specifications by the contractor.
9. It will cause work on the project to be commenced within a reasonable time after receipt of notification from the approving Federal agency that funds have been approved and will see that work on the project will be prosecuted to completion with reasonable diligence.
10. It will not dispose of or encumber its title or other interests in the site and facilities during the period of Federal interest or while the Government holds bonds, whichever is the longer.
11. It agrees to comply with Section 311, P.L. 93-288 and with Title VI of the Civil Rights Act of 1964 (P.L. 83-352) and in accordance with Title VI of the Act, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measures necessary to effectuate this agreement. If any real property or structure is provided or improved with the aid of Federal financial assistance extended to the Applicant, this assurance shall obligate the Applicant, or in the case of any transfer of such property, any transferee, for the period during which the real property or structure is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits.
12. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
13. It will comply with the requirements of Title II and Title III of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of Federal and Federally assisted programs.
14. It will comply with all requirements imposed by the Federal grantor agency concerning special requirements of law, program requirements, and other administrative requirements approved in accordance with OMB Circular A-102, P.L. 93-288 as amended, and applicable Federal Regulations.
15. It will comply with the provisions of the Hatch Act which limit the political activity of employees.
16. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of State and local governments.
17. (To the best of his/her knowledge and belief) the disaster relief work described on each Federal Emergency Management Agency (FEMA) Project Application for which Federal Financial assistance is requested is eligible in accordance with the criteria contained in 44 Code of Federal Regulations, Part 206, and applicable FEMA Handbooks.
18. The emergency or disaster relief work therein described for which Federal Assistance is requested hereunder does not or will not duplicate benefits received for the same loss from another source.
19. It will (1) provide without cost to the United States all lands, easements and rights-of-way necessary for accomplishments of the approved work; (2) hold and save the United States free from damages due to the approved work or Federal funding.
20. This assurance is given in consideration of and for the purpose of obtaining any and all Federal grants, loans, reimbursements, advances, contracts, property, discounts of other Federal financial assistance extended after the date hereof to the Applicant by FEMA, that such Federal Financial assistance will be extended in reliance on the representations and agreements made in this assurance and that the United States shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the applicant, its successors, transferees, and assignees, and the person or persons whose signatures appear on the reverse as authorized to sign this assurance on behalf of the applicant.
21. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, Public Law 93-234, 87 Stat. 975, approved December 31, 1973. Section 102(a) requires, on and after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any Federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Director, Federal Emergency Management Agency as an area having special flood hazards. The phrase "Federal financial assistance" includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect Federal assistance.
22. It will comply with the insurance requirements of Section 314, PL 93-288, to obtain and maintain any other insurance as may be reasonable, adequate, and necessary to protect against further loss to any property which was replaced, restored, repaired, or constructed with this assistance.
23. It will defer funding of any projects involving flexible funding until FEMA makes a favorable environmental clearance, if this is required.
24. It will assist the Federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966, as amended, (16 U.S.C. 470), Executive Order 11593, and the Archeological and Historic Preservation Act of 1966 (16 U.S.C. 469a-1 et seq.) by (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary, to identify properties listed in or eligible for inclusion in the National Register of Historic places that are subject to adverse effects (see 36 CFR Part 800.8) by the activity, and notifying the Federal grantor agency of the existence of any such properties, and by (b) complying with all requirements established by the Federal grantor agency to avoid or mitigate adverse effects upon such properties.
25. It will, for any repairs or construction financed herewith, comply with applicable standards of safety, decency and sanitation and in conformity with applicable codes, specifications and standards; and, will evaluate the natural hazards in areas in which the proceeds of the grant or loan are to be used and take appropriate action to mitigate such hazards, including safe land use and construction practices.

## STATE ASSURANCES

The State agrees to take any necessary action within State capabilities to require compliance with these assurances and agreements by the applicant or to assume responsibility to the Federal government for any deficiencies not resolved to the satisfaction of the Regional Director.

ASHEBORO CITY SCHOOLS  
FIELD TRIP / TRANSPORTATION REQUEST

☒ Overnight Trip

**SEND TO TRANSPORTATION SUPERVISOR – CENTRAL OFFICE**

Group Making Request: Asheboro Zoo FFA Chapter School: Asheboro High School  
Destination: National FFA Convention, Indianapolis, IN Date of Trip: October 29-  
November 2  
Number of Students Involved: 6 Percent of Total Group: 100%  
Reasons for Students Not Attending: Officer team only, Personal choice, poor grades, poor attendance  
Transportation Method: ☐ Activity Bus ☐ Charter Bus ☐ Private Automobile ☒ Other: Flying  
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): \_\_\_\_\_  
Number of Drivers Needed (to be secured by the Central Office): \_\_\_\_\_  
Departure Time: 10:30 am Return Time: 6pm Round Trip Miles (estimated) 1140  
(10/29) (11/2)  
Estimated Cost to the Student: ~\$500 (Students will be able to fundraise and make payments.)  
Purpose(s) of the Field Trip: Chapter is receiving national recognition. Members will make a presentation and be interviewed by judges. Also attend sessions, workshops, and college and career expo.

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

Elizabeth Pack

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

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

Elizabeth Pack  
Sponsor (Group Responsible for Paying for the Trip)

8/7/19  
Date

Approved:

Ray Curohn  
Principal

8-7-19  
Date

Approved:

\_\_\_\_\_  
Superintendent or Designee

\_\_\_\_\_  
Date

Transportation  
Scheduled:

\_\_\_\_\_  
Transportation Supervisor

\_\_\_\_\_  
Date

Special Comments/Response: \_\_\_\_\_



#### **CONTACT**

Elizabeth Pack  
Asheboro Zoo FFA Chapter  
epack@asheboro.k12.nc.us  
336-625-6185

## **Asheboro Zoo FFA Chapter of Asheboro, NC, Named Finalist for 2019 National Premier Chapter: Building Communities Award by National FFA Organization**

**DATELINE** (August 7, 2019/National FFA Organization) -- The Asheboro Zoo FFA chapter of Asheboro, NC, has been chosen as a finalist to compete for a 2019 National Premier Chapter: Building Communities award from the National FFA Organization.

The National Chapter Award Program recognizes outstanding FFA chapters from throughout the country that actively implement the mission and strategies of the organization. These chapters improve chapter operations using the National Quality FFA Chapter Standards and a Program of Activities that emphasizes growing leaders, building communities and strengthening agriculture. Chapters are rewarded for providing educational experiences for the entire membership.

Chapters eligible to compete for the National Premier Chapter: Building Communities award are those that demonstrate competency in doing innovative things or taking traditional concepts and applying a creative twist in the Building Communities division of the chapter's Program of Activities. Ten 3-star chapters are selected as finalists for the Premier Chapter: Building Communities award and will compete through a presentation and interview process at the 2019 National FFA Convention & Expo, Oct. 30 – Nov. 2 in Indianapolis.

The FFA chapters selected to receive the Premier Chapter: Building Communities award will be announced on stage during convention.

The winning FFA chapter will receive honors made possible by corporate sponsor John Deere.

"Feeding some 9 billion people by mid-century brings with it unprecedented challenges for today's farmers," said Amy Allen, manager, national corporate contributions for John Deere. "The skills and experiences learned through the National Chapter Award Program will help meet the critical needs."

The National FFA Organization provides leadership, personal growth and career success training through agricultural education to 669,989 student members who belong to one of 8,630 local FFA chapters throughout the U.S., Puerto Rico and the U.S. Virgin Islands. The organization is also supported by 459,514 alumni members in 2,236 alumni chapters throughout the U.S.

###

#### **About National FFA Organization**

The National FFA Organization is a national youth organization of 669,989 student members as part of 8,630 local FFA chapters in all 50 states, Puerto Rico and the U.S. Virgin Islands. The organization is supported by 459,514 alumni members in 2,236 local FFA Alumni chapters throughout the U.S. The FFA mission is to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. For more, visit the National FFA Organization online at [FFA.org](http://FFA.org) and on Facebook, Twitter and [official news page](#) of the National FFA Organization.

#### **About National FFA Foundation**

The National FFA Foundation builds partnerships with industry, education, government, other foundations and individuals to secure financial resources that recognize FFA member achievements, develop student leaders and support the future of agricultural education. Governed by a 19-member board of trustees composed of educators, business leaders, individual donors and FFA Alumni, the foundation is a separately registered nonprofit organization. About 82 percent of every dollar received by the foundation supports FFA members and agricultural education opportunities. For more, visit [FFA.org/Give](http://FFA.org/Give).

## 2019 National FFA Convention Tentative Itinerary

### **Tuesday, October 29, 2019**

Fly from Greensboro to Indianapolis

Check into Hotel

Practice for Premier Chapter Presentations

### **Wednesday, October 30, 2019**

9:00am Finalist Orientation

10:30am Finalist Presentation

1:00pm Finalist Photo Session

7:00pm Opening General Session

### **Thursday, October 31, 2019**

Breakfast

8:00am Leadership Workshops, College Fair, Expo, FFA Mall

Lunch

2:00pm 2<sup>nd</sup> General Session

Tour Downtown Indianapolis, Soldiers & Sailors Monument, Indianapolis Zoo, Tour of Purdue campus.

Leadership Workshops College Fair, Expo, FFA Mall

5:30pm Awards Dinner for National Chapter Recognition

7:30pm 3<sup>rd</sup> General Session

9:00pm Study Hall/Homework Time

11:00pm Lights out

### **Friday, November 1, 2019**

Breakfast

8:00am 4<sup>th</sup> General Session

College Fair, Expo, FFA Mall, Leadership Workshops, Agriscience Fair Open House

Lunch

12:00pm 5<sup>th</sup> General Session

3:00pm 6<sup>th</sup> General Session

5:30pm Hypnotist Show

Dinner

7:00pm 7<sup>th</sup> General Session

9:00pm Study Hall/Homework Time

11:00pm Lights out

### **Saturday, November, 2019**

8:00am 8<sup>th</sup> General Session

1:30pm 9<sup>th</sup> General Session

Fly from Indianapolis to Greensboro



NATIONAL  
FFA ORGANIZATION

We just recieved  
this 8/7!

6060 FFA DRIVE  
P.O. BOX 68960  
INDIANAPOLIS, IN 46258-0960

P | 317-802-6060  
F | 317-802-6090  
FFA.ORG

## Congratulations!

Rev. July 31, 2019

Dear National Chapter Premier Chapter Finalist:

Congratulations to your chapter on **earning 3-star honors and being named a national finalist in Premier Chapter!** It is our pleasure to help you celebrate your recent accomplishments in the National Chapter Award Program. The National FFA Organization commends you for your excellence. We warmly extend an invitation to be recognized for your efforts at the 2019 National FFA Convention & Expo in Indianapolis.

Enclosed in this orientation packet, you will find all the necessary information to be successful in planning your trip to national convention including:

- Convention schedule with locations and times.
- Plaque/spur request process and deadline (Sept. 27).
- Photo and caption request and submission process (Sept. 15).
- National Chapter Banquet ticket request process and deadline (Sept. 27).
- How to get more banquet seating for the National Chapter Banquet (begins Oct. 1).
- Dietary information for the banquet (Aug. 15).
- Maps and general parking information.
- Shuttle information.
- Photo session and press release information.
- Recognition for 3-star chapters.
- Winning chapter interviews.
- Advisor recognition.
- ADA compliance process and deadline (Sept. 30).
- Sponsor information for thank you notes.
- Presentation and interview guidelines, rubric.

We look forward to seeing you in Indianapolis! If you have any questions after reviewing the enclosed information, feel free to contact [nationalchapter@ffa.org](mailto:nationalchapter@ffa.org).

Sincerely,

Celya Glowacki  
Education Specialist  
[cglowacki@ffa.org](mailto:cglowacki@ffa.org)  
317-802-4402





NATIONAL  
FFA ORGANIZATION

# National Chapter

## CONVENTION AGENDA

Wednesday, Oct. 30

9 - 9:30 a.m.

**Finalist Orientation:** Indiana Convention Center (ICC) Wabash Ballroom 3

10:30 a.m. - 4 p.m.

**Finalist Presentations & Interviews:** ICC Meeting Rooms 120-124

**Note:** Time slots are assigned in 20-minute increments. A schedule will be released on Sept. 11. All participants must remain in the holding room (Wabash Ballroom 3) at all times until escorted to their interview room at the appropriate time. Please arrive at the holding room 30 minutes prior to your scheduled time.

1-3 p.m.

**Photo Session:** ICC Wabash Ballroom 2

**Note:** Official Dress is required. Remember, only six individuals (including advisor) are allowed in the photo.

Thursday, Oct. 31

2 p.m.

**Second General Session:** Lucas Oil Stadium

Recognition of 3-star chapters and announcement of Premier Chapter winners. Two representatives and one advisor from your chapter will need to be seated in the special section for Premier Chapter, and two more representatives from your chapter will be seated with the other National Chapter Award 3-Star recipients. No additional people will be permitted to walk across the stage for any reason.

**Note:** Official Dress is required.

Winning Chapter:

The winning chapter for each national finalist category will meet with the National FFA communications team immediately after the announcement for radio and feature interviews. The chapter advisor should join the two members as they exit the stage and look for a representative from the convention and expo newsroom who will guide you to the interview area.

5:30 p.m.

**Awards Dinner including 1 & 2 Star Recognition:** JW Marriott – White River Ballroom

**Note:** Doors open at 5 p.m.

## PRIOR TO CONVENTION CHECKLIST:

### Plaque/Spur Request:

By Sept. 27, complete [this form](#) to designate whether a plaque or spur is needed for your chapter. If this is not completed by Sept. 27, a spur will be given during respective awards ceremonies

### Photos and Captions:

To assist us with your chapter's recognition on the main stage on Thursday, we request that you provide four to six high-quality action and still photos of your chapter participating in the area in which you will be recognized with captions to explain each photo. Keep in mind that these photos will also be used in the Chapter Success Guide. Specific directions are included below. Photos and captions are due via [Box.com](#) by Sept. 15. Additional details are on a later page in this packet.

### Awards Dinner:

**Reserved Banquet seating:** Two free banquet seats are available for your chapter that is being recognized as a star chapter. You must fill out [this form](#) by Sept. 27. Two additional free banquet seats are available for being a national finalist. You must email [nationalchapter@ffa.org](mailto:nationalchapter@ffa.org) to claim these additional tickets by Sept. 1. Additional seating will be available through convention registration on Oct. 1. Tickets are \$40 each

### Maps and General Parking:

Please visit [this page](#) for maps and parking information. Check back frequently as this is updated when changes are made.

### Shuttle:

There are no longer shuttles from the hotels to the Indiana Convention Center. The shuttles running from ICC to and from the Indiana State Fairgrounds will still be available.

### Photo Session and Press Release:

The photo session on Wednesday requires Official Dress. Press releases and photos will be on FFA.org after convention. Information on where to find these on FFA.org will be posted on the program site.



NATIONAL  
FFA ORGANIZATION

## National Chapter

### *General Session Recognition (3-Star Chapters and Finalists):*

The National Chapter Award Ceremony will be held in the second general session in Lucas Oil Stadium at 2 p.m. on Thursday. Two representatives from each 3-star chapter will need to be seated prior to the beginning of the session. A seating map will be provided once it is available. These two students will walk across the stage to accept your chapter's award during the session. After accepting the award, the students may return to sit with the remainder of the school in general seating. Two additional representatives and one chapter advisor will need to be seated to accept the Premier Chapter award during the session.

### *Winning Chapter Interview:*

The winning chapter for each national finalist category will meet with the National FFA communications team immediately after the announcement for radio and feature interviews. The chapter advisor should join the two members as they exit the stage and look for a representative from the convention and expo newsroom who will guide you to the interview area.

### *ADA and/or Special Accommodation Compliance:*

Any participant in need of a reasonable ADA and/or Special accommodation(s) for their participation in the National FFA National Chapter award program, should complete the online Reasonable ADA Accommodation(s) Request Form. <https://form.jotform.com/90475833186162>. This form must be received by September 30, 2019. All requests will remain confidential, and the participant will be contacted by a national FFA staff member to gather additional information and/or discuss the reasonable accommodation(s) or assistance being requested. For questions regarding the ADA Request for Accommodation Process, please email [ADARquest@ffa.org](mailto:ADARquest@ffa.org).

For requests that are submitted after the deadline, National FFA will make every attempt to review and process these requests; however, the accommodations may be limited or denied due to time constraints.

### *Dietary Needs*

Event participants with specific dietary needs or food allergies must also submit a request for a reasonable ADA accommodations, see link in ADA compliance section. If the dietary need or food allergy directly impacts the participant's ability to complete and participate in skill-based activities additional information may be required.

### *Sponsor Engagement:*

The National Chapter Award Program is sponsored by John Deere. Their financial commitment allows the National FFA Organization to present deserving chapters with this special award. It is vital to the continued success of this program that we recognize the support and encouragement of our sponsor. Hence, we kindly request you take a moment to write a thank you note to:

Ms. Amy Allen  
Manager, National Corporate Contributions  
Corporate Citizenship Center of Excellence  
1 John Deere Place  
Moline, IL 61265  
Twitter: @JohnDeere  
[www.deere.com](http://www.deere.com)

We congratulate you on your outstanding accomplishments and your commitment to FFA. Thank you for taking the time to show recognition to the sponsor of your award!



JOHN DEERE





## NATIONAL FFA ORGANIZATION

# National Chapter

### PRESENTATION AND INTERVIEW INFORMATION:

While PowerPoint is appropriate, it is not required. Remember, slides are designed to supplement your presentation – not be your presentation. Keep it simple.

- A maximum of 10 slides is allowed.
- No sound, video or hyperlinks are permitted in the presentation.
- Official Dress is required.
- Props are not permitted. Anything outside of Official Dress will be considered a prop.
- The presentation should be no more than eight minutes and should align directly to the attached rubric.
- No more than two student presenters will be permitted.

#### *Judging Schedule:*

No chapter will be in the presentation room longer than 20 minutes. If a chapter completes the presentation in less than eight minutes, their question period will not be extended. If a chapter goes over the eight minutes, the remainder of the 20 minutes will be for questions.

Set up 0-2 minutes	<ul style="list-style-type: none"><li>• Presenters enter room and time begins.</li><li>• Only one assistant may enter the room to help in setting up the presentation.</li><li>• No set up is allowed prior to the presenter's assigned time.</li></ul>
Presentation 0-8 minutes	<ul style="list-style-type: none"><li>• Handouts and props are not allowed. A media presentation within the allowed guidelines will be permitted to enhance the oral presentation. Presentations will begin after set up and the timekeeper has closed the presentation room door.</li><li>• There will be a warning at six minutes and time will be called at eight minutes.</li></ul>
Interview 0-8 minutes	<ul style="list-style-type: none"><li>• When the presentation concludes, the interview period will begin.</li><li>• The judges will be prepared to ask questions for an eight-minute period.</li><li>• At 15 minutes, the timekeeper will provide a warning to both the presenters and judges that the presentation time is about to expire.</li><li>• If the presenters are in the middle of answering a question, they will stop speaking when time is called with no penalty.</li></ul>
Cleanup 0-2 minutes	<ul style="list-style-type: none"><li>• The door to the presentation room will be opened when the timekeeper announces that time is over.</li><li>• Clean-up time shall not exceed two minutes.</li></ul>

### PRESENTATION AND INTERVIEW FREQUENTLY ASKED QUESTIONS:

*What does the interview entail? Does it provide for member presentations or is it simply question-and-answer format with a panel of judges?*

The Premier Chapter interviews are scheduled 25 minutes apart. The time allows each chapter eight minutes of presentation time plus eight minutes for the judges' questions and four minutes for setup and teardown.

It is suggested that the first part of the presentation include an introduction of the members, the chapter they represent and a brief overview of their activities. The overview should cover how the activities related to the quality standards indicated on the application and how the presentation will highlight what made the projects educational and beneficial in the MSMOE and MOE category and judges are looking for the project to be unique or innovative in the Premier Chapter category.

Judges will be given copies of your chapter's application ahead of time. Questions may be taken from the application and the presentation. Judges expect the presentation to support and enhance the written application. The leading emphasis of the presentation should not be the creativity of the presentation but the creativity and impact of the projects.

*What happens if my chapter has a CDE or another event on the day of our presentation?*

Members who have qualified to participate in more than one area of National FFA Award and Recognition Activities (CDEs, LDEs, proficiency or star finalists) must notify state staff and national program staff no later than Sept. 1. National program staff will determine if accommodations for dual participation can be arranged. In some cases, due to the published schedule for events, no accommodations will be made. In these cases, the participant will need to choose. Dual participation can information can be submitted [here](#).





## Premier Chapter Presentation and Interview Rubric

Indicator	Very strong evidence of skill is present: 5-4 points	Moderate evidence of skill is present: 3-2 points	Strong evidence of skill is not present: 1-0 points	Weight	Points Earned
A1. Explained how the activity in the specific category was tied to the quality standard.	Example activity was directly tied to the quality standard and was clearly explained.	Example activity was somewhat tied to the quality standard and was explained well.	Example activity was rarely tied to the quality standard and was not explained.	X 1	
A2. Explained how the activity was educational and innovative.	The educational value and level of innovation of the activity was thoroughly explained.	The educational value and innovation of the activity was identified but were not expanded upon.	The educational value and innovative nature of the activity was not presented.	X 2	
B1. Provided background beyond the application but relevant to the activity.	Provided ample background and knowledge relevant to the activity.	Provided some background and knowledge relevant to the activity.	Provided little background to the activity that wasn't present in the application.	X 3	
B2. Spoke knowledgeably about the activity.	Possessed a strong knowledge-base and was able to effectively articulate information regarding related facts and current issues.	Possessed a good knowledge-base and was able to, for the most part, articulate information regarding related facts and current issues.	Possessed some knowledge-base but was unable to articulate information regarding related facts and current issues.	X 1	
B3. It was clear that the chapter activity was completed by chapter members.	Throughout the presentation, it was clear the activity was completed by chapter members.	Presenters gave the impression that most of the activity was completed by members.	The activity was not member driven.	X 2	
B4. The presentation brought the specific activity in the application alive.	The presentation was lively and helped actualize the specific activity in the application.	The presentation helped bring the activity to life.	The presentation was not dynamic and did not give more information than what was presented in the application.	X 1	
B5. Presenters explained whether activity implementation processes were followed as originally planned, and, if not, why and what was learned.	Presenters thoroughly explained the activity implementation process as originally planned and also described what was learned if it did not go as planned.	Presenters could have done a better job explaining the activity implementation process as originally planned and also describing what was learned if it did not go as planned.	Presenters did not explain the activity implementation process and if it was not followed as originally planned, struggled to explain why and what was learned.	X 1	
C1. Explained how and why the activity was selected.	Presenters thoroughly explained how and why the activity was selected.	Presenters attempted to explain how and why the activity was selected.	Presenters did not describe how and why the activity was selected.	X 1	



**NATIONAL  
FFA ORGANIZATION**

# National Chapter

Premier Chapter Presentation and Interview Rubric continued

Indicator	Very strong evidence of skill is present: 5-4 points	Moderate evidence of skill is present: 3-2 points	Strong evidence of skill is not present: 1-0 points	Weight	Points Earned
C2. Conveyed how engaged and innovative students were in the activity from planning to delivery.	Presenters explained the members' level of engagement and innovation from planning to delivery.	Presenters referred to the members' level of engagement and innovation from planning to delivery, but could have been more descriptive.	Presenters did not convey a positive level of engagement and innovation from members in planning to delivery.	X 3	
D1. Interview responses went beyond the presentation's content.	Interview responses expanded on the topic beyond the presentation content.	Some interview responses expanded on the topic beyond the presentation content.	Interview responses did not expand on the topic beyond the presentation content.	X 3	
D2. Interview responses were free-flowing.	Spoke unrehearsed with comfort and ease.  Was able to speak quickly with organized thoughts and concise answers.	Spoke unrehearsed mostly with comfort and ease, but sometimes seemed nervous or unsure.  Was able to speak effectively, had to stop and think, and sometimes was off focus.	Showed nervousness or seemed unprepared when speaking unrehearsed.  Seemed to ramble or spoke before thinking.	X 1	
D3. Complete answers were given.	Complete thoughts and thorough answers were given to all questions.  Always provided details which support the point; well organized.	Complete thoughts and thorough answers were given to most questions.  Usually provided details which were supportive of the point; displayed good organizational skills.	Complete thoughts and thorough answers were rarely given. Sometimes overlooked details that could have been very beneficial to the point; lacked organization.	X 3	
D4. Presenters were knowledgeable – more than just well-prepared.	Presenters were genuinely knowledgeable about the activity.	Presenters seemed somewhat knowledgeable about the activity.	Presenters were not genuinely knowledgeable, but rather prepared for the basic presentation.	X 2	
E1. Preparation and organization was evident.	Presenters were well prepared and organized.	Presenters could have been more prepared and organized.	Presenters were not prepared or organized.	X 1	
E2. Did well with professionalism, disposition and appropriate delivery (grammar, pitch, quality, articulation, language).	<ul style="list-style-type: none"> <li>• Appropriate tone was consistent.</li> <li>• Spoke at the right pace to be clear.</li> <li>• Confident.</li> <li>• Poised and in control at all times.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate tone was usually consistent.</li> <li>• Spoke at the right pace most of the time but showed some nervousness.</li> <li>• Somewhat confident.</li> <li>• Poised and in-control most of the time, rarely lost composure.</li> </ul>	<ul style="list-style-type: none"> <li>• Had difficulty using an appropriate tone.</li> <li>• Pace was too fast; nervous.</li> <li>• Rarely displayed confidence.</li> <li>• Sometimes seemed to lose composure.</li> </ul>	X 2	
Additional co-presenter was used during presentation (Deduction)				-25	
<b>TOTAL SCORE (135 points possible)</b>					

# Policies For 30-Day Review

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

**A. DEFINITION OF PARENT AND FAMILY ENGAGEMENT**

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

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

**B. PURPOSE AND OPERATION OF TITLE I PROGRAM**

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

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

Calendar					
Aug-19					
	DATE	MEETING	TIME	LOCATION	
Tuesday	August 6	City of Asheboro National Night Out	6-8 p.m.	Throughout Asheboro	
Thursday	August 8	Apprenticeship Randolph Signing Event	6 p.m.	RCC LRC Auditorium	
Thursday	August 8	Asheboro City Board of Education meeting	7:30 p.m.	TBD	
Wednesday	August 14	First Day for Staff	All Day	All Sites	
Thursday	August 15	Superintendent Meet-and-Greet	4-6 p.m.	Randolph Public Library-Asheboro Location	
Fri	August 16	Optional Teacher Workday	All day	All sites	
Monday	August 19	Professional Development Day for Teachers	All day	All sites	
Tuesday	August 20	Professional Development Day for Teachers	All day	All sites	
Wednesday	August 21	Teacher Workday	All day	All sites	
Thursday	August 22	Teacher Workday	All day	All sites	
Friday	August 23	Teacher Workday	All day	All sites	
Friday	August 23	Convocation	8 - 11 a.m.	AHS New Gym	
Monday	August 26	First Day Back for Students	All day	All sites	
Friday	August 30	First home FB Game			
Monday	September 2	Labor Day Holiday	All day	All sites	
Thursday	September 12	Asheboro City Board of Education meeting	7:30 p.m.	TBD	
Monday	Sept. 23	GBT Title I Night	Session 1, 4:30, Pres. 5:30, Session 2, 6	GBT	
Tuesday	September 24	SAMS Title 1 Night/AFTT	TBD	TBD	
Tuesday	October 1	AHS AFTT Night	TBD	AHS	
Wednesday	October 2	LP Title I Night		LP	
Thursday	October 3	BAL Title 1 Night/AFTT	TBD	BAL	
Friday	October 4	Asheboro High School Athletic Hall of Fame Induction Ceremony		AHS New Gym	
Thursday	October 10	Asheboro City Board of Education meeting	7:30 p.m.	TBD	
Friday	October 18	AHS Homecoming Event (against Southern Guilford)	7:30 p.m.	Lee J. Stone Stadium	
Tuesday	November 5	SAMS AFTT Night	TBD	TBD	
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	
Tuesday	December 10	Superintendent's Holiday Lunch (Cabinet, Principals, Office Staff, and BOE)	11:30 - 1:30 p.m.	COBR	
Wednesday	December 11	Senior Holiday Lunch	12 -1:30 p.m.	DLL Multipurpose Room	
Thursday	December 12	Asheboro City Board of Education meeting	7:30 p.m.	TBD	
Monday	December 23	Annual Leave for teachers	All day	All sites	
Tuesday - Thursday	December 24-26	Winter Break for all staff (Christmas holiday)	All day	All sites	
Friday - Tuesday	December 27 - 31	Annual Leave for teachers	All day	All sites	
Wednesday	January 1	New Years Day holiday (2020!)	All day	All sites	
Thursday	January 9	Asheboro City Board of Education meeting	7:30 p.m.	TBD	
Thursday	January 16	CWM Spelling Bee	1 p.m.	COBR	
Monday	January 20	Dr. Martin Luther King, Jr. holiday	All day	All sites	
Tuesday	January 21	Teacher Workday	All day	All sites	
Wednesday	January 22	Professional Development Day for Teachers	All day	All sites	
Thursday	January 30	DLL AFTT Night	TBD	DLL	
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	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	
Tuesday	March 10	SAMS AFTT Night	TBD	TBD	
Thursday	March 12	Asheboro City Board of Education meeting	7:30 p.m.	TBD	
Thursday	March 19	Elementary School Battle of the Books	TBD	TBD	
Thursday	March 26	Greensboro Symphony	11 a.m.	Tanger Center for the Performing Arts	

Friday	March 27	Professional Development Day for Teachers	All day	All sites	
Tuesday	April 7	CWM Kindergarten Orientation	8:30 a.m. - 1 p.m. and 3-6 p.m.	CWM	
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	
Wednesday	April 22	BAL Kindergarten Orientation	12 - 6 p.m.	BAL	
Thursday	April 23	BAL Kindergarten Orientation	8:30 a.m. - 1 p.m. and 3-6 p.m.	BAL	
Tuesday	April 28	GBT Kindergarten Orientation	12 - 6 p.m.	GBT	
Wednesday	April 29	GBT Kindergarten Orientation	8:30 a.m. - 1 p.m. and 3-6 p.m.	GBT	
Thursday	April 30	DLL AFTT Night	TBD	DLL	
Tuesday	May 5	DLL Kindergarten Orientation	8:30 a.m. - 1 p.m. and 3-6 p.m.	DLL	
Thursday	May 14	Asheboro City Board of Education meeting	7:30 p.m.	TBD	
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	

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

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

**C. ANNUAL MEETING AND PROGRAM EVALUATION**

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

**D. PARENT AND FAMILY ENGAGEMENT EFFORTS**

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

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

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

school officials in accordance with federal law.

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

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



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

**E. NOTICE REQUIREMENTS**

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

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

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

2. System Report Card

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

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

3. Teacher Qualifications

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

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

4. Parental Rights and Opportunities for Involvement

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

**F. WEBSITE DISTRIBUTION OF INFORMATION**

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

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

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

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

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

Adopted: March 14, 2013

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

**A. PURPOSE**

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

**B. STUDENT PROMOTION STANDARDS**

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

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

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

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

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

- a. K-5 Portfolio, including writing samples

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

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

2. Grades 3-5

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

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

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

3. Grades 6-8

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

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

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

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

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

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

5. High School End of Course Tests

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

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

6. Diploma Standards

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

**D. INTERVENTION FOR STUDENTS UNLIKELY TO MEET PROMOTION STANDARDS**

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

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

1. Intervention Plans

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

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

2. Intervention Strategies

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



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

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

#### **E. REVIEW OF STUDENT PROMOTION STANDARDS**

##### **1. Previous retentions**

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

##### **2. Review Process**

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

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

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

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

#### **F. APPEALS OF PROMOTION DECISIONS**

##### **1. Appeal to the Superintendent**

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

or was otherwise an abuse of discretion.

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

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

2. Appeal to the Board of Education

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

**G. READING CAMPS**

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

**H. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH DISABILITIES**

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

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

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

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

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

**J. CREDIT BY DEMONSTRATED MASTERY**

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

**K. CREDIT RECOVERY**

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

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

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

**L. REPEATING A COURSE FOR CREDIT**

**1. Repeating a Previously Failed Course**

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

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

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

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

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

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

**M. ACCELERATION**

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

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

## **N. REPORTING REQUIREMENTS**

### **1. Superintendent's Report to the Board**

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

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

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

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

### **3. Publication on the School System Website**

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

## **O. RESOURCES**

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

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

**P. NOTIFICATION TO PARENTS**

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

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

**Q. CHILDREN OF MILITARY FAMILIES**

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

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

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

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

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

Adopted: August 11, 2011

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

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

**A. APPLICABILITY OF POLICY**

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

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

**B. PROHIBITED ADVERTISEMENT AND PROMOTIONAL ACTIVITIES**

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

**C. SCHOOL FORUMS**

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

**D. REGULATIONS GOVERNING ADVERTISING IN THE SCHOOLS**

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



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

#### **E. PROTECTION OF STUDENT PRIVACY**

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

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

**F. PROCESS TO REQUEST TO ADVERTISE**

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

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

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

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

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

Adopted: June 9, 2011



# Read to Achieve Camp

Summer 2019

Jordi Roman & Drew Maerz

# Overview

**Dates** - July 8 - July 31st

**Location** - Balfour Elementary

**Times** - 7:45 a.m. - 2:45 p.m.

**Administrator** - Rhonda McHenry

**Teachers** - 32

**Support Staff** - 2



# Students

## First and Second Grades

Invited - 108

Attended - 97

## Third Grade

Invited - 45

Attended - 37







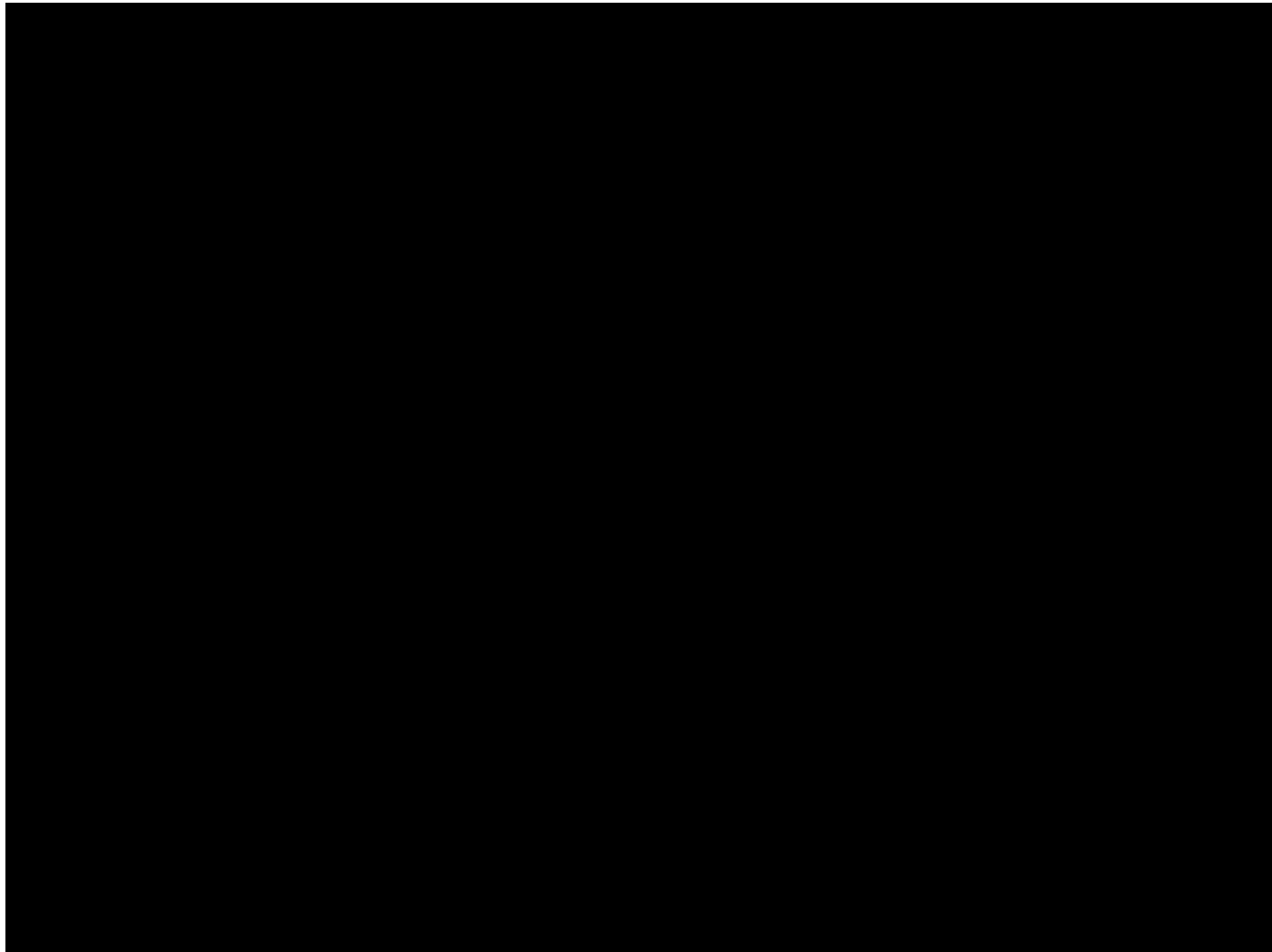


Emmanuel

Use teacher directions online  
[www.onestopwordshop.com](http://www.onestopwordshop.com)

Anchor Page: **PERSEVERE**

Anchor Word: <u>Persevere</u>		
This is the definition of the anchor word.	This is the antonym or opposite of the anchor word.	These words are synonyms or can be exchanged with the anchor word.
	quit or give up	<b>tenacity</b> (staying power) <b>determination</b> (keep trying) <b>patience</b> (wait calmly)





# Results: Grade 1

## **ASSESSMENTS:**

**Nonsense Word Fluency (NWF)** - a test of the alphabetic principle including letter-sound correspondence in which letters represent their most common sounds and of the ability to blend letters into words in which letters represent their most common sounds.

**DIBELS Oral Reading Fluency (DORF)** - a standardized, individually administered test of accuracy and fluency with connected text

Assessment	Students Assessed	Average Growth	Students w/ Growth
NWF	7	9.3	5
DORF	30	-2.6	10

# Results: Grade 2

## **ASSESSMENTS:**

**DIBELS Oral Reading Fluency (DORF)** - a standardized, individually administered test of accuracy and fluency with connected text.

Assessment	Students Assessed	Average Growth	Students w/ Growth
DORF	36	9.25	28

# Results: Grade 3

## ASSESSMENTS:

**Text Reading Comprehension (TRC)** - measures reading comprehension using leveled readers from a book set to determine a student's instructional reading level (the reading level at which he or she not only performs well, but is challenged). Third grade proficiency would be a level Q or higher.

Assessment	Students Assessed	Average Growth	Students w/ Growth	Proficient Students
TRC	34	0.8 Levels	21	10 (Q+)
RtA Assessment	24	.55 Scale Scores	11	1 (Level 3+)

# Planning Ahead

- Feedback from stakeholders on 2019 changes:
  - Location
  - Time
  - Duration
- Students not meeting Grade 3 Proficiency or having a Good Cause Exemption
  - Placed in a Grade 4 class with a Reading Retained Label
  - Additional reading support will be provided
  - Additional chance to remove the label on October 29
- Begin offering targeted and intensive support for students in grades 1, 2, & 3 earlier in the school year. Monitoring the effectiveness of the support will be aligned to MTSS.
- Work with NCDPI for Read-to-Achieve 2020, coordinated with the delay in Reading/ELA EOG results.

# QUESTIONS?



# Summer Academy

Summer 2019

Cayce Favasuli & Drew Maerz

# Overview

**Dates:** June 12- 27 (10 days, no Fridays)

**Location:** Guy B. Teachey (Grades 4 & 5)

South Asheboro Middle (Grades 6 - 12)

**Times:** Elementary 8:15 a.m. - 11:45 a.m.

Secondary 8:30 a.m. - 12:00 p.m.

**Tests:** Online Reading/ ELA EOG for grades 4-8\*

Online Science EOG for Grades 5 & 8

Online Biology and English II for grades 9-12

**Teachers:** Elementary - 16

Secondary - 16

# Students

Grade	Invitations	Attendance	BAL	CWM	DLL	GBT	LP
G4 ELA	89	49	5	9	6	17	12
G5 ELA	148	75	25	14	14	14	8
G5 SCI	87	28	7	7	5	4	5
Grade	Invitations	Attendance	NAMS	SAMS	AHS		
G6 ELA	95	48	33	15			
G7 ELA	94	34	20	14			
G8 ELA	117	27	20	7			
G8 SCI	6	6	4	2			
Biology	59	14			14		
English II	53	17			13		



# Results: Elementary

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

# Results: Middle

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

# Results: High School

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

# Results: Annual Comparison

Reading	2017-18			2018-19		
Group	Number Testing	Number Proficient	Percent Proficient	Number Testing	Number Proficient	Percent Proficient
All	228	66	28.9%	233	51	21.9%
<i>EOY AL 1</i>	<i>12</i>	<i>0</i>	<i>0.0%</i>	<i>34</i>	<i>1</i>	<i>2.9%</i>
<i>EOY AL 2</i>	<i>216</i>	<i>66</i>	<i>30.6%</i>	<i>199</i>	<i>50</i>	<i>25.1%</i>
Grade 4	61	21	34.4%	49	13	26.5%
Grade 5	45	12	26.7%	75	20	26.7%
Grade 6	57	16	28.1%	48	8	16.7%
Grade 7	35	9	25.7%	34	4	11.8%
Grade 8	30	8	26.7%	27	6	22.2%

# Results: Annual Comparison

Science	2017-18			2018-19		
Group	Number Testing	Number Proficient	Percent Proficient	Number Testing	Number Proficient	Percent Proficient
All	53	19	35.8%	34	14	41.2%
<i>EOY AL 1</i>	<i>0</i>	<i>0</i>	<i>0.0%</i>	<i>1</i>	<i>0</i>	<i>0.0%</i>
<i>EOY AL 2</i>	<i>53</i>	<i>19</i>	<i>35.8%</i>	<i>33</i>	<i>14</i>	<i>42.4%</i>
Grade 5	46	19	41.3%	28	9	32.1%
Grade 8	7	0	0.0%	6	5	83.3%

# Results: Annual Comparison

EOC	2017-18			2018-19		
Group	Number Testing	Number Proficient	Percent Proficient	Number Testing	Number Proficient	Percent Proficient
ALL	63	19	30.2%	29	3	10.3%
<i>Achieve Level 1</i>	<i>9</i>	<i>0</i>	<i>0.0%</i>	<i>3</i>	<i>0</i>	<i>0.0%</i>
<i>Achieve Level 2</i>	<i>54</i>	<i>19</i>	<i>35.2%</i>	<i>26</i>	<i>3</i>	<i>11.5%</i>
Biology	20	8	40.0%	14	2	14.3%
English 2	25	5	20.0%	15	1	6.7%
NC Math 1	18	6	33.3%	N/A		

# Planning Ahead: Summer Academy 2020

- Collect feedback from the 2019 staff and administrators
- Reading/ELA Scores will be delayed, Summer Academy 2020 will be Math and Science
- Earlier selection of Summer Academy staff and resources
- Provide an intervention curriculum aligned to student needs
- Consistent implementation of instructional materials
- Parent/Family feedback on participating in the Summer Academy

# EC Summer Cohort

**Invitations:** 20 Elementary and 30 Middle

**Criteria:** mCLASS reading level and Lexile Scores

**Number Completed:** 7 Elementary and 12 Middle

**Teachers:** 2 Elementary and 3 Middle



# Results: EC Summer Cohort

## Elementary Results

Assessments were given from the CORE Phonics Survey, CORE Graded High Frequency Word Survey, and San Diego Quick Assessment based on each student's reading level.

Assessment	Students Assessed	Average Growth	Students w/ Growth
Reading & Decoding: Short vowels in CVC Words	6	1.0	2
Reading & Decoding: Short vowels, digraphs & -tch trigraph	5	2.0	4
Reading & Decoding: Low frequency vowel and consonant spellings	4	1.0	3

# Results: EC Summer Cohort

## Secondary Results

Assessments were given from the Phonics Inventory, Reading Inventory, and System 44.

Assessment	Students Assessed	Students w/ Growth
Phonics Inventory	9 (5 complete)	3
Reading Inventory	12 (10 complete)	3

# Planning Ahead: EC Cohort

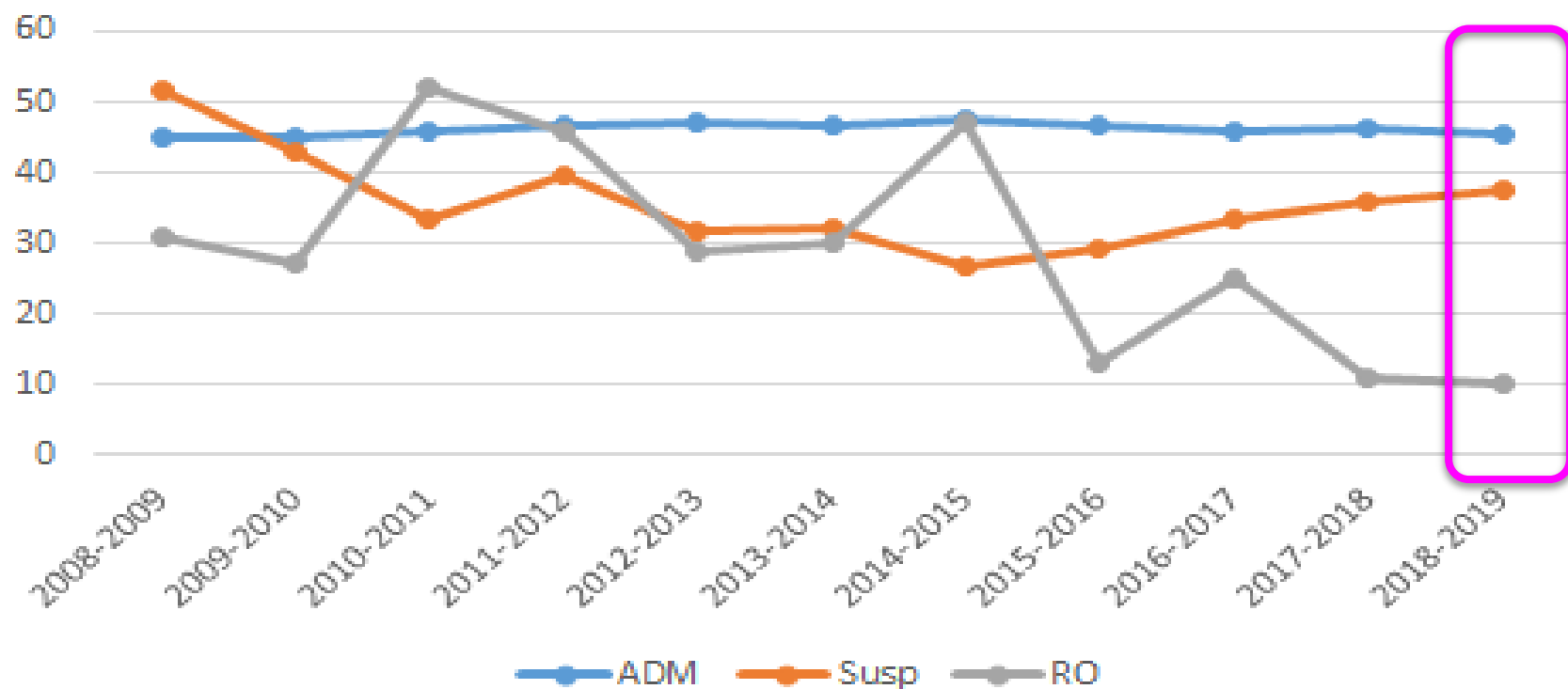
- Clearly defining the pre/post measures
- Utilize staff feedback to guide future implementation
- Be more selective in targeting specific skill deficits
- Make selection of invited students earlier to support teacher planning
- Share the data from summer academy with teachers to inform future instruction

# QUESTIONS?

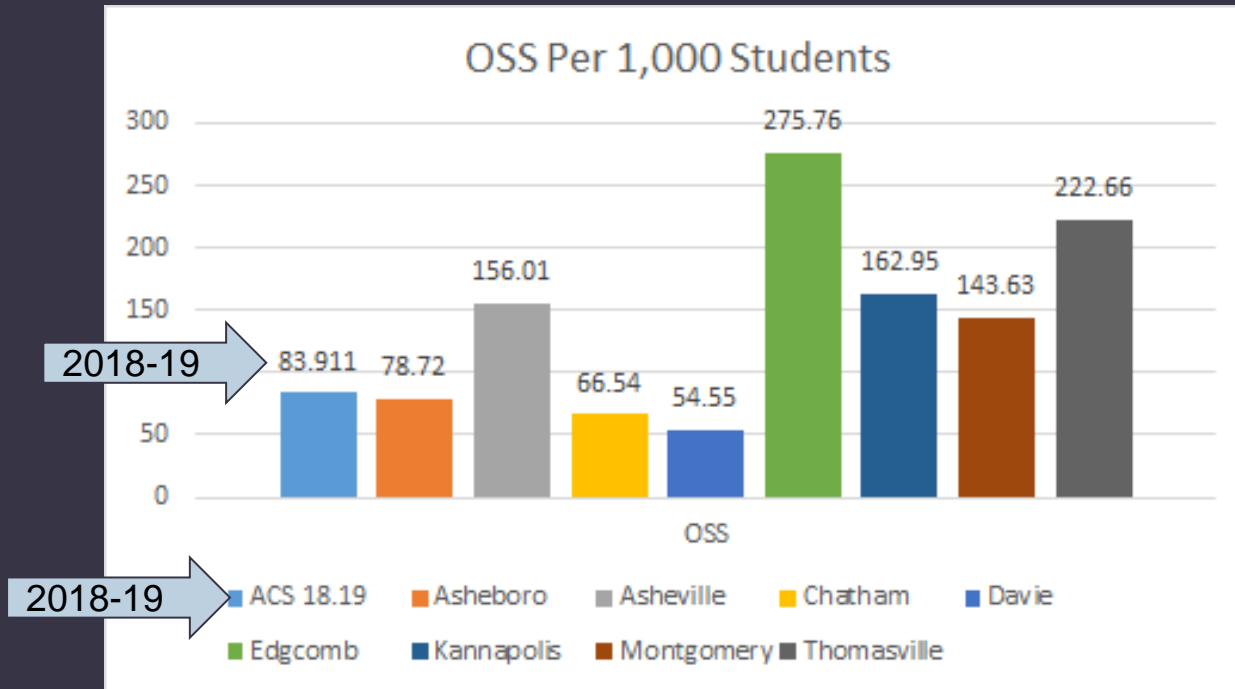
# Asheboro City Schools End of Year Discipline Data

ACS School Board  
August 8, 2019

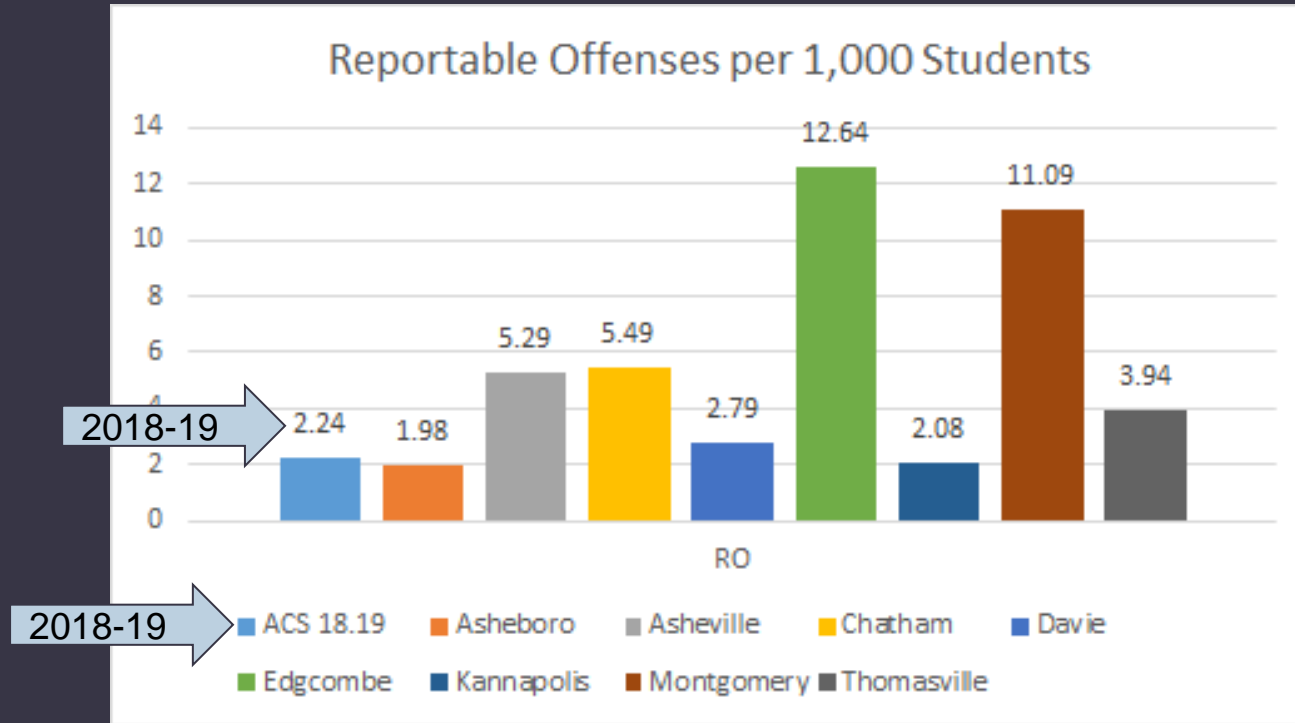
## ACS Discipline 11 Year Trends



# Overview Comparisons ('17-'18)

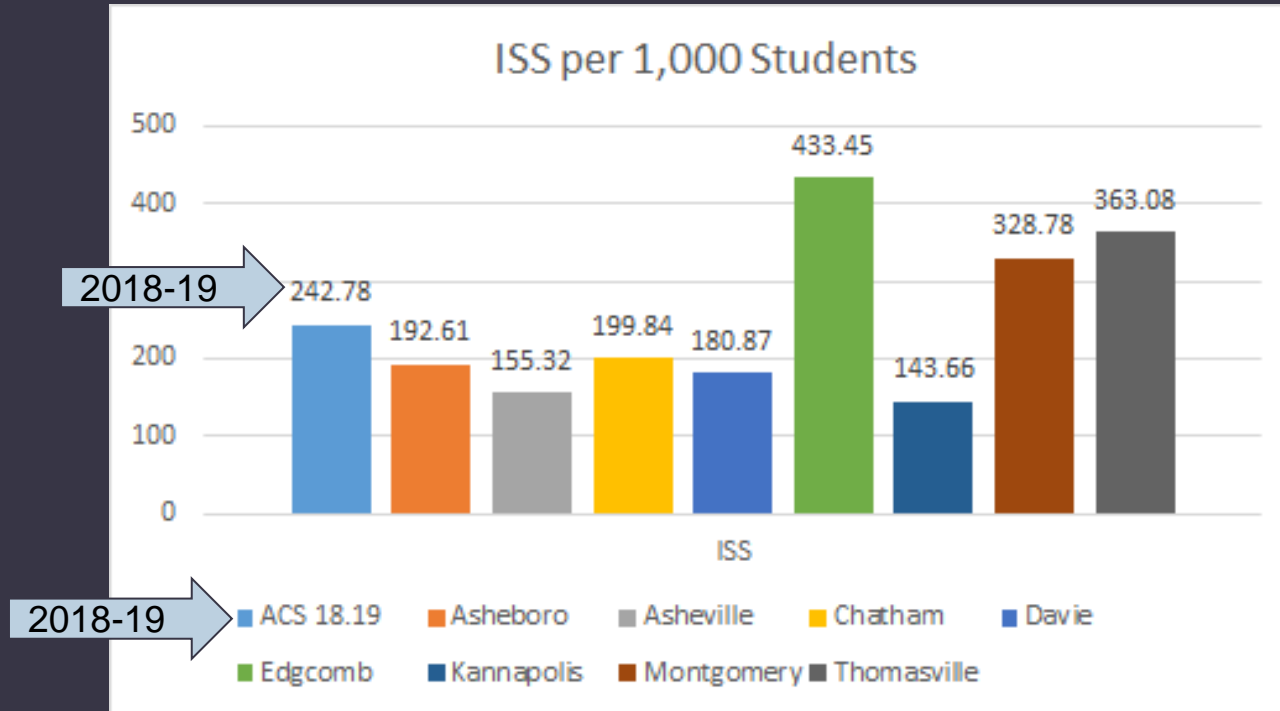


# Overview Comparisons ('17-'18)

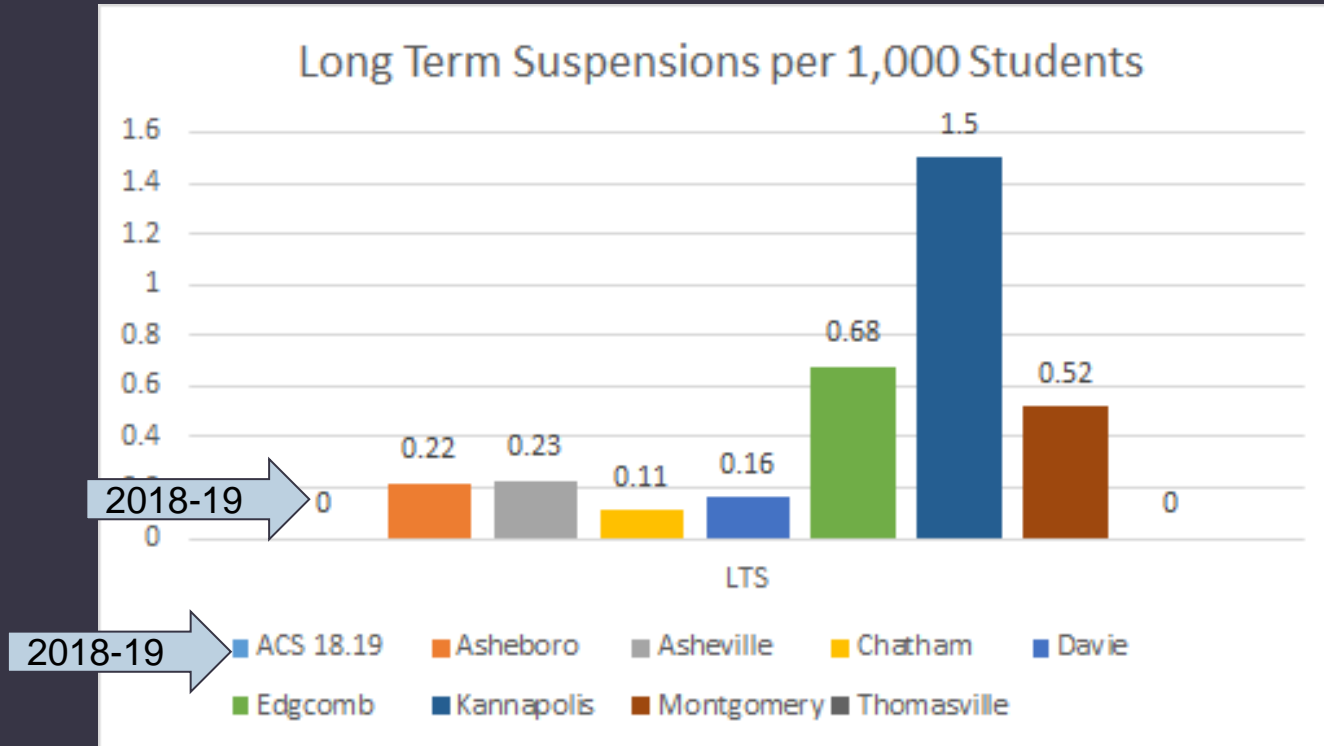




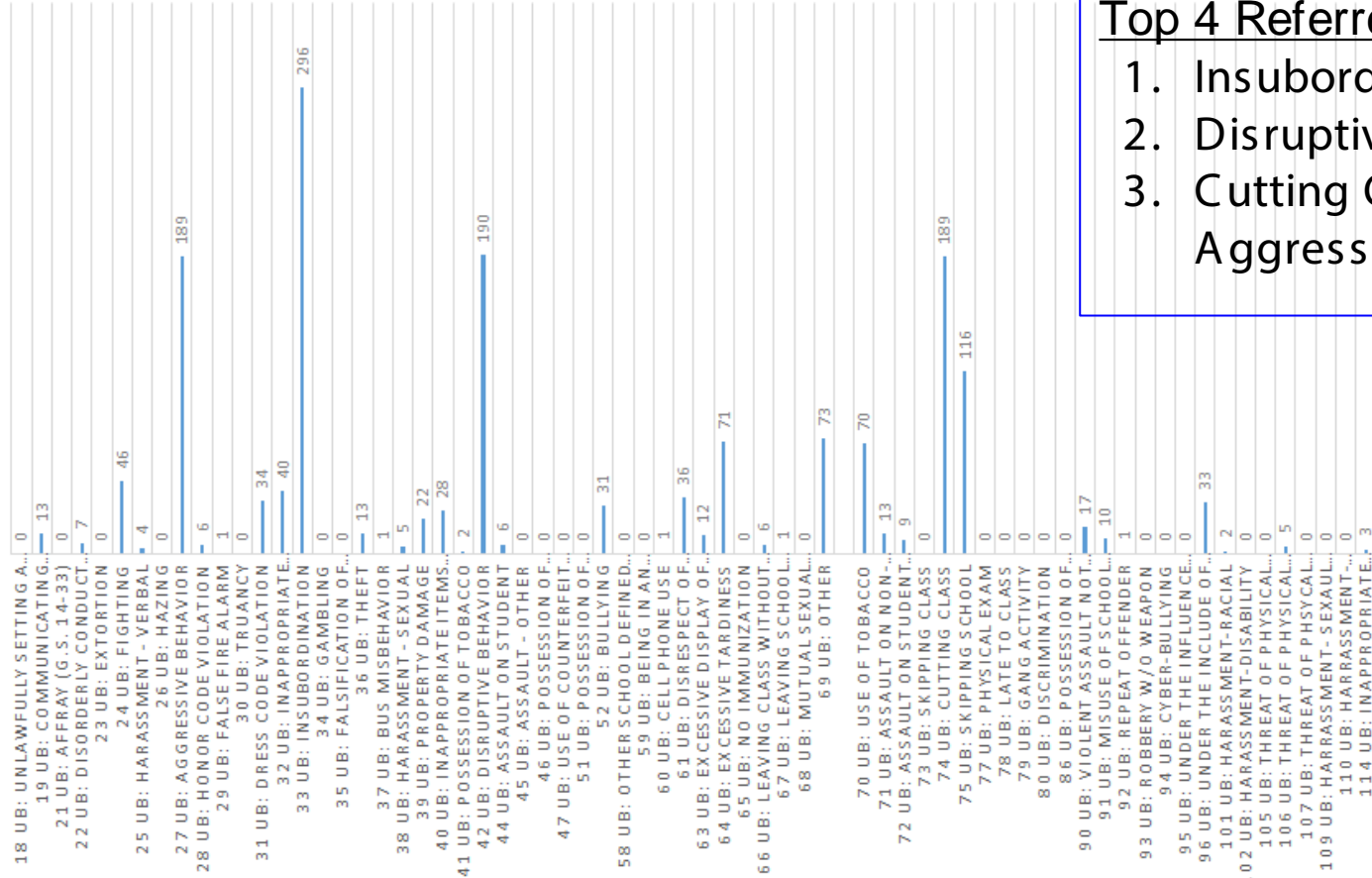
# Overview Comparisons ('17-'18)



# Overview Comparisons ('17-'18)



## REFERRALS BY INCIDENT TYPE: UNACCEPTABLE BEHAVIOR



### Top 4 Referred Offenses (ACS)

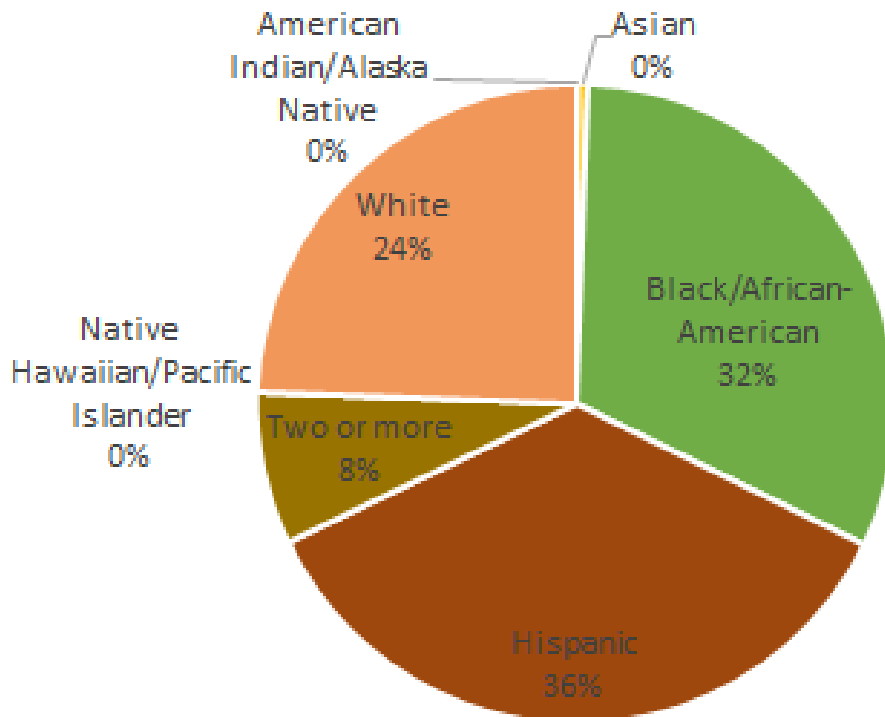
1. Insubordination 296
2. Disruptive Behavior 190
3. Cutting Class 189 & Aggressive Behavior 189



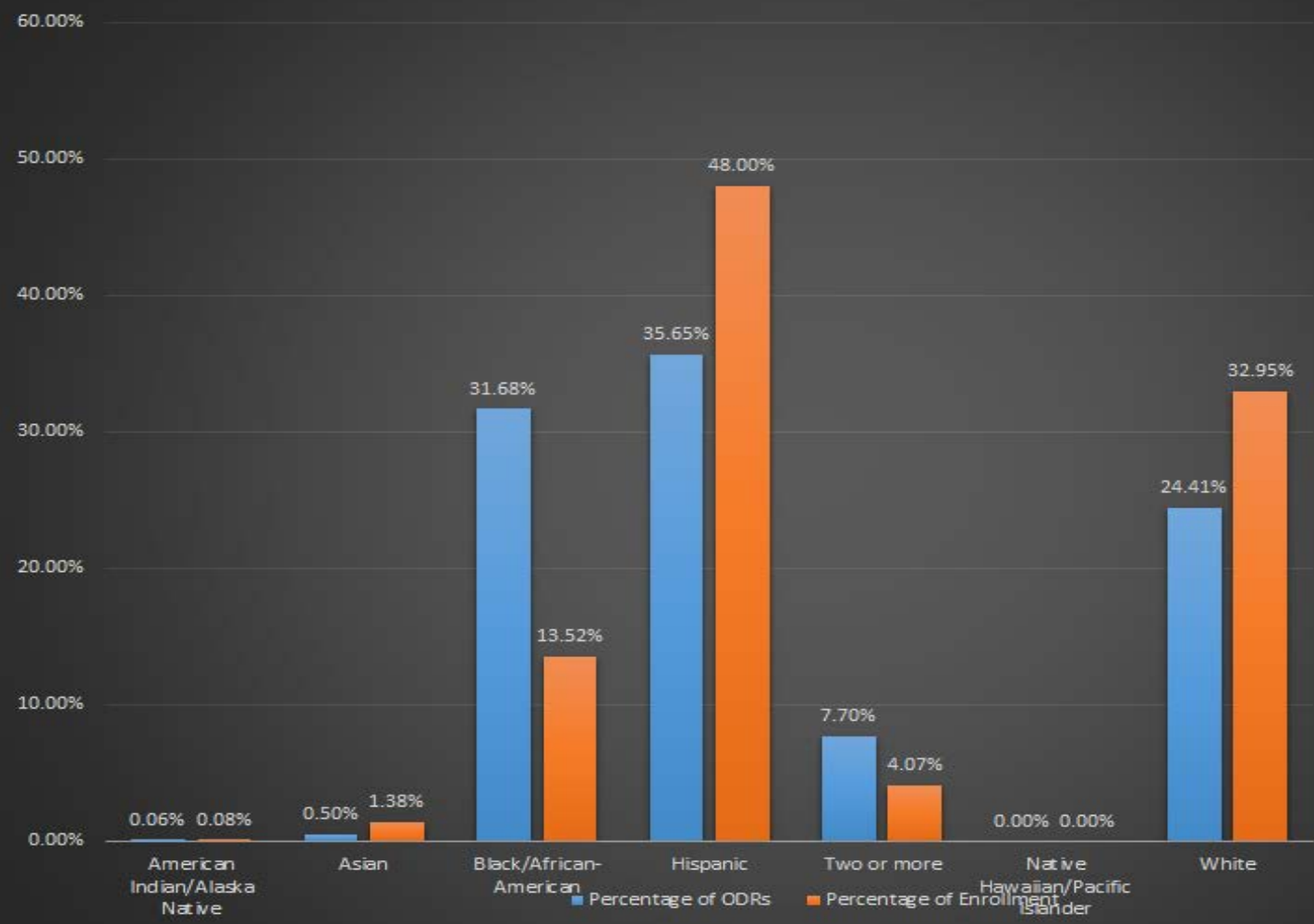
## Number of Incidents by Race Asheboro City Schools

Race	Referrals
Black	510
Hispanic	574
White	393
Multi	124
Asian	8

# Number of Incidents by Race Asheboro City Schools



2018-2019



## Referral Risk Index and Risk Ratio Summary

		Black	White	Two or more	Hispanic	Asian
	Referred	157	184	44	274	4
	Enrolled	176	429	53	625	18
	Referral Risk Index	0.89	0.43	0.83	0.44	0.22
	All other referred	507	480	620	390	660
	All other enrolled	1126	873	1249	677	1284
	RI for all others	0.45	0.55	0.50	0.58	0.51
		Black	White	Multi	Hispanic	Asian
	Referral Risk Ratio	1.98	0.78	1.67	0.76	0.43

# Asheboro City Schools

	Black	White	Two or more	Hispanic	Asian
ISS	110	128	30	196	4

	Black	White	Multi	Hispanic	Asian
ISS Risk Ratio	1.97	0.77	1.61	0.78	0.61

	Black	White	Two or more	Hispanic	Asian
OSS	66	58	15	63	1

	Black	White	Multi	Hispanic	Asian
OSS Risk Ratio	3.08	0.81	1.88	0.49	0.35



# Students With Multiple Referrals

# Referrals	# of students
1	351
2	128
3	55
4	40
5	40
6	13
7	5
8	7
9	6
10	5

13	2
12	2
15	2
11	2
14	1
16	3
20	1
21	1
<b>Grand Total</b>	<b>664</b>

# Moving Forward

- Clarification/Defining infractions
  - Uniformity in Data Collection
- Realignment with Board Policy
- District committee created to address unidentified student needs
  - School Health Assessment and Performance Evaluation
- Continued work with Resiliency and Trauma-Informed Staff
- Continued work with Equity Team

## Code of Conduct Disciplinary Guidelines

Asheboro City Schools (ACS) is committed to maintaining effective discipline in order to establish an orderly environment in which students can learn. An orderly school environment will teach expected standards of behavior, help students learn to accept the consequences of their behavior and provide students with the opportunity to develop self-control.

ACS behavior management policies have been established with the following principles in mind:

1. Student behavior management strategies should complement other efforts to create a safe, orderly and inviting environment.
2. Positive behavioral interventions will be employed as appropriate to improve student behavior.
3. Responsibility, respect, honesty, self-discipline, courage, kindness, citizenship and other standards of behavior should be integrated into the curriculum.
4. Disruptive behavior in the classroom will not be tolerated.
5. Consequences for unacceptable behavior should help a student learn to comply with rules, to be respectful, to learn to accept responsibility for his or her behavior and to develop self-control.
6. Strategies and consequences will be age and developmentally appropriate.
7. When feasible, consequences for unacceptable behavior should take into account differences in how individual students respond to discipline strategies.

Detailed student behavior standards are established in Board policy series 4300. For complete information on behavior standards, students and parents should consult Board policy and related administrative regulations. If you have specific questions or would like copies of Board discipline policies or administrative regulations, please contact school administration.

The ACS Student Code of Conduct applies in the following situations:

1. while in any school building or on any school premises before, during or after school hours;
2. while on any bus or other vehicle as part of any school activity;
3. while waiting at any bus stop;
4. during any school function, extracurricular activity or other activity or event;
5. when subject to the authority of school personnel; and

6. any time or place, on or off campus, when the student's behavior has or is reasonably expected to have a direct and immediate impact on orderly and efficient operation of the schools or the safety individuals in the schools environment.

Minor offenses of the ACS Student Code of Conduct will be handled in the classroom in accordance with the school or classroom behavioral guidelines/ expectations. Consequences for minor offenses may include, but are not limited to:

- Warning
- Redirection
- Loss of Privilege
- Seat Change
- Supervised separation from group
- Supervised time outside of regular classroom
- Teacher conference with student
- Parent Contact
- Conference with parent
- Referral to school counselor
- **Repeated minor violations may also warrant a referral to a school administrator.**

The following list of behaviors and consequences is offered as a guideline for administrators for behaviors which rise to the level of the involvement of a school administrator. Because students at different developmental levels may need different consequences, the guidelines for administrators have been grouped into recommendations for Elementary Schools and Middle/High Schools. Administrators reserve the right to adjust consequences based on history and circumstances in order to maintain safety. In addition, identified students with special needs may have different sanctions or actions based on their Individualized Education Plan (IEP) and/or based on special education or disability law.

Behavior Offense	Definition/Examples (Examples may not be inclusive of all possibilities)	School-Wide Consequences	
018 UB: Unlawfully setting a fire (G.S. 14-277.1)	Student plans and/or participates in malicious burning of property.	10 days suspension, Police Involvement, possible LTS and/or Alternative School Placement	
Communicating threats (G.S. 14-277.1)	Student makes a threat to harm another person. (Example: Making statements such as, "I am going to kill you." or making a statement of harming someone with a plan that could cause harm.)		
021 UB: Affray (G.S. 14-33)	Affray consists of the fighting of more than two persons in a public place (this may include unlawful assembly or riot).		
022 UB: Disorderly conduct (G.S. 14-288.4(a)(6))	<p>A person who recklessly, knowingly, or intentionally:</p> <ul style="list-style-type: none"> <li>engages in tumultuous conduct</li> <li>makes excessive unreasonable noise (noise that causes instruction to cease) and continues to do so after being asked to stop</li> <li>creates a severe disruption to an organized setting</li> <li>disrupts a lawful assembly of persons</li> </ul>		
023 UB: Extortion	<p>Major: Extortion involves obtaining money, property, services, or anything of value from a person, entity, or institution, through coercion or intimidation. The actual obtainment of money or property is not required to commit the offense and may include making a threat of violence through verbal, written, or physical threats, coercion, intimidation, or act which refers to a requirement of a payment of money or property to halt future violence is sufficient to commit the offense. It may involve the infliction of something such as pain and suffering or making somebody endure something unpleasant to obtain the money or property.</p>		<p>1st Off: Up to 3 days OSS, Restitution, Police Involvement</p> <p>2nd Off: Up to 5 days OSS, Restitution, Police Involvement</p> <p>3rd Off: 6-10 days OSS, Restitution, Police Involvement</p>

024 UB: Fighting	Major: Fighting can occur when two individuals engage in major physical contact, that may or may not result in injury, including, but not limited to hitting, slapping, punching, kicking with the intent to harm.	<b>Elementary</b>  <i>1st Off:</i> 1 to 3 days ISS/ OSS  <i>2nd Off:</i> Up to 5 days ISS/ OSS  <i>3rd Off:</i> Up to 10 days OSS  *Possible police involvement/ Alternative Placement	<b>Secondary</b>  <i>1st Off:</i> 1 to 3 days OSS  <i>2nd Off:</i> Up to 5 days OSS  <i>3rd Off:</i> Up to 10 days OSS  *Possible police involvement/ Alternative school referral
025 UB: Harassment - verbal	Student delivers sustained or intense disrespectful messages (verbal or gesture) to another person, including obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, national origin, ethnic origin, disabilities or other personal matters.	<b>Elementary</b>  <i>1st Off.:</i> In School Consequences  and/ or up to 1 days of OSS  <i>2nd Off:</i> In School Consequences and/ or up to 2 days of OSS  <i>3rd Off.:</i> Up to 3 days of OSS	<b>Secondary</b>  <i>1st Off:</i> In school consequence  up to 3 days of OSS  <i>2nd Off:</i> Up to 5 days of OSS  <i>3rd Off:</i> Up to 10 days of OSS
026: Hazing	Hazing is any action or situation, with or without the consent of the participants, which recklessly, intentionally, or unintentionally endangers the mental, physical, or academic health or safety of a student. This includes, but is not limited to any situation which: creates a risk of injury to any individual or group, causes discomfort to any individual or group, causes embarrassment to any individual or group, involves harassment of any individual or group, involves degradation of any individual or group, involves humiliation of an individual or group, involves ridicule of an individual or group.	<b>Elementary</b>  <i>1st Off.:</i> In School Consequences  up to 1 days of OSS  <i>2nd Offense:</i> In School Consequences up to 2 days of OSS  <i>3rd offense:</i> Up to 3 days of OSS	<b>Secondary</b>  <i>1st Offense:</i> In school consequence  up to 3 days of OSS  <i>2nd Offense:</i> Up to 5 days of OSS  <i>3rd Offense:</i> Up to 10 days of OSS

027 UB: Aggressive behavior	Physical aggression can occur between two individuals or be a one-sided incident in which students are engaging in minor physical contact, not resulting in an injury, with at least one person demonstrating anger, and includes, but is not limited to behaviors such as grabbing, punching, shoving, kicking, or throwing objects.	<b>Elementary</b> <i>1st Offense:</i> In school consequence <i>2nd Offense:</i> In school consequence and/ or up to 2 days OSS <i>3rd offense:</i> Up to 3 days of OSS	<b>Secondary</b> <i>1st Offense:</i> In school consequence and/ or up to 3 days of OSS <i>2nd Offense:</i> Up to 5 days of OSS <i>3rd Offense:</i> Up to 10 days of OSS
028 UB: Honor code violation	<p>Plagiarism: Portrayal of another’s work or ideas as one’s own.</p> <ul style="list-style-type: none"><li>• Buying a paper off the internet and turning it in as if it were your own work</li><li>• Improperly citing references on a works cited page or within the text of a paper</li></ul> <p>Cheating: Using unauthorized notes or study aides, allowing another party to do one’s work/exam as one’s own, or submitting the same or similar work in more than one course without permission from the course instructors.</p> <ul style="list-style-type: none"><li>• Taking an exam for another person</li><li>• Looking off another person’s exam for answers</li><li>• Bringing and using unauthorized notes during an exam</li></ul> <p>Fabrication: Falsification or creation of data, research, or resources; or altering a graded work without the prior consent of the course instructor.</p> <ul style="list-style-type: none"><li>• Making up a reference for a works cited page</li><li>• Making up statistics or facts for academic work</li></ul> <p>Aid of Academic Dishonesty: Intentionally facilitating plagiarism, cheating, or fabrication.</p> <ul style="list-style-type: none"><li>• Helping another person do a take home exam</li><li>• Giving answers to an exam Collaborating with others on work that is supposed to be completed independently</li></ul> <p>Lying: Deliberate falsification with the intent to deceive in written or in verbal form as it applies to an academic submission.</p> <p>Bribery: Providing, offering, or taking rewards in exchange for a grade, an assignment, or the aid of</p>	<p>1st Off: “ No Credit” for assignment; In school consequence up 3 days of ISS</p> <p>2nd Off: “No Credit” for assignment; Up to 3 days of OSS</p> <p>*Standardized assessment scores (EOG, EOC) would cause for more severe consequence of 0-10 days OSS, Possible LTS)</p>	

	<p>academic dishonesty.</p> <ul style="list-style-type: none"> <li>• Paying a student to do work on your behalf</li> <li>• Attempting to pay a teacher to change a grade</li> </ul> <p>Threat: An attempt to intimidate a student, staff, or faculty member for the purpose of receiving an unearned grade or in an effort to prevent the reporting of an Honor Code violation.</p> <p>Resubmission: Completing original work for one class and then resubmitting the work, in full or in part, to another class without permission from both instructors and/or without proper citation.</p>		
029 UB: False fire alarm	An emergency alarm, such as a fire alarm, that is set off unnecessarily. It may also include a signal or warning that is groundless.	Up to 10 days of OSS, Police Involvement, Possible LTS and/or Alternative Placement (for middle/high school)	
030 UB: Truancy	Truancy is any intentional unauthorized or illegal absence from compulsory education. It is absences caused by students of their own free will, and does not refer to legitimate "excused" absences, such as ones related to medical conditions or religious observance.	<p><b>Elementary</b></p> <p>Require parents to come in school an sign in student upon arrival.</p> <p>15 and beyond (tardies, skipping, late to class, etc); Parent interventions agreed upon by principal and school social worker; disciplinary actions may be assigned by administration.</p>	<p><b>Secondary</b></p> <p>Consequences start over at the beginning of each six weeks.</p> <p>Excessive tardiness may result in loss of school privileges to include, but not limited to, the following: driving privileges on campus, attendance at athletic and extra-curricular events, club participation, exam exemptions, lunch detention, and after school detention, and prom.</p>
031 UB: Dress code violation	Student wears clothing that is not within the dress code guidelines defined by the school/district.	<p><b>Elementary</b></p> <p>In school consequence, Guidance Intervention, Parent Contact</p>	<p><b>Secondary</b></p> <p><i>1st Off:</i> Warning, Parent Contact</p> <p><i>2nd Off:</i> Up to 1 day of ISS</p> <p><i>3rd Off:</i> Up to 2 days of ISS, Parent Conference</p>
032 UB: Inappropriate language/disrespect	Verbal messages that include profanity, name calling or use of words in an inappropriate way directed to someone, or about someone, that demonstrate disrespect toward another person.	<p><b>Elementary</b></p> <p><i>1st Offense:</i> In school consequence up to 1 days</p>	<p><b>Secondary</b></p> <p><i>1st Offense:</i> In school consequence up to 3 days</p>



	<p><b>Inappropriate language</b> is defined vulgar or abusive spoken language or written language, such as profanity. It does not necessarily have to be directed at a person to be considered as such.</p> <ul style="list-style-type: none"> <li>• <b>Profanity:</b> Saying anything that conveys an offensive, racial, obscene, or sexually suggestive message.</li> <li>• <b>Obscene/Offensive Gestures:</b> Making any sign that conveys an offensive, racial, obscene, or sexually suggestive message.</li> <li>• <b>Derogatory Written Materials:</b> Having any written material or pictures that convey an offensive, racial, obscene, or sexually suggestive message.</li> <li>• <b>Directed at Staff Member:</b> Writing, saying, or making gestures that convey an offensive, racial, obscene, or sexually suggestive message toward a staff member.</li> </ul> <p><b>Disrespect toward others</b> is defined as inappropriate comments or physical gestures directed toward other persons (see above definitions).</p> <ul style="list-style-type: none"> <li>• <b>Minor:</b> Refusing to follow directions by talking, refusing to follow directions by talking back or verbally arguing with a staff member or engaging in passive non-compliance (ignoring) for a specific behavior(talking back, not following directions, ignoring a staff member direction)</li> </ul>	<p>OSS</p> <p><i>2nd Offense:</i> In school consequence and/ or up to 2 days OSS</p> <p><i>3rd offense:</i> UP to 3 days of OSS</p>	<p>of OSS</p> <p><i>2nd Offense:</i> Up to 5 days of OSS</p> <p><i>3rd Offense:</i> Up to 10 days of OSS</p>
033 UB: Insubordination	<p>Defiant behavior that severely disrupts the learning environment and/or poses a safety issue</p> <p>Insubordination is defined as refusing to follow a reasonable request to a specific direction/ instruction of an adult through disobedience, defiance, unruliness, or noncompliance. This can include, but is not limited to, walking away when an adult is speaking to you, talking back to an adult, refusal to work in class, refusal to report to the office, refusal to allow a search.</p> <p>A student will obey the lawful direction of any authorized staff member during the time the student</p>	<p><b>Elementary</b></p> <p><i>1st Off:</i> In school consequence up to 1 day of ISS</p> <p><i>2nd Off:</i> In school consequence up to 2 days ISS</p> <p><i>3rd Off:</i> Up to 3 days of OSS</p>	<p><b>Secondary</b></p> <p><i>1st Off:</i> Up to 1 day of ISS</p> <p><i>2nd Off:</i> Up to 2 days of OSS</p> <p><i>3rd Off:</i> Up to 5 days of OSS</p>

	<p>is in school, participating in a school activity, or on school property.</p> <ul style="list-style-type: none"> <li>• Failure to comply with proper and authorized direction or instruction of a staff member: Failure to follow any authorized direction given by a staff member.</li> <li>• Refusal to work in class: Failing to do assigned work during class.</li> <li>• Refusal to participate in detention In-School Alternatives: Failure to report to in-school alternatives as directed by a staff member.</li> <li>• Refusal to report to office: Failure to report to the administrative office as directed by a staff member.</li> <li>• Walk Away: Leaving while a staff member is talking to you</li> <li>• Talking back: responding in an argumentative manner to a staff member</li> </ul>		
035 UB: Falsification of information	<p>Student delivers message that is untrue. Student has signed a person's name without the person's permission or used an electronic device to manipulate or change a document. (If student changes grades- please see Honor Code Violation Section.)</p>	<p><i>1st Off:</i> In School Consequence and / or up to 2 days of OSS</p> <p><i>2nd Off:</i> Up to 3 days of OSS</p>	
036 UB: Theft	<p>Student is in possession of, having passed on or being responsible for removing someone else's property (Example (s): Shoes, jacket, cellphone, computer)</p> <p>Minor – Pencils, paper, ect</p>	<p><i>1st Off:</i> Up to 3 days OSS, Restitution, possible Police Involvement</p> <p><i>2nd Off:</i> Up to 5 days OSS, Restitution, Police Involvement</p> <p><i>3rd Off:</i> 6-10 days OSS, Restitution, Police Involvement</p> <p>If Value of item(s) is in excess of \$100</p> <p><i>1st Off:</i> 3-5 days of OSS, Restitution, Police Involvement</p> <p><i>2nd Off:</i> 6-10 days of OSS, Restitution, Police Involvement</p>	

037 UB: Bus misbehavior	See section for Bus Code of Conduct		
038 UB: Harassment - sexual	<p>Sexual harassment refers to unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature</p> <p>The following can be considered sexual harassment:</p> <p>A. Offensive Touching: Inappropriate fondling: placing of hands on another person's private parts.</p> <p>B. Sexual Harassment: Verbal or physical abuse of a sexual nature.</p> <p>C. Indecent Exposure: Intentional exposure of private parts of one's body (including "mooning").</p> <p>Rape or Attempted Rape: Unlawful sexual intercourse or attempted sexual intercourse by force, threat, or fear. (See Reportable Offense)</p>	Up to 10 days of OSS, Police Involvement, Possible LTS	
039 UB: Property damage	<p>Student participates in an activity that results in substantial destruction or disfigurement of property. This includes: Malicious injury to property or school bus (less than \$100) and property of damage of \$100. Repetition of minor property damage that severely disrupts the learning environment and/or poses a safety issue.</p> <p>(Examples may include: Damage to seats to on buses, breaking chromebooks, writing on the walls (graffiti), breaking toilet fixtures)</p>		
040 UB: Inappropriate items on school property	<p>Student is in possession of substances/objects readily capable of causing bodily harm and/ or property damage (matches, lighters, firecrackers, gasoline, lighter fluid). This may also include: Possession of a slingshot, a pocketknife, penknife, Swiss army knife having a blade less than 2.5 inches long, fireworks, bullets, or any other similar weapon or destructive device. Possession of a "look-alike" weapon.</p>	<p>1st Off: 1-5 days OSS, possible Police Involvement</p> <p>2nd Off: 5-10 days OSS, possible Police Involvement, Alternative School Option (for middle and high school)</p>	

041 UB: Possession of tobacco	Possessing, or attempting to possess, any tobacco related substance (including e-cigarettes)	<b>Elementary</b>  <i>1st Off:</i> Parent Contact  <i>2nd Off:</i> In school consequence  <i>3rd Off:</i> Up to 3 days	<b>Secondary</b>  <i>1st Off:</i> In School Consequence up to 3 days and Parent Contact  <i>2nd Off:</i> Up to 1 days of OSS  <i>3rd Off:</i> Up to 3 days of OSS
042 UB: Disruptive behavior	<p>Behavior causing a significant interruption in a class or activity. This behavior would cause instruction to cease. Disruption includes, but is not limited to: (sustained loud talk, yelling, or screaming; extreme noise with materials in which one cannot hear conversation). This may include inciting or participating in Student Disorder. This may include leading or participating in any activity that has as its purpose the disruption of school business or which significantly affects the educational process.</p> <ul style="list-style-type: none"> <li>• Throwing Objects: Throwing any object in any part of the school, bus, or school grounds, unless directed by a staff member pursuant to instructional purposes.</li> <li>• Horseplaying: Rough or noisy play or pranks. Horseplay is rough play involving one or two individuals engaged in physical contact without aggression or anger for the purpose of amusement for both involved individuals with no intent to harm</li> <li>• Leaving Without Permission: Leaving the classroom, building, or assigned area without obtaining approval of the teacher and/or administrator.</li> <li>• Shoving and/or Kicking: Willfully pushing and/or kicking objects.</li> </ul> <p>Minor - Student engages in low-intensity behaviors that are distracting to others or briefly interrupt instruction (ex. talking out of turn, making noises, making noises with materials)</p>	<b>Elementary</b>  <i>1st Off:</i> Parent Contact  <i>2nd Off:</i> In school consequence  <i>3rd Off:</i> Up to 2 days OSS	<b>Secondary</b>  <i>1st Off:</i> Up to 1 day of ISS  <i>2nd Off:</i> Up to 2 days of ISS  <i>3rd Off:</i> Up to 3 days of OSS
044 UB: Assault on student	Assault on a student means to cause injury of any kind to a student while a student is at any school sponsored function on or off campus during or after regular school hours.	<b>Elementary</b>  <i>1<sup>st</sup> Off:</i> Up to 10 days of OSS, Possible Police Involvement  <i>2<sup>nd</sup> Off:</i> Up to 10 days of	<b>Secondary</b>  5 to 10 days of OSS, Police Involvement, Possible LTS

		OSS, Possible Police Involvement, Possible change in placement	
045 UB: Assault-other	Actions involving serious physical contact where minor injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching)	<b>Elementary</b> <i>1<sup>st</sup> Off:</i> Up to 10 days of OSS, Possible Police Involvement <i>2<sup>nd</sup> Off:</i> Up to 10 days of OSS, Possible Police Involvement, Possible change in placement	<b>Secondary</b> 5 to 10 days of OSS, Police Involvement, Possible LTS
046 UB: Possession of counterfeit items	"Counterfeit item" means any goods, components of goods, or services made, produced, or knowingly sold or knowingly distributed that use or display a counterfeit mark	<b>Elementary</b> Up to 10 days of OSS, Police Involvement	<b>Secondary</b> Up to 10 days of OSS, Police Involvement, Alternative School Placement; LTS/SCORE referral
047 UB: Use of counterfeit items	Use, attempted use, or sale of Counterfeit items "Counterfeit item" means any goods, components of goods, or services made, produced, or knowingly sold or knowingly distributed that use or display a counterfeit mark	<b>Elementary</b> Up to 10 days of OSS, Police Involvement	<b>Secondary</b> Up to 10 days of OSS, Police Involvement, Alternative School Placement; LTS/SCORE referral
052 UB: Bullying	Bullying is characterized by the following three criteria: A) it is aggressive behavior or intentional harm doing; B) it is carried out repeatedly and over time; C) it occurs within an interpersonal relationship characterized by an imbalance of power	<b>Elementary</b> <i>1<sup>st</sup> Off:</i> In school consequence up to 1 day OSS <i>2<sup>nd</sup> Off:</i> Up to 2 days OSS <i>3<sup>rd</sup> Off:</i> Up to 3 days of OSS	<b>Secondary</b> <i>1<sup>st</sup> Off:</i> Up to 3 days of OSS <i>2<sup>nd</sup> Off:</i> Up to 5 days of OSS <i>3<sup>rd</sup> Off:</i> Up to 10 days of OSS
058 UB: Other School Defined Offense	Student engages in behavior not listed in the code of conduct	Administrative discretion	

059 UB: Being in an unauthorized area	Student deliberately goes in an area that they are not allowed. (Example: walking around school building, student has a bathroom pass and is found in media center)	<b>Elementary</b>	<b>Secondary</b>  <i>1st Off:</i> In school consequence  <i>2nd Off:</i> Up to 2 days of OSS  <i>3rd Off:</i> Up to 3 days of OSS
060 UB: Cell phone use	Please view Technology Acceptable Use District Policy		
061 UB: Disrespect of faculty/staff	Student engages in use of profanity directed at a staff member/teacher in verbal or written form and continuing to argue after multiple redirections.  Minor: Student engages in brief or low-intensity failure to respond to adult requests by the following behaviors (ex. Engaging in verbal retort back to a staff member, making inappropriate comments or gestures)	<b>Elementary</b>  <i>1st Off:</i> Parent Contact and In School  Consequence up to 1 day of OSS  <i>2nd Off:</i> In School Consequence up to 2 days of OSS  <i>3rd Off:</i> Up to 3 days of OSS	<b>Secondary</b>  <i>1st Off:</i> In School Consequence up to 3 days of OSS  <i>2nd Off:</i> In School Consequence up to 5 days of OSS  <i>3rd Off:</i> In School Consequence up to 10 days of OSS
063 UB: Excessive display of affection	Student engages in inappropriate (as defined by school) verbal and/or physical gestures/ contact, of a sexual nature to another student/adult, either consensual or non-consensual.	<b>Elementary</b>  <i>1st Off:</i> In School Consequence Parent contact/ Conference  <i>2nd Off:</i> up to 2 days of OSS  <i>3rd Off:</i> Up to 3 days of OSS	<b>Secondary</b>  <i>1st Off:</i> In School Consequence up to 2 days of OSS  <i>2nd Off:</i> Up to 3 days of OSS  <i>3rd Off:</i> Up to 5 days of OSS
064 UB: Excessive tardiness	Failure to be in place of instruction at the required starting time (Example did not report to class by required starting time)	<b>Elementary</b>  12 tardies and Beyond: Student is ineligible for ANNUAL perfect attendance award; disciplinary actions could be assigned by administration (i.e., ISS, after-school detention, silent lunch, etc. at	<b>Secondary</b>  12 tardies: Up to 2 Day of OSS, Involvement of School Social Worker

		principal discretion), Involvement of School Social Worker	
065 UB: No Immunization	Student does not have correct immunizations as listed in the Parent Handbook.	Non-compliance of requirements for immunization law within 30 days of school entry is reason for disallow attendance at school.	
066 UB: Leaving class without permission	Student leaves class or is in an area that is outside of the classroom without permission	<b>Elementary</b>  <i>1st Off:</i> In school consequence  <i>2nd Off:</i> Up to 1 days of OSS  <i>3rd Off:</i> Up to 2 days of OSS  *loss of privileges	<b>Secondary</b>  <i>1st Off:</i> In school consequence  <i>2nd Off:</i> Up to 2 days of OSS  <i>3rd Off:</i> Up to 3 days of OSS  *loss of privileges
067 UB: Leaving school without permission	Student is in an area that is outside of school boundaries	<i>1st Off:</i> In school Consequence, Parent Contact  <i>2nd Off:</i> Up to 2 days of School Consequence, Parent Contact  <i>3rd Off:</i> Up to 3 days of In School Consequence	
068 UB: Mutual sexual contact between two students	Sexual activity involving willing participants on school property or during a school function.	Up to 10 days of OSS  *LTS may be used in extreme violations at administrator discretion.	
069 UB: Other	Student engages in any other problem behaviors that do not fall within the other categories		
070 UB: Use of tobacco	Use (smoking, dipping) of tobacco products, including e-cigarettes, on school property or at a school event	<i>1st Off:</i> Warning, confiscate device, Parental Contact  <i>2nd Off:</i> Confiscate device, Parental Conference, In School Consequence up to 3 days of OSS  <i>3rd Off:</i> Up to 10 days of OSS Up to 10 days of OSS, Police	
071 UB: Assault on non-student w/o weapon & not resulting in serious injury	Exchanging mutual physical contact by pushing, shoving, or hitting with or without injury with a person who is not a student on ACS property or at an ACS function.	Involvement, possible LTS and or Alternative School Referral/Placement	

072 UB: Assault on student w/o weapon & not resulting in serious injury	An assault is viewed as one person physically attacking another when there is a clear victim. Unlawful threatening or any physical force or violence, to include tearing clothes, striking, or threatening to seize or strike another person either alone or in combination with another student(s)	Up to 10 days of OSS, Police Involvement, possible LTS and or Alternative School Referral/Placement	
073 UB: Skipping class	Student leaves class without permission or stays out of class without permission (10 times or more).	<b>Elementary</b> Parent is required to come in upon arrival and sign student in at the office for all tardies. 1-4 Times: Parents receive a reminder note  5 Times: Tardy procedures requiring parent signature will be sent home  10-11 Times: Contact by principal or designee with agreed upon interventions.  12 Times and Beyond: See Excessive Tardiness (UB 064)	<b>Middle School</b> Consequences start over at the beginning of each six week period. Parent is required to come in upon arrival and sign student in at the office for all tardies.  1-4 Times: Parents receive a reminder note  5 Times: Tardy procedures requiring parent signature will be sent home  10-11 Times: Contact by principal or designee with agreed upon interventions.  12 Times and Beyond: See Excessive Tardiness (UB 064)  <b>High School</b> Consequences start over at the beginning of each six weeks.  1-4 Times: Warning/Call home (Alert Now or Personal)  5-8 Times: 1 Period of ISS  9-11 Times: 1 Day of ISS  12 Times: See Excessive Tardiness (UB 064)



<p>074 UB: Cutting class</p>	<p>Minor: Cutting class involves attending school, but not going to class (Up to 9 times).</p> <p>Major: Cutting class involves attending school, but not going to class (10-11 times). (Code as Excessive Tardiness if this occurs 12 or more times.)</p>	<p><b>Elementary</b></p> <p>Parent is required to come in upon arrival and sign student in at the office for all tardies.</p> <p><i>1--4 Times:</i> Parents receive a reminder note</p> <p><i>5 Times:</i> Tardy procedures requiring parent signature will be sent home</p> <p><i>10-11 Times:</i> Contact by principal or designee with agreed upon interventions.</p> <p><i>12 Times and Beyond:</i> See Excessive Tardiness (UB 064)</p>	<p><b>Middle School:</b></p> <p>Consequences start over at the beginning of each six week period. Parent is required to come in upon arrival and sign student in at the office for all tardies.</p> <p><i>1-4 Times:</i> Parents receive a reminder note</p> <p><i>5 Times:</i> Tardy procedures requiring parent signature will be sent home</p> <p><i>10-11 Times:</i> Contact by principal or designee with agreed upon interventions.</p> <p><i>12 Times and Beyond:</i> See Excessive Tardiness (UB 064)</p> <p><b>High School</b></p> <p>Consequences start over at the beginning of each six weeks.</p> <p><i>1-4 Times:</i> Warning/Call home (Alert Now or Personal)</p> <p><i>5-8 Times:</i> 1 Period of ISS</p> <p><i>9-11 Times:</i> 1 Day of</p>
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			ISS <i>12 Times:</i> See Excessive Tardiness (UB 064)
075 UB: Skipping school	Student leaves school without permission or stays out of class without permission.	<b>Elementary</b>  Parent is required to come in upon arrival and sign student in at the office for all tardies.  <i>1-4 Times:</i> Parents receive a reminder note  <i>5 Times:</i> Tardy procedures requiring parent signature will be sent home  <i>10-11 Times:</i> Contact by principal or designee with agreed upon interventions, Involvement of School Social Worker  <i>12 Times and Beyond:</i> See Excessive Tardiness (UB 064)	<b>Middle School:</b>  Consequences start over at the beginning of each six week period. Parent is required to come in upon arrival and sign student in at the office for all tardies.  <i>1-4 Times:</i> Parents receive a reminder note  <i>5 Times:</i> Tardy procedures requiring parent signature will be sent home  <i>10-11 Times:</i> Contact by principal or designee with agreed upon interventions, Involvement of School Social Worker  <i>12 Times and Beyond:</i> See Excessive Tardiness (UB 064)  <b>High School</b>  Consequences start over at the beginning of each six weeks.
075 UB: Skipping school (continued)			

			<p><i>1-4 Times:</i> Warning/Call home (Alert Now or Personal)</p> <p><i>5-8 Times:</i> 1 Period of ISS</p> <p><i>9-11 Times:</i> 1 Day of ISS,</p> <p>Involvement of School Social Worker</p> <p><i>12 Times:</i> See Excessive Tardiness</p> <p>(UB 064)</p>
077 UB: Physical exam	Student does not have required physical exams to  attend school	See School Policy regarding Kindergarten Immunization and Physical Requirements.	
078 UB: Late to class	<p><b>Minor:</b> Failure to be in place of instruction at the assigned time without a valid excuse. (Late to class 1-9)</p> <p><b>Major:</b> Failure to be in place of instruction at the assigned time without a valid excuse more than 10 times. (Note: 12 or more times, use code Excessive Tardiness UB 064)</p>	<p><b>Elementary</b></p> <p>Parent is required to come in upon arrival and sign student in at the office for all tardies.</p> <p><i>1-4 Times:</i> Parents receive a reminder note</p> <p><i>5 Times:</i> Tardy procedures requiring parent signature will be sent home</p> <p><i>10-11 Times:</i> Contact by principal or designee with agreed upon</p>	<p><b>Middle School:</b></p> <p>Consequences start over at the beginning of each six week period.</p> <p>Parent is required to come in upon arrival and sign student in at the office for all tardies.</p> <p><i>1-4 Times:</i> Parents receive a reminder note</p> <p><i>5 Times:</i> Tardy procedures requiring parent signature will</p>

		<p>interventions.</p> <p><i>12 Times and Beyond:</i> See Excessive Tardiness (UB 064)</p>	<p>be sent home</p> <p><i>10-11 Times:</i> Contact by principal or designee with agreed upon interventions.</p> <p><i>12 Times and Beyond:</i> See Excessive Tardiness (UB 064)</p> <p><b>High School</b></p> <p>Consequences start over at the beginning of each six weeks.</p> <p><i>1-4 Times:</i> Warning/Call home (Alert Now or Personal)</p> <p><i>5-8 Times:</i> 1 Period of ISS</p> <p><i>9-11 Times:</i> 1 Day of ISS</p> <p><i>12 Times:</i> See Excessive Tardiness (UB 064)</p>
079 UB: Gang activity	<p><b>Major:</b> A gang is any ongoing organization, association, or group of three or more persons, whether formal or informal, having as its primary activities the commission of criminal acts and having a common name, identifying sign, colors or symbols.</p> <p><b>Conduct prohibited by this policy includes:</b></p> <ul style="list-style-type: none"><li>• Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, visible tattoos,</li></ul>	<p><i>1st Off:</i> Parent Contact, In school consequence up to 2 days of OSS, possible police involvement</p> <p><i>2nd Off:</i> Parent Contact, Up to 5 days of OSS, possible police involvement</p> <p><i>3rd Off:</i> Up to 10 days of OSS, LTS, possible police involvement</p>	

	<p>and body markings, or other items, or bring in possession of literature that show affiliation with a gang, or is evidence of membership or affiliation</p> <p>in any gang or with the purpose of promoting gang affiliation;</p> <ul style="list-style-type: none"> <li>• Communicating either verbally or non-verbally</li> </ul> <p>(gestures, handshakes, slogans, drawings, etc.), to</p> <p>convey membership affiliation in any gang or that promotes gang affiliation;</p> <ul style="list-style-type: none"> <li>• Tagging, or otherwise defacing school or personal property with gang or gang-related symbols or slogans;</li> <li>• Requiring payment of protection, money, or insurance, or otherwise intimidating or threatening any person related to gang activity;</li> <li>• Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity;</li> <li>• Soliciting others for gang membership;</li> <li>• Conspiring to commit any violation of this policy or committing or conspiring to commit any other illegal act or other violation of school district policies that related to gang activity.</li> </ul>	
080 UB: Discrimination	<p><b>Major:</b> The Code of Student Conduct defines bias motivated behaviors as behavior offenses committed against a person or property which is motivated by the offender's bias, a negative opinion or attitude toward a group of persons based on their race, religion, disability, sexual orientation, or</p>	<p><i>1st Off:</i> In school consequence up to 2 days of OSS</p> <p><i>2nd Off:</i> Up to 3 days of OSS</p> <p><i>3rd Off:</i> Up to 5 days of OSS</p>

<p>080 UB: Discrimination (Continued)</p>	<p>ethnicity/national origin.</p> <p><b>Disability bias</b> is defined as a bias based on physical or mental impairments/challenges, temporary or permanent, congenital or hereditarily acquired, accident, injury, advanced age or illness.</p> <p><b>Ethnicity/National Origin Bias</b> is defined as a bias toward a group of persons of the same race or national origin who share common or similar traits, languages, customs, and traditions.</p> <p><b>Hate crime</b> is defined as bias behavior that is a criminal offense.</p> <p><b>Racial bias</b> is bias toward a group of persons who possess common physical characteristics, i.e., color of skin, eyes, hair, facial features, genetically transmitted by descent and heredity which distinguish them as a distinct division of human-kind.</p> <p><b>Religious bias</b> is defined as a bias toward a group of persons who share the same religious beliefs regarding the origin and purpose of the universe and the existence or non-existence of a supreme being.</p> <p><b>Sexual-Orientation</b> bias is defined as a bias toward a group of persons based on their sexual attraction toward and responsiveness to members of the opposite or same sex.</p> <p><b>Major:</b> Student has possession of prescription in school, on school grounds, on school bus, or at any school function not otherwise specified in a student's health care plan.</p>	
<p>086 UB: Possession of student's own</p>	<p><b>“Actual” Possession:</b> This is where the person physically has control over the substance. In most cases, this means that they are carrying it and have the ability to control it.</p>	<p><i>1st Off:</i> Parent Consequence</p> <p><i>2nd Off:</i> In school Consequence up to 5 days OSS</p> <p><i>3rd Off:</i> Up to 10 days of OSS</p>

prescription drug	<b>“Constructive” Possession:</b> This may occur when the substance is not actually physically on the person, but is found on or around the person’s property.	
090 UB: Violent assault not resulting in serious injury	<b>Major:</b> An assault is viewed as one person physically attacking another when there is a clear victim and using excessive force. The victim usually has not retaliated beyond a possible action attempting to get the assailant to stop the assault (not mutual fighting). Unlawful threatening or any physical force or violence, to include tearing clothes, striking, or threatening to seize or strike another student either alone or in combination with another student(s).	Up to 10 days of OSS, possible LTS, Police Involvement
091 UB: Misuse of school technology	<b>Major:</b> Student intentionally misuses school technology in a manner that does cause or may cause harm or injury to, property, services, and people, regardless of whether such consequence was intended.	Please see district policy on Technology Use.
092 UB: Repeat offender	<b>Major:</b> Student has already been referred to the office for the same behavior (3 or more times) and who has been caught again for committing the same infraction (3 or more times).	<div> <b>Elementary:</b>  <i>1st Offense:</i> 0-1 days OSS  2nd Offense: 1- 2 days OSS  <i>3rd offense:</i> Up to 3 days of OSS </div> <div> <b>Secondary (Middle and High School):</b>  <i>1st Offense:</i> Up to 1 days of ISS  <i>2nd Offense:</i> Up to 2 days of OSS  <i>3rd Offense:</i> Up to 5 days of OSS </div>
093 UB: Robbery without a weapon	<b>Major:</b> The taking of money or goods that are in the possession of another person or entity by force or intimidation (value exceeds \$100).	Up to 10 days of OSS, Restitution, Police Involvement, LTS, Score Referral

094 UB: Cyber-bullying	<b>Major:</b> The use of information and communication technologies such as email, cell phone and pager text messages, instant messaging, social media, and defamatory personal polling web sites to intentionally harm others.	<b>Elementary:</b>  <i>1st Off:</i> In School Consequence up to 3 day of OSS  <i>2nd Off:</i> Up to 5 days OSS  <i>3rd Off:</i> Up to 10 days of OSS	<b>Middle/High School:</b>  <i>1st Off:</i> Up to 3 days of OSS  <i>2nd Off:</i> Up to 5 days of OSS  <i>3rd Off:</i> Up to 10 days of OSS
095 UB: Under the influence of alcohol	<b>Major:</b> Drinking (under influence) any alcoholic beverage in school, on school grounds, to and from school, and on school bus or at any school function, or coming to school or school activities after consumption.	Up to 10 days of OSS, Police Involvement, LTS, Score Referral	
096 UB: Under the influence of controlled substances	<b>Major:</b> Using ( or under influence) of any narcotic, illegal or controlled drug, anabolic steroid or any illegal substance, on school grounds, to and from school, on school bus, or at any school function, or coming to school or school activities after consumption.	Up to 10 days of OSS, Police Involvement, LTS, Score Referral	
101 UB: Harassment-Racial	<b>Major:</b> Ethnicity/National Origin harassment is de- fined as a bias toward a group of persons of the same race or national origin who share common or similar traits, languages, customs, and traditions.	<i>1st Off:</i> In school consequence up to 3 days of OSS  <i>2nd Off:</i> Up to 5 days of OSS  <i>3rd Off:</i> Up to 10 days of OSS	
102 UB: Harassment-Disability	<b>Major:</b> Disability harassment is defined as a bias based on physical or mental impairments/ challenges, temporary or permanent, congenital or hereditarily acquired, accident, injury, advanced age or illness.	<i>1st Off:</i> In school consequence up to 3 days of OSS  <i>2nd Off:</i> Up to 5 days of OSS  <i>3rd Off:</i> Up to 10 days of OSS	



105 UB: Threat of physical attack with a firearm	<b>Major:</b> Threat of physical attack with a firearm is defined as any unprovoked aggressive action toward another person while indicating use of a firearm.	Up to 10 days OSS, Police Involvement, LTS, Alternative School Placement
106 UB: Threat of physical attack with a weapon	<b>Major:</b> Threat of physical attack with a weapon as any unprovoked aggressive action toward another person.	Up to 10 days OSS, Police Involvement, LTS, Alternative School Placement
Harassment-Sexual Orientation	Sexual orientation discrimination means treating someone differently solely because of his or her real or perceived sexual orientation: lesbian, gay (homosexual), bisexual, asexual, pansexual, or straight (heterosexual).	<i>1st Off:</i> In school consequence up to 3 days of OSS <i>2nd Off:</i> Up to 5 days of OSS <i>3rd Off:</i> Up to 10 days of OSS
110 UB: Harassment-Religious affiliation	<b>Major:</b> Religious harassment is defined as a bias toward a group of persons who share the same religious beliefs regarding the origin and purpose of the universe and the existence or non- existence of a supreme being. <u>Reportable Offenses/Persistently Dangerous</u>	<i>1st Off:</i> In school consequence up to 3 days of OSS <i>2nd Off:</i> Up to 5 days of OSS <i>3rd Off:</i> Up to 10 days of OSS
The following offenses described below are required by law to report to police those crimes specified in 115C-288(g). These are coded with *** indicating that they are reportable offenses.		
*** 001 PD: Assault resulting in a serious injury	<b>Major:</b> An intentional offer or attempt by force or violence to do injury to the person of another that	0-10 days, Police Involvement, possible LTS and/or Alternative School Placement

(01 )	<p>causes reasonable apprehension of immediate bodily harm resulting in one of the following:</p> <p>(1) substantial risk of death, (2) serious permanent</p> <p>disfigurement, (3) a coma, (4) a permanent or protracted condition that causes extreme pain, (5) permanent or protracted loss or impairment of the function of any bodily member or organ, or (6) that results in prolonged hospitalization. (If an offender used a weapon in an assault resulting in serious injury, report both Assault Resulting in Serious Injury and Assault Involving Use of a Weapon.)</p>	
<p>***002 PD:</p> <p>Assault involving the use of a weapon (02)</p>	<p><b>Major:</b> An intentional offer or attempt by force or</p> <p>violence to do injury to the person of another that</p> <p>causes reasonable apprehension of immediate</p> <p>bodily harm through the use of one of the following:</p> <p>(1) any gun, rifle, pistol, or other firearm, (2) BB gun, (3) stun gun, (4) air rifle, (5)</p> <p>air pistol, (6) bowie knife, (7) dirk, (8) dagger, (9)</p> <p>slingshot, (10) leaded cane, (11) switchblade knife, (12) blackjack, (13) metallic knuckles, (14) razors and razor blades, (15) fireworks, or (16) any</p> <p>sharp-pointed or edged instrument except</p>	<p>10 days suspension, Police Involvement, possible LTS and/or Alternative School Placement</p>

	instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction, and maintenance. (If a firearm or other weapon is used in the commission of any offense, the type of weapon must be identified in the Weapon Used/Possessed column of the Date Collection Form.)	
<p>***003 RO: Assault on School personnel not resulting in a serious injury (03)</p> <p>***003 RO: Assault on school personnel not resulting in a serious injury (03) (Continued)</p>	<p><b>Major:</b> An intentional offer or attempt by force or violence to do injury to a school official, employee, or volunteer that causes reasonable apprehension of immediate bodily harm while the school official, employee, or volunteer is discharging or attempting to discharge his/her duties. The “duties” of a school official, employee, or volunteer include the following:</p> <p>(1) all activities on school property, (2) all activities during a school authorized event or the accompanying of students to or from that event, and (3) all activities relating to the operation of school transportation.</p> <p>An “<b>employee</b>” includes (1) one who is employed by a local board of education, (2) one who is employed by a charter school, (3) one who is employed by a nonpublic school that operates under Part 1 or Part 2 of Article 39 of Chapter 115C of the General Statutes, or (4) an independent contractor if the independent contractor or employee of the independent contractor carries out duties customarily performed by employees of the school.</p>	0-10 days, Police Involvement, possible LTS and/or Alternative School Placement

	<p>-A <b>“volunteer”</b> is one who volunteers his/her services or presence at any school activity and is under the supervision of an employee.</p> <p>-This offense includes assaults on school personnel that do not involve the use of a weapon and do not result in apparent serious injury.</p>	
004 PD: Homicide (06 )	<p><b>Major:</b> A murder which is perpetrated by one of the following means: (1) nuclear, biological, or chemical weapon of mass destruction, (2) poison, (3) lying in wait, (4) imprisonment, (5) starving, (6) torture, (7) any other kind of willful, deliberate, and premeditated murder, (8) during the perpetration or attempted perpetration of an arson, rape, sex offense, robbery, kidnapping, burglary, or other felony committed or attempted with the use of a deadly weapon, (9) the unlawful distribution and ingestion by someone of opium or any other synthetic or natural salt, compound, derivative, or preparation of opium, cocaine, or methamphetamine resulting in death, or (10) all other types of murder.</p>	10 days suspension, Police Involvement, possible LTS and/or Alternative School Placement
005 RO: Possession of Controlled substance in	<p><b>Major:</b> Student has possession of a controlled substance including cocaine.</p>	10 days suspension, Police Involvement, possible LTS and/or Alternative School Placement

violation of law - cocaine (09		
006 RO: Possession of controlled substance in violation of law - marijuana (09	<b>Major:</b> Student has possession of a controlled substance including marijuana.	0-10 days, Police Involvement, possible LTS and/or Alternative School Placement
007 RO: Possession of controlled substance in violation of law - Ritalin (09	<b>Major:</b> Student has possession of a controlled substance including Ritalin	0-10 days, Police Involvement, possible LTS and/or Alternative School Placement
008 RO: Possession of a Weapon (excluding firearm, explosive) (10 )	<p><b>Major:</b> It is unlawful for any person to possess or carry, whether openly or concealed, any of the following weapons on campus or other educational property:</p> <p>(1) any BB gun, (2) stun gun, (3) air rifle, (4) air pistol, (5) bowie knife, (6) dirk, (7) dagger, (8) slingshot, (9) leaded cane, (10) switchblade knife, (11) blackjack, (12) metallic knuckles, (13) razors and razor blades, (14) fireworks, or (15) any sharp-pointed or edged instrument, except instructional supplies, unaltered nail files, clips, and tools used solely for preparation of food, instruction, maintenance.</p>	0-10 days, Police Involvement, possible LTS and/or Alternative School Placement

	<p>-<b>“Educational Property”</b> refers to any school building or bus, school campus, grounds, recreational area, athletic field, or other property owned, used, or operated by any board of education or school board of trustees, or directors for the administration of any school.</p>	
<p>009 RO: Possession firearm or powerful explosive (11)</p>	<p>Persons authorized to carry weapons on school property are individuals carrying a concealed handgun with a permit as authorized by Chapter 14, Article 54B of the NC General Statutes as amended by Session Law 2013-369, and law enforcement officers, firefighters, and emergency service personnel when discharging their official duties.</p> <p>Any person or persons who, having in possession or with the use or threatened use of any firearms or powerful explosive.</p>	<p>Recommendation for a 365-day suspension is mandatory for this offense as indicated by law (Reference Federal Gun Free Schools Act; N.C. Gen. Stat. 115C-390.10).</p>
<p>***010 PD: Robbery with a dangerous weapon (13)</p>	<p><b>Major:</b> Any person or persons who, having in possession or with the use or threatened use of any firearms or other dangerous weapon, implement or means, whereby the life of a person is endangered or threatened, unlawfully takes or attempts to take personal property from another or from any place of business, residence, or banking institution or any other place where there is a person or persons in attendance, at any time, either day or night, or who aids or abets any such person or persons in the commission of such crime.</p>	<p>0-10 days, Police Involvement, possible LTS and/or Alternative School Placement</p>



	<p><b>-Sexual offense with a child (adult offender):</b> A person is guilty of sexual offense with a child if the person is at least 18 years of age and engages in a sexual act with a victim who is a child and under the age of 13 years.</p> <p><b>-Second-degree sexual offense:</b> A person is guilty of a sexual offense in the second degree if the person engages in a sexual act with another person (1) by force and against the will of the other person, or (2) who is mentally disabled, mentally incapacitated, or physically helpless, and the person performing the act knows or should reasonably know that the other person is mentally disabled, mentally incapacitated, or physically helpless.</p> <p><b>Statutory rape or sexual offense of person who is</b> <b>13, 14, or 15 years old:</b> A person is guilty if he/she engages in vaginal intercourse or a sexual act with another person who is 13, 14, or 15 years old and the person committing the act is at least six years older than the person, except when the person committing the act is lawfully married to the other person.</p>	
014 PD: Sexual assault not involving rape or sexual offense (15)	<p><b>Major:</b> A person is guilty of sexual battery if he/she, for the purpose of sexual arousal, sexual gratification, or sexual abuse, engages in sexual contact with another person by force and against the will of the other person, or if the person being assaulted is mentally disabled, mentally incapacitated, or physically helpless and the person performing the act</p>	10 days suspension, Police Involvement, possible LTS and/or Alternative School Placement



<p>014 PD: Sexual assault not involving rape or sexual offense (15) (Continued)</p>	<p>knows or should reasonably know that the other person is mentally disabled, mentally incapacitated, or physically helpless.</p> <p><b>NCGS 14-27.1</b> defines "sexual contact" as touching the sexual organ, anus, breast, groin or buttocks of any person or a person touching another person with their own sexual organ, anus, breast, groin, or buttocks.</p> <p>The difference between a sexual assault and a sexual offense is that the sexual assault involves forcible and intentional touching without penetration, and a sexual offense involves penetration of a sex organ or anus by any object, or touching another's mouth or anus by the male sex organ.</p>	
<p>***015 PD: Taking indecent liberties with a minor (17 )</p>	<p><b>Major:</b> A person is guilty of taking indecent liberties with a child if, being 16 years of age or more and at least five years older than the child in question, he/she either:</p> <p>(1) willfully takes or attempts to take any immoral, improper, or indecent liberties with any child of either sex under the age of 16 years for the purpose of arousing or gratifying sexual desire, or (2) willfully commits or attempts to commit any lewd or lascivious act upon or with the body or any part or member of the body of any child of either sex under the age of 16 years.</p> <p>A <b>"lewd and lascivious act"</b> is defined as an act that is obscene, lustful, or indecent, or tending to deprave the morals with respect to sexual relations.</p>	<p>0-10 days, Police Involvement, possible LTS and/or Alternative School Placement</p>

<p>***016 PD:</p> <p>Kidnapping (07 )</p>	<p><b>Major:</b> A person who unlawfully confines, restrains, or removes from one place to another,</p> <p>any other person 16 years of age or over without</p> <p>the consent of such person, or any other person</p> <p>under the age of 16 years old without the consent</p> <p>of a parent or legal guardian of such person, shall</p> <p>be guilty of kidnapping if such confinement, restraint, or removal is for the purposes of one of</p> <p>the following:</p> <p>(1) holding such other person for a ransom, as a hostage, or using such other person as a shield, (2) facilitating the commission of any felony or facilitating the flight of any person following the commission of a felony, (3) doing serious bodily harm to or terrorizing the person so confined, restrained, or removed by any other person, (4) holding such other person in involuntary servitude, (5) trafficking another person with the intent that the person be held in involuntary servitude or sexual servitude, or (6) subjecting or maintaining such other person for sexual servitude.</p>	<p>10 days suspension, Police Involvement, possible LTS and/or Alternative School Placement</p>
<p>***017 RO:</p> <p>Possession of</p> <p>Controlled substance in</p> <p>violation of law</p>	<p><b>Major:</b> It is unlawful for a person to possess or have in his/her immediate control any of the following:</p> <p>Marijuana, Heroin, LSD, Methamphetamine, Cocaine, or any other drug listed in Schedules I - VI of the North Carolina Controlled Substances Act. (G.S. §90-89 through 90-94.)</p>	<p>0-10 days, Police Involvement, possible LTS and/or Alternative School Placement</p>

- other (09 )	<p>The unauthorized possession of a prescription drug is included under this offense. The principal should confer with law enforcement personnel if there is doubt as to whether or not a certain drug is considered a controlled substance.</p>	
018 UB: Unlawfully setting a fire (G.S. 14-277.1	<b>Major:</b> Student plans and/or participates in malicious burning of property.	10 days suspension, Police Involvement, possible LTS and/or Alternative School Placement
019 UB: Communicating Threats (G.S. 14- 277.1)	<b>Major:</b> Student is making threats with a plan of harm to another person.	0-10 days, Police Involvement, possible LTS and/or Alternative School Placement
043 RO: Making Bomb Threats or Engaging in Bomb Hoaxes (04)	<p><b>Major:</b> A person who, with intent to perpetrate a hoax, conceals, places, or displays in or at a public building any device, machine, instrument, or artifact, so as to cause any person reasonably to believe the same to be a bomb or other device capable of causing injury to persons or property.</p> <p>-A <b>“public building”</b> encompasses all educational property, as defined in G.S. 14-269.2, including: (1) any school building or bus, and (2) school campus, grounds, recreational area, athletic field, or other property owned, used, or operated, by any board of education or school board of trustees or directors for the administration of any school.</p>	10 days, Police Involvement, possible LTS and/or Alternative School Placement

	<p>-<b>“Public buildings”</b> also include: (1) hospitals, and</p> <p>(2) buildings that house only State, federal, or local government offices, or the offices of the State, federal, or local government located in a building that is not exclusively occupied by the State, federal, or local government. This offense includes when a person communicates a bomb threat by any means.</p>	
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Calendar					
Aug-19					
	DATE	MEETING	TIME	LOCATION	
Tuesday	August 6	City of Asheboro National Night Out	6-8 p.m.	Throughout Asheboro	
Thursday	August 8	Apprenticeship Randolph Signing Event	6 p.m.	RCC LRC Auditorium	
Thursday	August 8	Asheboro City Board of Education meeting	7:30 p.m.	TBD	
Wednesday	August 14	First Day for Staff	All Day	All Sites	
Thursday	August 15	Superintendent Meet-and-Greet	4-6 p.m.	Randolph Public Library-Asheboro Location	
Fri	August 16	Optional Teacher Workday	All day	All sites	
Monday	August 19	Professional Development Day for Teachers	All day	All sites	
Tuesday	August 20	Professional Development Day for Teachers	All day	All sites	
Wednesday	August 21	Teacher Workday	All day	All sites	
Thursday	August 22	Teacher Workday	All day	All sites	
Friday	August 23	Teacher Workday	All day	All sites	
Friday	August 23	Convocation	8 - 11 a.m.	AHS New Gym	
Monday	August 26	First Day Back for Students	All day	All sites	
Friday	August 30	First home FB Game			
Monday	September 2	Labor Day Holiday	All day	All sites	
Thursday	September 12	Asheboro City Board of Education meeting	7:30 p.m.	TBD	
Monday	Sept. 23	GBT Title I Night	Session 1, 4:30, Pres. 5:30, Session 2, 6	GBT	
Tuesday	September 24	SAMS Title 1 Night/AFTT	TBD	TBD	
Tuesday	October 1	AHS AFTT Night	TBD	AHS	
Wednesday	October 2	LP Title I Night		LP	
Thursday	October 3	BAL Title 1 Night/AFTT	TBD	BAL	
Friday	October 4	Asheboro High School Athletic Hall of Fame Induction Ceremony		AHS New Gym	
Thursday	October 10	Asheboro City Board of Education meeting	7:30 p.m.	TBD	
Friday	October 18	AHS Homecoming Event (against Southern Guilford)	7:30 p.m.	Lee J. Stone Stadium	
Tuesday	November 5	SAMS AFTT Night	TBD	TBD	
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	
Tuesday	December 10	Superintendent's Holiday Lunch (Cabinet, Principals, Office Staff, and BOE)	11:30 - 1:30 p.m.	COBR	
Wednesday	December 11	Senior Holiday Lunch	12 -1:30 p.m.	DLL Multipurpose Room	
Thursday	December 12	Asheboro City Board of Education meeting	7:30 p.m.	TBD	
Monday	December 23	Annual Leave for teachers	All day	All sites	
Tuesday - Thursday	December 24-26	Winter Break for all staff (Christmas holiday)	All day	All sites	
Friday - Tuesday	December 27 - 31	Annual Leave for teachers	All day	All sites	
Wednesday	January 1	New Years Day holiday (2020!)	All day	All sites	
Thursday	January 9	Asheboro City Board of Education meeting	7:30 p.m.	TBD	
Thursday	January 16	CWM Spelling Bee	1 p.m.	COBR	
Monday	January 20	Dr. Martin Luther King, Jr. holiday	All day	All sites	
Tuesday	January 21	Teacher Workday	All day	All sites	
Wednesday	January 22	Professional Development Day for Teachers	All day	All sites	
Thursday	January 30	DLL AFTT Night	TBD	DLL	
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	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	
Tuesday	March 10	SAMS AFTT Night	TBD	TBD	
Thursday	March 12	Asheboro City Board of Education meeting	7:30 p.m.	TBD	
Thursday	March 19	Elementary School Battle of the Books	TBD	TBD	
Thursday	March 26	Greensboro Symphony	11 a.m.	Tanger Center for the Performing Arts	

Friday	March 27	Professional Development Day for Teachers	All day	All sites	
Tuesday	April 7	CWM Kindergarten Orientation	8:30 a.m. - 1 p.m. and 3-6 p.m.	CWM	
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	
Wednesday	April 22	BAL Kindergarten Orientation	12 - 6 p.m.	BAL	
Thursday	April 23	BAL Kindergarten Orientation	8:30 a.m. - 1 p.m. and 3-6 p.m.	BAL	
Tuesday	April 28	GBT Kindergarten Orientation	12 - 6 p.m.	GBT	
Wednesday	April 29	GBT Kindergarten Orientation	8:30 a.m. - 1 p.m. and 3-6 p.m.	GBT	
Thursday	April 30	DLL AFTT Night	TBD	DLL	
Tuesday	May 5	DLL Kindergarten Orientation	8:30 a.m. - 1 p.m. and 3-6 p.m.	DLL	
Thursday	May 14	Asheboro City Board of Education meeting	7:30 p.m.	TBD	
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	

## Asheboro City Board of Education May 1, 2019

### **Finance**

Baxter Hammer, Chair  
Gus Agudelo  
Joyce Harrington  
Ryan Patton  
Linda Cranford  
Gidget Kidd, ex-officio  
Phillip Cheek, ex-officio

### **Policy**

Dr. Beth Knott, Chair  
Archie Priest  
Michael Smith  
Gwen Williams  
Gidget Kidd, ex-officio  
Phillip Cheek, ex-officio

### **Legislative**

Michael Smith, Chair  
Linda Cranford  
Joyce Harrington  
Gidget Kidd, ex-officio  
Phillip Cheek, ex-officio

**Calendar Committee:** Dr. Beth Knott and Gwen Williams

### **School Assignments 2019**

Asheboro High School  
South Asheboro Middle School

North Asheboro Middle School

Balfour Elementary School

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

All members  
Gwen Williams, Linda Cranford,  
Gustavo Agudelo, Gidget Kidd,  
Phillip Cheek  
Baxter Hammer, Archie Priest, Jr.,  
Ryan Patton, Michael Smith  
Beth Knott, Linda Cranford,  
Gwen Williams  
Phillip Cheek, Gustavo Agudelo  
Michael Smith, Ryan Patton  
Gidget Kidd, Archie Priest, Jr.  
Baxter Hammer, Joyce Harrington  
Ryan Patton