

**ASHEBORO CITY BOARD OF EDUCATION**  
**Asheboro City Schools Professional Development Center**

**November 12, 2020**

**7:30 p.m.**

**Addendum**

**6:30 p.m. - Policy Committee**

**7:00 p.m. - Finance Committee**

**I. Opening**

**II. Special Recognition and Presentations**

**III. Public Comments**

**IV.\* Consent Agenda**

**B.** Personnel (addendum)

**E.** Career and Technical Education Course Addition Request for 2021-2022 (Amended - added HN44 Fundamentals of Gerontology)

**G.** Budget Amendment (added)

**H.** Budget Transfer Report (added)

**V. Information, Reports and Recommendations**

**VI. Superintendent's Report**

**VII. Board Operations**

**VIII. 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**  
**Asheboro City Schools Professional Development Center**  
**November 12, 2020**  
**7:30 p.m.**

**6:30 p.m. - Policy Committee**

**7:00 p.m. - Finance Committee**

**I. Opening**

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – Mr. Baxter Hammer, Board of Education Member
- \*D. Approval of Agenda

**II. Special Recognition and Presentations**

- A. Points of Pride (Included in packet, no presentation.)
- B. Community Partner Spotlight – Recognition of Sodexo and Asheboro City Schools Bus Drivers - Ms. Leigh Anna Marbert, Public Information Officer
- C. Board Spotlight – *Embracing Blended Learning* – Ann Evans, Principal of Guy B. Teachey Elementary School (video presentation)

**III. Public Comments**

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

**IV.\* Consent Agenda**

- A. Approval of Minutes – October 8, 2020 and October 22, 2020
- B. Personnel
- C. Beginning Teacher Support Program Plan
- D. Policies Recommended for Approval:
  - Policy 1200 - Governing Principle – Student Success
  - Policy 1400 - Governing Principle – School Initiatives
  - Policy 1610/7800 - Professional and Staff Development
  - Policy 1700 - Governing Principle – Overcoming Barriers
  - Policy 1800 - Governing Principle – Stewardship of Resources
  - Policy 3410 - Testing and Assessment Program
  - Policy 3420 - Student Promotion and Accountability
  - Policy 7360/8225 - Crowdfunding on Behalf of the School System
- E. Career and Technical Education Course Addition Request for 2021-2022
- F. Asheboro High School Course Addition Request for 2021-2022 (Mathematics and AS-400 for JROTC)

**V. Information, Reports and Recommendations**

- A.** Policies Recommended for 30-Day Review – Dr. Drew Maerz, Director of Testing and Accountability:
- Policy 3227/7322 – Web Page Development
  - Policy 4152 – Unsafe School Choice Transfer
  - Policy 4345 – Student Discipline Records
  - Policy 6306 – School Bus Idling
  - Policy 8350 – Fixed Assets Inventory
- B.** Social/Emotional Learning – Ms. Suzanne Cash and Ms. Kimberly Clodfelter – Mental Health Specialists
- C.** Equity Team Update – Ms. Robin Harris, Director of Equity and Inclusion
- D.** COVID-19 Update – Ms. Carla Freemyer, Executive Director of Human Resources

**VI. Superintendent's Report – Dr. Aaron Woody, Superintendent**

- A.** Board Goal Updates

**VII. Board Operations – Chairman Kidd**

- A.** Calendar of Events

**VIII. Adjournment**

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

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**Points of Pride**  
**November 12, 2020**

**Secondary Students Return Under Plan B**

On Monday, October 19, Asheboro City Schools officially had all K-12 students back in our school buildings, albeit under Plan B due to the ongoing global pandemic. With Plan B, students are able to socially-distance in classrooms and common areas, they are required to wear masks, and all students and staff are given a health screening before entering the building. The district has been extremely pleased with how our students, families, and staff are adhering to the guidance outlined in the North Carolina Department of Public Instruction's Public Health Toolkit. We are also grateful for the guidance provided by Randolph County Public Health. While we are ready for the day to welcome students full time, we are thankful for the face-to-face time we have with students and families.

**NCCAT Beginning Teacher of the Year Award**

Asheboro City Schools has nominated Mr. Tucker Smith, assistant director of bands at Asheboro High School, for the North Carolina Center for the Advancement of Teaching (NCCAT) Beginning Teacher of the Year Award. The NCCAT Beginning Teacher of the Year Award serves to honor and recognize the hard work of first year teachers. We will know by November 16 if Mr. Smith advances as a finalist for the award.

**Field of Honor**

In honor of Veteran's Day, Asheboro City Schools has again collaborated with the Asheboro-Randolph Chamber of Commerce and the Asheboro Rotary Club to host the annual Field of Honor at South Asheboro Middle School. The event featured 500 American flags displayed on the baseball field at SAMS. All flag purchased benefitted the Asheboro Rotary Club Foundation and the Asheboro Randolph Chamber of Commerce Charitable Foundation.

**SAMS Teacher Earns Doctorate Degree**

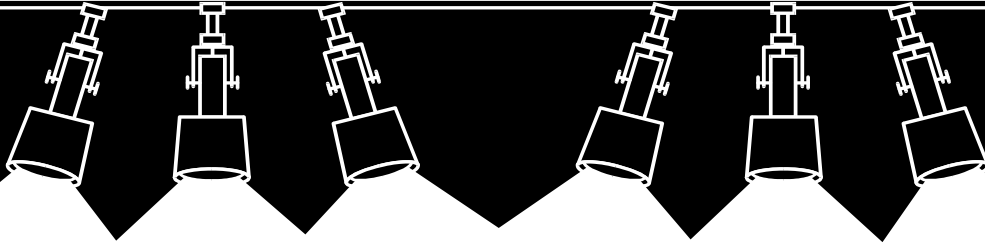
Dr. Callie Everett, teacher at South Asheboro Middle School, recently earned her doctorate from Liberty University. She is an accomplished, highly skilled, multi-functional adult educator with extensive knowledge and experience in the field of education. Dr. Everett has excelled as an Adult Education Secondary Instructor, Middle School Teacher, and Community Support Specialist. She is always enthusiastic and prepared to contribute her knowledge to maximize student academic excellence in a leadership capacity. Dr. Everett was chosen to present at the North Carolina Middle School Association's Annual Conference on the topic: "Five Timely Tactics to School Turnaround." Her most recent study is titled: The Experiences of Sixth- Through Twelfth-Grade Students Identified as Having Autism Spectrum Disorder and Classified as Academically and Intellectually Gifted: A Multiple-Case Study. Congratulations Dr. Everett!

**American Education Week**

American Education Week will be hosted the week of November 16-20. This year, the district has purchased travel size hand sanitizers with the Asheboro City Schools logo imprinted on them for each staff member. This small token is just one way we wish to express our thanks and gratitude to our hard working teachers and staff across the district.



**November 12, 2020**



**Community Partner Spotlight:**

We are pleased to recognize the Sodexo Team and our bus drivers as this month's Community Partners. While both teams are essential to the everyday operations of the school district, they have been especially vital during the COVID-19 pandemic. Our Sodexo Team has been integral in helping to pack and distribute meals to children across Asheboro, and our bus drivers have provided the means in which to make these deliveries. Through these trying times, both teams have risen to the occasion to meet the needs of our students and families all while exhibiting a positive, can-do attitude.

**Board Spotlight:**

The Board Spotlight will be presented via video presentation from Ms. Ann Evans, principal of Guy B. Teachey Elementary School. She will present, "Embracing Blended Learning," which will highlight several of the creative ways the teachers at Teachey have created blended learning experiences for their students.

**Asheboro City Schools  
Board of Education  
Asheboro City Schools Professional Development Center  
October 8, 2020**

**Policy Committee**

**Policy Committee Members present:**

Dr. Beth Knott, Chair	Archie Priest, Jr.	Michael Smith
Art Martinez	Gidget Kidd, ex-officio	

**Other Board Members present:**

Baxter Hammer	Ryan Patton	Gwen Williams
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**Policy Committee Member absent:**

Phillip Cheek, ex-officio

**Staff Members present:**

Dr. Aaron Woody	Dr. Drew Maerz	Sandra Spivey
Carla Freemyer	Anthony Woodyard	Jordi Roman
Leigh Anna Marbert	Ed Keller	Donna Gentry
Lee Clark		

Dr. Knott called the meeting to order at 6:25 p.m. and referred to Dr. Maerz for policy presentations.

- Policy 3227/7322 – Web Page Development
  - Removed section 2f – Technology Responsible Use
  - Updated language
- Policy 4152 – Unsafe School Choice Transfer – New policy
  - Added to comply with federal and North Carolina Department of Public Instruction policy.
- Policy 4345 – Student Discipline Records
  - Updated resources
- Policy 6306 – School Bus Idling
  - Updated legal references
- Policy 8350 – Fixed Assets Inventory – New policy

There being no further business, the committee meeting adjourned at 6:31 p.m.

**Finance Committee**

**Finance Committee Members present:**

Gidget Kidd, ex-officio	Baxter Hammer, Chair	Linda Cranford
Ryan Patton	Gwen Williams	

**Finance Committee Member absent:**

Phillip Cheek, ex-officio	Gus Agudelo
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**Other Board Members present:**

Art Martinez

Archie Priest, Jr.

Michael Smith

Dr. Beth Knott

**Staff Members present:**

Dr. Aaron Woody

Anthony Woodyard

Donna Gentry

Carla Freemyer

Dr. Drew Maerz

Jordi Roman

Lee Clark

Sarah Beth Robbins

Sandra Spivey

Ed Keller

Leigh Anna Marbert

Mr. Hammer called the meeting to order at 6:45 p.m. and referred to Ms. Sandra Spivey, Finance Officer. Ms. Spivey gave an update of the County Commissioners meeting on Monday evening, October 3, 2020. The County Commissioners approved the project budget of \$28.6 million for Phase III of the Asheboro High School Renovation Project. This will allow Asheboro City Schools to proceed with contracts related to the mobile unit lease and the civil engineering work to prepare the site, as well as paying for the design costs that Smith Sinnett Architecture is incurring prior to financing in March 2021. Included in the October meeting agenda is a Budget Amendment (CO-01) to appropriate \$4.2 million in the capital outlay budget for Phase III expenses. Also included is a contract for Mobile Modular Management Corporation for \$1,402,804. Mobile Modular submitted the lowest responsive bid in the Request for Proposal process for lease of mobile units during renovation at Asheboro High School.

Ms. Spivey also reviewed state Budget Amendment SO-01 which includes additional Coronavirus Relief Funds allocated by the state. Ms. Spivey discussed the expenses that the district has incurred since March 2020 in response to COVID-19. The district has spent over \$100,000 on personal protective equipment (PPE) and cleaning supplies. The district has spent over \$900,000 on technology purchases.

Ms. Spivey reminded the committee that a \$350 bonus will be paid to all permanent staff who are employed as of October 1. The state voted to pay the bonus to all certified staff who are school-based and paid on the teacher salary scale. The Board had previously approved using local funds to provide the bonus to all permanent staff members not included in the state bonus. The bonus will be paid at the end of October.

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

**Board of Education Meeting****Board Members attending in person:**

Gidget Kidd, Chair

Baxter Hammer

Ryan Patton

Gwen Williams

Scott Eggleston, Board Attorney

Gustavo Agudelo

Dr. Beth Knott

Archie Priest, Jr.

Linda Cranford

Art Martinez

Michael Smith

**Board Members absent:**

Phillip Cheek, Vice Chair

**Staff Members attending in person:**

Dr. Aaron Woody

Sandra Spivey

Lee Clark

Dr. Wendy Rich

Anthony Woodyard

Leigh Anna Marbert

Carla Freemyer

Donna Gentry

Sarah Beth Robbins

Jordi Roman  
Ed Keller

Dr. Drew Maerz  
Dr. Penny Crooks

Ray Horton  
Chandra Manning

**Staff Members attending virtually:**

Ann Evans  
Julie Brady  
Lisa Hayes

Christopher Tuft  
Nikia Domally  
Deanna Wiles

Ronald Dixon  
Holly White

**Opening**

Chairman Kidd called the meeting to order at 7:32 p.m. and welcomed all in attendance. The Pledge of Allegiance was led by Mr. Ryan Patton, Board Member.

Upon motion by Mr. Hammer and seconded by Mr. Priest, the Board unanimously approved the meeting agenda with the addition of Action Item A1 – School Start Date.

**Special Recognitions:**

Ms. Leigh Anna Marbert, Public Information Officer, presented the following Points of Pride:

**Asheboro Zoo FFA Recognized as 3-Star Chapter:** For the second year in a row, the Asheboro Zoo FFA Chapter has been recognized by the National FFA Organization as a 3 STAR CHAPTER in the National Chapter Awards Program. One of only 12 chapters in North Carolina to receive this rating, this distinction is only awarded to the top 5% of chapters in the country. This recognition is the result of the hard work and dedication of 70 FFA members and countless supporters who helped the chapter grow leaders, build communities, and strengthen agriculture during the 2019-2020 school year. The award will be presented to the chapter during the 93rd National FFA Convention in October.

**Students Give Back to Local Healthcare Workers:** The Asheboro High School (AHS) Band created and delivered special treats to staff at Randolph Health last Tuesday. The AHS Band created and personalized close to 220 cards of appreciation. Randolph Health was very grateful to the AHS Band for recognizing the dedication of our community's local health care workers!

**Dr. Penny Crooks, 2021 Principal of the Year:** Dr. Penny Crooks of Asheboro High School (AHS) has been announced the 2021 Asheboro City Schools Principal of the Year. Under Dr. Crooks' leadership, AHS has exceeded expected growth the last two years and was listed in the top 50 percent of schools statewide based on test score growth results. The Piedmont-Triad Education Consortium (PTEC) recognized AHS as a Signature School in early 2019. Dr. Crooks has played a key role in the development of the new building at AHS. Congratulations Dr. Crooks!

**Asheboro City Board of Education Earns Silver Bell Award:** The Asheboro City Board of Education was presented with a 2020 North Carolina School Boards Association (NCSBA) Silver Bell Award during the virtual District V meeting in September. The Silver Bell Award recognizes boards who have actively worked towards meeting their 12 hours of training during the 2019-2020 academy year.

**Public Comments:** There were no requests to address the board.

**Consent Agenda**

Upon motion by Mr. Patton and seconded by Mr. Agudelo, the Board unanimously approved the following items under the Consent Agenda as presented:

A. Minutes of the September 10, 2020 Asheboro City Board of Education meeting.

B. Personnel

**1. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Brown	Greg	SAMS	Custodian	9/25/2020
Gordon	Tresia	LP	Custodian	1/31/2021
Robbins	Kathy	DLL	Instructional Assistant	12/31/2020
Lamb	Reba	ECDC	Instructional Assistant	10/16/2020

**2. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Badillo	Sofia	SAMS	Custodian	10/12/2020
Parson	Krystal	AHS	Instructional Assistant	9/21/2020
Woody	Kasey	CO	Substitute; \$103 per day	11/4/2020

**3. TRANSFERS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Dillon	Jonathan	LP to NAMS	Assistant Principal	TBD

C.\* Budget Amendment S-01

D.\* Discards

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

**Information, Reports, and Recommendations**

A. Policies recommended for 30-day review were presented by Dr. Drew Maerz, Director of Testing and Accountability:

- Policy 1200 - Governing Principle – Student Success
- Policy 1400 - Governing Principle – School Initiatives
- Policy 1610/7800 - Professional and Staff Development
- Policy 1700 - Governing Principle – Removal of Barriers
- Policy 1800 - Governing Principle – Stewardship of Resources
- Policy 3410 - Testing and Assessment Program
- Policy 3420 - Student Promotion and Accountability
- Policy 7360/8225 - Crowdfunding on Behalf of the School System

B.\* The 2019-2020 Teacher Attrition Report was presented Ms. Carla Freemyer, Executive Director of Human Resources.

C.\* A facilities update was provided by Mr. Ed Keller, Maintenance Director.

D.\* Ms. Sarah Beth Robbins, Administrator/Curriculum & Instructional Management Coordinator, provided an update on the Career and Technical Education program. Ms. Robbins also reported that Asheboro City Schools will be participating in a Civil Rights review. Preparations are being made to facilitate this evaluation process.

E.\* Dr. Wendy Rich, Assistant Superintendent of Curriculum and Instruction, and Dr. Penny Crooks, Principal of Asheboro High School, provided an update on student re-entry plans for Asheboro High School based on a modified Plan B. Due to the number of students enrolled at the high school, returning on a 50/50 (A/B day) split basis (two days of on-site instruction and three days of remote instruction) would not allow for the required social distancing of students and staff.

Dr. Crooks explained that high school students will return with 25% of the student body returning on Monday, Tuesday, Thursday, or Friday. The remaining four days of each week will be virtual for all students. Asheboro High School will return under this modified Plan B on Monday, October 26, 2020.

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

### **Action Items**

- A. \*Mr. Jordi Roman, Director of Support Services, presented the recommended 2020-2021 calendar adjustments to comply with the state requirement to include five remote instruction days. It was noted that days already spent in remote learning do not fulfill this mandate. Upon motion by Ms. Cranford, and seconded by Mr. Smith, the Board unanimously approved remote learning days of October 14, October 21 and October 28 to the 2020-2021 school calendar. November 3 will also remain a remote instruction day.
- A1. \*Dr. Aaron Woody, Superintendent, reported that the Asheboro City Schools staff has worked diligently to serve students through virtual learning for secondary students and virtual and Plan B for elementary students during the COVID-19 pandemic. The Executive Leadership Team continues monitor the number of local COVID-19 cases. Based on the announcement from Governor Roy Cooper, students in grades K-5 may return to in-person instruction five-days-a-week effective October 19, 2020. As such, Dr. Aaron Woody, Superintendent, then made a recommendation to the Board to have Asheboro City Schools elementary students (K-5) return to school full time (under Plan A) on Monday, October 19, 2020. Upon motion by Mr. Patton and seconded by Ms. Williams, the Board unanimously approved for elementary students to start in Plan A on Monday, October 19, 2020.
- B. \*Budget Amendment CO-01 was presented by Ms. Sandra Spivey, Finance Officer. This amendment covers funds received from the Randolph County Commissioners to begin work on Phase III construction at Asheboro High School. Upon motion by Mr. Smith, and seconded by Mr. Agudelo, the Board unanimously approved the amendment as presented.
- C. \*Ms. Sandra Spivey, Finance Officer, presented a contract for the lease, installation, and removal of mobile units to be used as classrooms during Asheboro High School's Phase III renovation between Mobile Modular Management Corporation and Asheboro City Schools. Upon motion by Ms. Cranford and seconded by Ms. Hammer, the Board unanimously approved the contract as presented.

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

**Superintendent's Report:** Dr. Aaron Woody, Superintendent, made the following report on work in process or completed towards the Strategic Plan goals:

- A system-wide focus is to cultivate an equitable learning environment for all staff and students.
- Developed an *ACS Student At Risk Scorecard* with assessment criteria and overall at risk score.
- Continue development and support of the implementation of the ACS Remote Learning Plan that addresses blended and virtual learning, providing choice of remote learning through ACCESS Ed.
- Continue to promote and support social emotional wellness of all staff and students.
- Develop safety protocols for transportation, health screenings, safe rooms, and cleaning.

### **Board Operations**

- Chairman Kidd noted the next board meeting is November 12, 2020.
- The 2020 North Carolina School Boards Association annual meeting will be held virtually November 4-6, 2020. The Asheboro City Board of Education is eligible to have four voting

delegates. The following board members volunteered to serve in this capacity: Mr. Michael Smith, Mr. Ryan Patton, Ms. Linda Cranford, and Ms. Gidget Kidd.

- Chairman Kidd noted that the board leadership decision/vote will be held in December. If anyone is interested in a leadership position, please contact Chairman Kidd.

### **Adjournment**

There being no further business and upon motion by Dr. Knott, seconded by Mr. Agudelo, the Board unanimously approved to adjourn at 9:34 p.m.

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Chairman

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Secretary

**Asheboro City Schools  
Board of Education  
Special Called Meeting  
Asheboro City Schools Professional Development Center  
October 22, 2020**

**Board of Education Meeting**

**Board Members attending in person:**

Gidget Kidd, Chair	Phillip Cheek, Vice Chair	Gustavo Agudelo
Baxter Hammer	Ryan Patton	Archie Priest, Jr.
Michael Smith		
Scott Eggleston, Board Attorney		

**Board Members attending virtually:**

Dr. Beth Knott	Art Martinez	Gwen Williams
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**Board Member absent:**

Linda Cranford

**Staff Members attending in person:**

Dr. Aaron Woody	Dr. Wendy Rich	Carla Freemyer
Anthony Woodyard	Donna Gentry	Lee Clark
Sarah Beth Robbins	Deanna Wiles	Dr. Drew Maerz
Ray Horton	Ed Keller	Vanessa Brooks
Angel Palmer	Julie Brady	Nikia Domally

**Staff Members attending virtually:**

Leigh Anna Marbert	Sandra Spivey
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**Opening**

Chairman Kidd called the meeting to order at 5:32 p.m. and welcomed all in attendance. Following a moment of silence, Chairman Kidd led the Pledge of Allegiance.

**Public Comments**

Ms. Hailey Lee, parent, addressed the Board expressing her desire for students to return to school under Plan A.

**Information, Reports, and Recommendations**

Ms. Carla Freemyer, Executive Director of Human Resources, provided data on the current COVID-19 cases in Randolph County noting there were more cases within Asheboro City than the outer Randolph County area based on the heat map provided by the Randolph County Health Department. Randolph County is currently at 8.8% positive results for those tested. This is the third consecutive week the county has been above 8% positive. The desired baseline for school reopening is 5% or less.

\*A copy of the reference documents are made a part of these minutes.



### **Action Items**

Dr. Aaron Woody, Superintendent, discussed the current COVID-19 data and the scheduled return of K-5 students on a full-time basis (Plan A) on October 26, 2020. Dr. Woody noted that Plan B has gone very well and we are continuing to plan for students to return full time. However, based on the current data of 8.8% positive of those tested, and acting out of an abundance of caution, it is felt that remaining in Plan B for K-5 students is best at this time. Social distancing is possible under Plan B, but not under Plan A. It was noted that Randolph County is one of the North Carolina counties with the highest number of COVID-19 cases. It was noted by board members that safety of students, staff, and families is the top priority, but they do want to see all students return to school full time, the Board has 1 time as soon as possible.

Upon motion by Mr. Priest, seconded by Mr. Cheek, the Board unanimously approved for K-5 students to remain in Plan B until the positive COVID-19 cases counts decrease to the recommended level (less than 5%).

Chairman Kidd also noted that on March 12, 2020, the Board of Education unanimously approved to temporarily waive board policy and authorized the Superintendent to take any lawful action necessary in response to potential risks associated with COVID-19. It is the desire of the Board of Education and Asheboro City Schools administration to have students return to school as soon as possible, the Board has authorized the Superintendent to make decisions related to student return based on guidance from the Randolph County Health Department, the Asheboro City Schools Administrative Team, and supporting data. Dr. Woody noted that the district has been preparing since March 2020 to have students back in school. As we move forward, we will continue to follow procedures for safety first.

### **Adjournment**

In concluding the meeting, Chairman Kidd commended everyone for the hard work taking place every day to get our students back into the school buildings full time. She noted that the data related to COVID-19 will be closely monitored and guidance from the local health department will be used to determine when students can most safely return to school under Plan A.

There being no further business and upon motion by Mr. Agudelo, and seconded by Mr. Cheek, the Board unanimously approved to adjourn at 6:10 p.m.

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Chairman

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Secretary

**Asheboro City Schools  
Personnel Transactions  
November 12, 2020**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Gordon	Tresia	LP	Custodian	2/26/2021*
Little	Tonya	LP	Kindergarten	11/10/2020
Pascual	Osmara	BAL	After-School Program Assistant	10/30/2020

**\*B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Alvarado	Alvaro "Al"	AHS	Custodian	11/9/2020
Clippenger	Dawn	CO	Substitute/\$80 per day	10/5/2020
Diggs	Ronnie	CO	Bus Driver	10/26/2020
Lester	Dewayne	AHS	Non-Faculty Coach; golf	11/13/2020
Papas	Thomas	AHS	Non-Faculty Coach; football	10/26/2020

**\*C. ADMINISTRATIVE APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Braica	Amy	LP	Interim Assistant Principal (part-time)	11/2/20 - 6/4/2021

**\*D. LEAVES OF ABSENCE**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Shoffner	Keane	AHS	Custodian	11/2/2020 - 5/3/2021

**E. TRANSFERS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Causey	Staci	ECDC to LP	Instructional Assistant	11/12/2020
Chavez	Nico	AHS to SAMS	Custodian	10/26/2020

\*date change only

**Asheboro City Schools  
Personnel Transactions - ADDENDUM  
November 12, 2020**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Jackson	Melody	AHS	School Secretary	2/26/2021
Needham	Linda	CO	Bus Driver	11/13/2020

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Trogon	David "Matt"	CO	Computer Technician	11/20/2020

**ASHEBORO CITY SCHOOLS  
ADMINISTRATIVE APPOINTMENTS  
November 12, 2020**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Braica, Amy	UNC-Greensboro B: Early Childhood Education M: Educational Leadership	K-12 Administrator Elementary K-6

Mrs. Amy Braica (formerly Amy Day) is recommended to serve as the interim Assistant Principal at Lindley Park Elementary School for the remainder of the 2020-2021 school year. As a classroom teacher, Mrs. Braica taught second and third grades. She was a Reading Recovery teacher and served as a curriculum facilitator before moving into administration. Mrs. Braica joined the Teachey Tiger family in 2013 as the assistant principal and was named principal in 2015. She retired in July 2018 and since that time has been working part-time for Big Brothers and Big Sisters in High Point. We are pleased to welcome back Mrs. Braica to Asheboro City Schools and look forward to her service at Lindley Park Elementary School. Welcome Mrs. Braica!



## **2020-2021 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 Executive Director of Human Resources, in partnership with the district Beginning Teacher Support Coordinator 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 Beginning Teacher Coordinator and the Executive Director of Human Resources to learn about State and Local Board mission, goals and policy, benefits, and ACS system procedures. The online module provided by the state may be used for this purpose. 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. All late hires will also be provided a system orientation within their first two weeks of work. 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. BTs are provided a digital copy of the teacher evaluation rubric, the evaluation policy, and the schedule for completing the components of the evaluation process. 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. The Executive Director of Human Resources, BT Coordinator, and school principals will clearly articulate mentor selection criteria to ensure a transparent and uniform application process. New mentors, will be trained via the NC online module entitled *21st Century Mentoring*, which provides mentors with 21st 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 primary role will include orientation, logistical and emotional support, along with ongoing support and encouragement to improve instruction and learning.

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. A pre-conference is held for the first observation. 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, with one held within the first grading period if practical, 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. Held at the beginning, middle, and end of 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. Monitored and directed growth plans will be implemented when required by ratings from teacher observations and/or evaluations. 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(s) 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 Beginning Teacher Support Coordinator 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. Finally, as stated in GS 115C-269.36, the Beginning Teacher (BT) will complete the recent graduate survey and the principal of the school during the BT's first year of teaching will complete the employer survey as part of the requirement to measure the performance of Educator Preparation Programs (EPPs). The surveys must be completed at the end of the first year of teaching.

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 Beginning Teacher Support Coordinator in partnership with 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:

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Date

# Policies For Approval

A system of excellent schools in which every student has an opportunity to receive a sound basic education has as its first priority to provide opportunities for individual students to succeed and overall student performance to improve. Through its policies, the board has made student success a priority for the school system. Student success is addressed in the following policies:

Board Authority and Duties .....	(policy 1010)
Parental Involvement.....	(policy 1310/4002)
Title I Parent and Family Engagement .....	(policy 1320/3560)
Professional and Staff Development .....	(policy 1610/7800)
Goals and Objectives of the Educational Program .....	(policy 3000)
Curriculum Development .....	(policy 3100)
Innovation in Curriculum and Instruction.....	(policy 3110)
Lesson Planning.....	(policy 3120)
Grouping for Instruction .....	(policy 3130)
Evaluation of Instructional Programs .....	(policy 3140)
Selection of Instructional Materials.....	(policy 3200)
Technology in the Educational Program.....	(policy 3220)
School Calendar and Time for Learning.....	(policy 3300)
Evaluation of Student Progress.....	(policy 3400)
Students at Risk of Academic Failure.....	(policy 3405)
Testing and Assessment Program .....	(policy 3410)
Student Promotion and Accountability .....	(policy 3420)
School Improvement Plan.....	(policy 3430)
Recognizing Excellence .....	(policy 3440)
Graduation Requirements .....	(policy 3460)
Alternative Learning Programs .....	(policy 3470/4305)
Counseling Program.....	(policy 3610)
Extracurricular Activities and Student Organizations .....	(policy 3620)
Staff-Student Relations.....	(policy 4040/7310)
Student Behavior Policies .....	(policy 4300)
School Plan for Management of Student Behavior .....	(policy 4302)
Attendance.....	(policy 4400)
Schools and the Community .....	(policy 5000)
Parent Organizations .....	(policy 5010)
News Media Relations .....	(policy 5040)
Use of Student Transportation Services .....	(policy 6320)
Goals of Equipment, Materials, and Supplies Services.....	(policy 6500)
Staff Responsibilities.....	(policy 7300)
Crowdfunding on Behalf of the School System .....	(policy 7360/8225)
Job Descriptions .....	(policy 7400)
Teacher Contracts .....	(policy 7410)

Superintendent Contract .....	(policy 7420)
School Administrator Contracts.....	(policy 7425)
Assignments/Reassignments/Transfers .....	(policy 7440)
Evaluation of Licensed Employees.....	(policy 7810)
Professional Employees: Demotion and Dismissal .....	(policy 7930)
Budget Planning and Adoption .....	(policy 8100)
Budget Resolution.....	(policy 8110)
Planning to Address Facility Needs.....	(policy 9000)

Legal References: G.S. 115C-36, -47; Leandro v. State, 346 N.C. 336 (1997)

Cross References: Governing Principles (policy 1100), Board and Superintendent Relations (policy 2010), Adoption of Policies (policy 2420)

Adopted: March 12, 1998 to become effective July 1, 1998

Updated: September 12, 2013, February 12, 2015, February 11, 2016, July 13, 2017

In a system of excellent schools, each school initiates improvements to the educational program and services for students and involves staff, parents and students in the school level decision-making processes. The board's vision for encouraging school initiatives, including school level decision-making, is expressed through the following board policies:

Title I Parent and Family Engagement .....	(policy 1320/3560)
School Rules .....	(policy 2475)
Curriculum Development.....	(policy 3100)
Innovation in Curriculum and Instruction.....	(policy 3110)
Curriculum and Instructional Guides .....	(policy 3115)
Selection of Instructional Materials.....	(policy 3200)
School Calendar and Time for Learning .....	(policy 3300)
Student Promotion and Accountability .....	(policy 3420)
School Improvement Plan .....	(policy 3430)
Comprehensive Health Education Program .....	(policy 3540)
School Plan for Management of Student Behavior .....	(policy 4302)
Administering Medicines to Students.....	(policy 6125)
Staff Involvement in Decision Making .....	(policy 7210)
Crowdfunding on Behalf of the School System .....	(policy 7360/8225)
Budget Resolution.....	(policy 8110)

Legal References: G.S. 115C-36

Cross References: Governing Principles (policy 1100), Board and Superintendent Relations (policy 2010), Adoption of Policies (policy 2420)

Adopted: March 12, 1998 to become effective July 1, 1998

Revised: July 12, 2012, March 9, 2017



The board believes a strong relationship exists between the quality of education provided to students and the competency and training of all personnel employed by the school system. The board places a high priority on securing the most competent personnel available and, once they are employed, providing them with opportunities for professional growth and development throughout their careers. The goal of professional and staff development programs and opportunities for licensed professional employees and support staff is to improve the instructional program and create a safe learning environment for all students by improving and expanding the skills of the professional staff and support personnel.

**A. PROFESSIONAL AND STAFF DEVELOPMENT**

The superintendent shall provide ongoing development opportunities for licensed and support staff and shall require participation by such personnel as appropriate. The superintendent shall seek input from employees when developing system-wide programs. The principal shall seek input from school personnel when planning professional and staff development programs for his or her school.

Professional and staff development shall include all topics required by law or board policy, including but not limited to: (1) the effective delivery of the required curriculum as required by G.S. 115C-81.45(d) and -81.20(f);4 (2) a program of technology-related professional development as required by policy 3220, Technology in the Educational Program; and (3) in even numbered years, a two-hour child sexual abuse and sex trafficking education and awareness training program for teachers, instructional support personnel, principals, and assistant principals in grades K-12, as required by G.S. 115C-375.20.

**B. SELF-IMPROVEMENT**

Licensed employees are expected to engage in self-directed activities to improve their professional skills. These employees are encouraged to seek information and training through professional development programs as well as other opportunities in order to meet this responsibility.

**C. PLANS FOR GROWTH AND IMPROVEMENT**

Supervisors and principals also may require licensed employees to enter into plans, including mandatory improvement plans established by state law and individual, monitored and/or directed growth plans established by the State Board of Education, for professional growth and improving performance. (See policy 7811, Plans for Growth and Improvement of Licensed Employees.) A performance improvement plan could involve

participation in a professional development program or encompass a variety of strategies that are related to professional growth or improving performance.

**D. PAYMENT OF COSTS**

The school system will consider paying reasonable costs, within budget limits, for any courses, workshops, seminars, conferences, in-service training sessions, or other sessions an employee is required to attend by the local administration. The employee must seek prior approval for payments.

The school system will not bear the responsibility of the cost of training taken solely for the purposes of licensure renewal.

Legal References: Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; G.S. 115C-81.20(f), -81.45(d), -333, -333.1, -375.20; State Board of Education Policy EVAL-004

Cross References: Technology in the Educational Program (policy 3220), Child Abuse and Related Threats to Child Safety (policy 4240/7312), Plans for Growth and Improvement of Licensed Employees (policy 7811)

Adopted: March 6, 1998

Revised: January 22, 1999; June 30, 2009; September 30, 2011; August 29, 2012, December 12, 2013, July 9, 2015, September 14, 2017

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

Race and Equity.....	(policy 1705)
Prohibition Against Discrimination, Harassment and Bullying.....	(policy 1710/4021/7230)
Discrimination, Harassment and Bullying Complaint Procedure .....	(policy 1720/4015/7225)
Nondiscrimination on the Basis of Disabilities .....	(policy 1730/4022/7231)
Student and Parent Grievance Procedure .....	(policy 1740/4010)
Grievance Procedure for Employees .....	(policy 1750/7220)
School Trips .....	(policy 3320)
Testing and Assessment Program .....	(policy 3410)
Counseling Program.....	(policy 3610)
Equal Educational Opportunities .....	(policy 4001)
Tuition for Discretionary Admissions.....	(policy 4135)
Service Animals in Schools .....	(policy 4204/5029/7272)
Student Fees .....	(policy 4600)
Support Services .....	(policy 6000)
Goals of Student Health Services.....	(policy 6100)
Student Health Services .....	(policy 6120)
Goals of Student Food Services .....	(policy 6200)
Operation of Student Food Services .....	(policy 6220)
Free and Reduced Price Food Services .....	(policy 6225)
Goals of Student Transportation Services .....	(policy 6300)
Participation by Historically Underutilized Businesses.....	(policy 6402)
Vendor Lists.....	(policy 6442)
Crowdfunding on Behalf of the School System .....	(policy 7360/8225)
Facility Design .....	(policy 9020)
Bidding for Construction Work .....	(policy 9120)
Participation by Minority Businesses.....	(policy 9125)

Legal References: G.S. 115C-36

Cross References: Governing Principles (policy 1100), Board and Superintendent Relations (policy 2010), Adoption of Policies (policy 2420)

Adopted: March 12, 1998 to become effective July 1, 1998

Revised: July 12, 2012, October 10, 2019

A system of excellent schools conserves financial and environmental resources and operates in an efficient manner. The board's vision for conserving resources and operating efficiently is expressed in the following board policies:

Board Member Conflict of Interest.....	(policy 2121)
Board Member Compensation and Expenses .....	(policy 2130)
Goals of the Purchasing Function .....	(policy 6400)
Ethics and the Purchasing Function.....	(policy 6401)
Organization of the Purchasing Function .....	(policy 6410)
Continuing Contracts .....	(policy 6425)
Purchase of Services .....	(policy 6450)
Goals of Equipment, Materials and Supplies Services.....	(policy 6500)
Organization of Equipment, Materials and Supplies Services .....	(policy 6510)
Use of Equipment, Materials and Supplies.....	(policy 6520)
Personal Use of Equipment, Materials and Supplies.....	(policy 6521)
Use of Equipment, Materials and Supplies by Non-School Groups.....	(policy 6522)
Instructional Materials Services.....	(policy 6525)
Resource Conservation .....	(policy 6530)
Hazardous Materials .....	(policy 6540)
Vandalism.....	(policy 6550)
Crowdfunding on Behalf of the School System .....	(policy 7360/8225)
Employee Conflict of Interest .....	(policy 7730)
Fiscal Goals.....	(policy 8000)
Budget Planning and Adoption .....	(policy 8100)
Grants and Funding for Special Projects.....	(policy 8210)
Penalties, Fines and Forfeitures.....	(policy 8230)
Fiscal Management Standards.....	(policy 8300)
Federal Grant Administration .....	(policy 8305)
Depositories .....	(policy 8320)
Daily Deposits.....	(policy 8325)
Insurance.....	(policy 8340)
Individual School Accounts .....	(policy 8410)
School Finance Officer .....	(policy 8510)
School Treasurer .....	(policy 8520)
Facility Design .....	(policy 9020)
Facility Construction .....	(policy 9030)
Bidding for Construction Work .....	(policy 9120)
Care and Maintenance of Facilities.....	(policy 9200)
Sale, Disposal, and Lease of Board-Owned Real Property.....	(policy 9400)

Legal References: G.S. 115C-36

Cross References: Governing Principles (policy 1100), Board and Superintendent Relations (policy 2010), Adoption of Policies (policy 2420)

Adopted: March 12, 1998 to become effective July 1, 1998

Revised: June 13, 2019

The board believes that an effective testing and assessment program evaluates the progress of individual students and helps ensure that educational goals and objectives are being met for every child. A testing program also assists in the continued refinement of the instructional program. In addition, data from tests and assessments provide measures of student learning that are useful for evaluating educator effectiveness.

Every effort will be made to ensure that the testing program contributes to the learning process rather than detracts from it. Efforts also will be made to use only culture-free or culture-fair tests in order to ensure that measurements are reasonably accurate.

**A. ADMINISTRATION OF TESTS, SCREENINGS, AND OTHER ASSESSMENTS**

The superintendent shall provide for the proper administration of all state-required tests, screenings, and other assessments and any state-required remedial instruction and/or retesting in accordance with all requirements established by law or the State Board of Education.

Results from the North Carolina End of Course and End of Grade Assessments will be used in determining students' final grades in accordance with policy 3420, Student Promotion and Accountability.

The superintendent shall provide for the online administration of state-required tests to the extent required by the State Board of Education or the Department of Public Instruction, and otherwise as feasible within available resources. The superintendent shall keep the board informed of any resources or other measures needed to support online test administration.

Students may participate in field testing and other sample testing as designated by the State Board or the Department of Public Instruction.

The superintendent shall develop security and administration procedures for the state testing program and other assessments that are consistent with State Board of Education requirements and relevant law. The superintendent shall ensure that all relevant personnel are instructed in such procedures. All testing personnel, teachers, and school administrators are required to be familiar with and adhere to all applicable testing manuals, handbooks, and guides, including the Testing Code of Ethics, for state and locally-required Failure to follow procedures may result in disciplinary sanctions, including termination or revocation of administrative and/or teaching licenses.

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**B. HIGH SCHOOL AND MIDDLE SCHOOL END-OF-COURSE TESTING**

The End of Course (EOC) and End of Grade (EOG) Assessment results will 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.

The End of Course (EOC) assessment and Career and Technical Education (CTE) State Assessments results will 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 applies to English, Mathematics, and Science End-of-Course assessments. All other high school courses are required to administer a final exam which shall count as twenty percent (20%) of a student's final grade. Further, CTE students who earn a credential that is approved under Department of Public Instruction guidelines or successfully complete the CTE Performance Based Measurement as evidence of technical skill attainment will not be required to take the CTE Post-Assessment in the course. This requirement does not apply for students following the Occupational Course of Study Pathway Standards or English Learner students in their first year in the United States.

**C. MINIMIZING TIME SPENT TESTING**

The superintendent or designee shall ensure that the time students spend taking standardized state and local tests and the frequency of field testing at a particular school are minimized. Specifically, the superintendent shall ensure the following.

1. Schools will devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.
2. Students will not be subject to field tests or national tests during the two-week period preceding their school's administration of end-of-grade tests, end-of-course tests, or regularly scheduled final exams.
3. No school will participate in more than two field tests at any one grade level during a school year.

4. All annual assessments of student achievement adopted by the State Board of Education pursuant to G.S. 115C-174.11(c)(1) and (3) and all final exams for courses will be administered within the final ten instructional days of the school year for year-long courses and within the final five instructional days of the semester for semester courses. Exceptions will be permitted on an individual basis to accommodate a student's individualized education program or Section 504 plans; for the administration of final exams for courses with national or international curricula required to be held at designated times; for make-up testing; and as otherwise permitted by the Department of Public Instruction.
5. A report of local standardized testing is provided to the board for review in even-numbered years and, if required, a plan for reducing the time spent on such testing is subsequently prepared and submitted to the State Board of Education in compliance with state law.

Legal References: The Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, -h; 34 C.F.R. pt. 99; G.S. 115C, art. 10A; 115C-47, -81, -83.5, -83.6, -174.11, -174.12(a), -174.22, -174.25, -276, -288, 307, -402.5; S.L. 2019-212, Sec. 1; State Board of Education Policy Series TEST and GRAD; EVAL-006; EVAL-006, EVAL-025 through -31

Cross References: Professional and Staff Development (policy 1610/7800), Goals and Objectives of the Educational Program (policy 3000), Student Promotion and Accountability (policy 3420), Student Records (policy 4700), Public Records – Retention, Release, and Disposition (policy 5070/7350)

Other References: *North Carolina Test Coordinators' Policies and Procedures Handbook*, available at <http://www.dpi.state.nc.us/accountability/policies/generalinfo>

Adopted: January 9, 2014

Revised: June 12, 2014, January 8, 2015, September 8, 2016, August 10, 2017, May 10, 2018, December 13, 2018, July 9, 2020



**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

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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

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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 and End of Grade Assessments

The End of Course (EOC) and End of Grade (EOG) Assessments 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 Exams and Assessments

The End of Course (EOC) assessment 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 applies to the English, Mathematics, and Science End-of-Course 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. Further, CTE students who earn a credential that is approved under Department of Public Instruction guidelines or successfully complete the CTE Performance Based Measurement as evidence of technical skill attainment will not be required to take the CTE Post-Assessment in the course. 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

6. Diploma Standards

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

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

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

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

1. Intervention Plans

Each school must submit to the board the school's plan for intervention as part of the school's yearly improvement plan. Schools also must include in the school improvement plan the types of intervention strategies that will be offered at the

school. At a minimum, the intervention plan must address the following elements:

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

2. Intervention Strategies

Intervention involves identifying strategies specifically designed to increase grade level proficiency. Strategies may include, but are not limited to, alternative learning models, special homework, smaller classes, flexible grouping, tutorial sessions, extended school day, Saturday school, modified instructional programs, parental involvement, small or large group counseling sessions, summer school instruction, participation in or restriction of participation in extracurricular activities, individualized instruction or goals, and remedial instruction or retention.

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

**E. REVIEW OF STUDENT PROMOTION STANDARDS**

1. Previous retentions

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

2. Review Process

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

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

1. Student work samples;

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

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

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

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

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

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

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

##### **2. Appeal to the Board of Education**

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

#### **G. READING CAMPS**

The board will provide reading camp opportunities as required by law at no fee for students who have not yet demonstrated reading proficiency on a third grade level at the end of third grade and for first and second grade students whose demonstrated reading comprehension is below grade level. The superintendent or designee shall encourage parents of eligible students to enroll their students in a reading camp. To the extent resources permit, the board may offer fee-based reading camp opportunities to students

who have successfully demonstrated reading proficiency appropriate for a third grade student and to first and second grade students who have demonstrated appropriate developmental abilities in reading comprehension. Annually, the board may establish criteria for priority enrollment in its fee-based reading camps and may set the attendance fee at an amount not to exceed the statutory limit. If offered, the superintendent or designee shall notify interested parents of the application procedure for the fee-based reading camps.

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

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

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

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

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

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

**J. CREDIT BY DEMONSTRATED MASTERY**

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

**K. CREDIT RECOVERY**

Students who fail a high school course may retake parts of the course through credit

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

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

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

**L. REPEATING A COURSE FOR CREDIT**

**1. Repeating a Previously Failed Course**

As provided in State Board of Education policy CCRE-001, high school students who fail a course for credit may repeat that course. To take advantage of this option, the student must repeat the entire course. When a student initially fails a high school course and successfully repeats the course for credit, the new course grade will replace the original failing grade for the course on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility. The superintendent may develop procedures for students to indicate their intent to repeat a course for credit under this paragraph and may establish any other rules as necessary and consistent with State Board policy.

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

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

- a. the student must make a written request to repeat the course;
- b. the principal or designee must approve the request;
- c. there must be space available after seats have been assigned to students



who are taking the course for the first time or repeating a previously failed course;

- d. the course to be repeated must be a duplicate of the original class and course number and must be taken during the regular school day at a high school in this school system or through the North Carolina Virtual Public School;
- e. upon completion of the repeated course, the higher course grade, current or original mark, will be used on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility;
- f. credit towards graduation for the repeated course will be given only once;
- g. a course may be repeated only one time; and
- h. students may repeat a maximum of four previously passed courses during their high school careers.

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

#### **M. ACCELERATION**

Some students may need less time to learn the curriculum. The Board recognizes our responsibility to provide an array of services that maximizes the potential of each of these students. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. Differentiated programs and services may be provided through such strategies as appropriate classroom groupings, increased pace instruction, challenging subject classes, differentiated units, content modification, subject advancement, grade skipping, alternative products, enrichment opportunities, curriculum compacting, or individual projects and contracts. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see policy 3101, Dual Enrollment).

#### **N. REPORTING REQUIREMENTS**

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

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

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

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

3. Publication on the School System Website

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

#### **O. RESOURCES**

Consistent with the objective of improving student performance, the board will provide schools with maximum flexibility in the allocation of state funds. School personnel are expected to budget financial resources in a manner that will meet the standards established in this policy. The board will consider requests to transfer funds from other funding allotment categories to intervention strategies as part of the school improvement plan submitted by school officials. All funds will be used in a fiscally sound manner in accordance with policy 8300, Fiscal Management Standards.

#### **P. NOTIFICATION TO PARENTS**

The superintendent or designee shall provide information regarding promotion standards to all students and parents. In addition, if a kindergarten, first grade, second grade or third grade student (1) is demonstrating difficulty with reading development; (2) is not reading at grade level; or (3) has an individual growth plan under G.S. 115C-105.41, the student's teacher shall provide the student's parents timely written notice advising that if the student is not demonstrating reading proficiency by the end of third grade, the

student will be retained, unless exempt from mandatory retention for good cause. Parents are encouraged to help their children meet the promotion standards and will have opportunities to discuss the promotion standards and procedures with teachers and the principal. Information provided to parents should be in the parents' native language when appropriate foreign language resources are readily available.

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

**Q. CHILDREN OF MILITARY FAMILIES**

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

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

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and Objectives of the Educational Program (policy 3000), Dual Enrollment (policy 3101), Students At-Risk of Academic Failure (policy 3405), School Improvement Plan (policy 3430), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620), Children of Military Families (policy 4050), Assignment to Classes (policy 4155), Fiscal Management Standards (policy 8300)

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

[3literacy/resources/guidebook.pdf](#)

Adopted: August 11, 2011

Revised: August 8, 2013, January 9, 2014, October 9, 2014, March 12, 2015, July 14, 2016, July 13, 2017, May 10, 2018, December 13, 2018, September 12, 2019

**CROWDFUNDING ON BEHALF OF THE SCHOOL SYSTEM***Policy Code:* **7360/8225**

For purposes of this policy, crowdfunding is the practice of using online sites to solicit donations, whether monetary or in-kind, on behalf of the school system. A crowdfunding campaign is considered to be on behalf of the school system if it uses imagery or language that would lead a reasonable person to believe that (1) the school system is associated with the campaign or (2) the campaign has the purpose or effect of providing resources or a benefit to the school system.

The board recognizes that crowdfunding campaigns are increasingly being used by employees to fund specific projects or programs. By aggregating donations from a broad and potentially diverse group of donors, crowdfunding has the potential to provide additional revenue and resources to classrooms and programs. Crowdfunding also has the potential to promote morale among employees by rewarding hard work and dedication.

Despite the positive aspects of crowdfunding, the unregulated use of the practice can subject the school system and the employee engaging in crowdfunding to potentially significant legal liability. The purpose of this policy is to establish a balanced approach that regulates and provides parameters for crowdfunding on behalf of the school system.

Parent organizations engaging in fundraising are subject to policy 5010, Parent Organizations, and are exempt from this policy. The board reserves the right to designate additional groups or individuals as exempt from this policy.

**A. UNAPPROVED CROWDFUNDING PROHIBITED**

Crowdfunding on behalf of the school system is prohibited unless undertaken by an employee with prior written approval under this policy. No action towards initiating a crowdfunding campaign on behalf of the school system may be taken until the campaign is approved in writing pursuant to this policy.

No employee or student will be compelled to initiate or participate in a crowdfunding campaign on behalf of the school system. Students are permitted to participate in publicizing an employee's approved crowdfunding campaign but are prohibited from otherwise engaging in crowdfunding on behalf of the school system. Employees or students who participate in crowdfunding on behalf of the school system are acting in their capacity as employees or students and are subject to all rules governing employee and student conduct.

Except in furtherance of an approved campaign, employees are prohibited from doing any of the following as part of a crowdfunding campaign: identifying as an employee of or stating an association with the school system; using a school system email address, school name, logo, or mascot; or linking to or referencing any school website, social media

site, platform, or account associated with the school system.

Approved crowdfunding campaigns will operate in compliance with all laws and other board policies and regulations, including policies 6401/9100, Ethics and the Purchasing Function; 8210, Grants and Funding for Special Projects; and 8220, Gifts and Bequests, except as otherwise provided in this policy.

**B. APPROVAL REQUEST FORM**

An employee seeking approval of a crowdfunding campaign shall provide the following information on a form designated for this purpose (hereinafter referred to as the "approval request form"):

1. the employee's name, job title, school, and email address;
2. the approved crowdfunding website to be used;
3. the nature and quantity or amount of donations being requested;
4. the classroom, program, or activity to be benefitted and the educational purpose to be served;
5. the exact language that will be used in the crowdfunding campaign, as well as any graphics that will be included;
6. the start and end dates of the crowdfunding campaign; and
7. a statement of recognition by the requester that any proceeds of the campaign are school property.

The approval request form will be made available in school offices and on the school system's website.

**C. PROCESS FOR APPROVAL OF REQUESTS BY SUPERINTENDENT**

Notwithstanding anything to the contrary in policy 8220, Gifts and Bequests, the terms of this section control the approval of proposed online crowdfunding campaigns.

The superintendent or designee shall review referred approval request forms and seek additional information about proposed campaigns as appropriate. Regardless of the amount sought to be donated, the superintendent or designee may deny a referred campaign because the campaign is not in compliance with the requirements of this policy or because, in the judgment of the superintendent or designee, the proposed campaign would produce unacceptable inequity in the educational environment.

**D. REQUIREMENTS FOR APPROVED REQUESTS**

Crowdfunding requests will not be approved unless the proposed campaign:

1. meets all requirements of board policy and any applicable administrative regulations, and is consistent with the requirements of Title IX, FERPA, the IDEA, and any other applicable laws;
2. uses a crowdfunding site that has been approved by the superintendent pursuant to Section E;
3. is consistent with the school system's approved curriculum;
4. does not solicit funds for items or projects that are religious or political in nature or that have a religious or political purpose;
5. seeks donations that are compatible with the school system's technology, as confirmed by the technology director;
6. has a specific, pre-determined beginning and ending date;
7. does not disparage the school system or any of its buildings, programs, representatives, employees, or students;
8. does not include pictures or the identifying or confidential information of any school system student, unless specifically approved by the student's parent or guardian in writing and attached to the approval request form;
9. furthers the educational mission of the school and is not used for the unrelated personal gain of any individual;
10. does not result in donations being delivered directly to the requester;
11. is not contingent on the school system matching funds or making any expenditure;
12. does not request food or beverage items inconsistent with Smart Snack Standards, Section C of Policy 6140, Student Wellness, or nutrition standards set by the school system or school; and
13. does not suggest or state that the donation sought is required for or integral to a student's special education program, a student's ability to achieve his or her IEP goals, or the participation of students with disabilities in any school program.

Any crowdfunding campaign that does not fully comply with the requirements of this policy is prohibited. It is the responsibility of the employee implementing an approved crowdfunding campaign to ensure that all applicable policies, regulations, and laws, including the requirements of the crowdfunding site, are followed.

The school system reserves the right to terminate any approved crowdfunding campaign or refuse any donation for any reason and at any time, including if it believes the donation was acquired in violation of board policy, regulation, or other law.

**E. APPROVED CROWDFUNDING SITES**

The superintendent or designee shall create a list of approved crowdfunding sites. All approved crowdfunding sites must (1) be operated by an entity with no known significant history of fraud, unlawful activity, financial mismanagement, or other misconduct and (2) have a policy requiring all donations on behalf of the school system to go directly to the school system. The superintendent or designee shall encourage the use of sites that are focused on K-12 education.

If no site meets these requirements or the superintendent or designee does not approve any sites, no crowdfunding requests will be approved.

**F. PROCESSING AND ALLOCATING DONATIONS**

All monetary donations will be made payable to and deposited in an individual school account where the employee is associated. If the monetary donation involves the electronic transfer of funds, the principal shall ensure that the transfer is made properly and in accordance with acceptable standards of practice. All in-kind donations must be inventoried in accordance with policy 8350, Fixed Assets Inventory, by the individual school where the employee is associated. The school finance officer shall ensure that all donations are processed in a manner consistent with the School Budget and Fiscal Control Act and any other applicable law.

All donations, regardless of their form, obtained through crowdfunding on behalf of the school system are school property. As a general matter, the employee who completed an approved crowdfunding campaign should be given preference in the use of the donations obtained. Employees shall only use donations from a crowdfunding campaign for the approved purpose stated in the campaign. The school system reserves the right to transfer donations to a different use at the board's discretion.

**G. RECORDKEEPING**

After donations obtained through an approved crowdfunding campaign have been utilized, the employee must file a written report with the principal detailing how the donations were used and how students benefited.



Legal References: 7 C.F.R. 210.11; G.S. 115C-36, -47; The School Budget and Fiscal Control Act, G.S. 115C, art. 31

Cross References: Technology in the Educational Program (policy 3220), Parent Organizations (policy 5010), Collections and Solicitations (policy 5220), Student Wellness (policy 6140), Ethics and the Purchasing Function (policy 6401/9100), Grants and Funding for Special Projects (policy 8210), Gifts and Bequests (policy 8220), Fixed Assets Inventory (policy 8350), Individual School Accounts (policy 8410)

Other Resources: *Crowdfunding in K-12: Developing a Vision that Informs Policy*, EdSurge Research (2019), available at <https://www.edsurge.com/research/reports/crowdfunding-in-k-12-developing-a-vision-that-informs-policy>; Dave Yost, *Special Report on Crowdfunding Classrooms*, Office of the Ohio Auditor of State (July 11, 2018), available at <https://www.ohioauditor.gov/publications/2018%20crowdfunding%20report%20FINAL.pdf>; *Crowdfunding in K-12 Education*, National School Boards Association (April 2018), available at <https://www.nsba.org/newsroom/american-school-board-journal/asbj-april-2018/online-only-crowdfunding-k-12-education>

Adopted:

**Career and Technical Education**  
**Proposed Course Additions**  
**November 12, 2020**

Asheboro City Schools Career & Technical Education would like to present to following Asheboro High School course additions for approval by the Asheboro City Schools Board of Education:

- 1. BP16 Python Programming II:** This course will prepare students for jobs and careers connected with widely understood software development, which includes not only creating the code itself as a junior developer, but also computer systems design and software testing. Students will be guided to a level of Python programming knowledge which will allow them to design, write, debug, and run programs encoded in the Python language, and to understand the basic concepts of software development technology. In addition, students will learn IoT (Internet of Things) skills which can help transform any business in any industry, from manufacturing to saving endangered species. Students will apply basic programming (using Python) to support IoT devices. This course will prepare students for taking the PCAP: Certified Associate in Python Programming certification exam. Associate certification scaffolds to certification as a Certified Expert in Python Programming.  
**Recommended Maximum Enrollment:** 25  
**Prerequisite:** BP14 Python Programming I
- 2. BB40 Business Management I (Standard and Honors):** This course is designed to introduce students to core management concepts. The experience includes how managers plan, organize, staff, and direct the business's resources that enhance the effectiveness of the decision-making process. Also the experience includes students working through ethical dilemmas and problem-solving situations with customer service while employing academic and critical-thinking skills. English language arts is reinforced.  
**Recommended Maximum Enrollment:** 30  
**Prerequisite:** BF10 Principles of Business and Finance
- 3. BB42 Business Management II (Standard and Honors):** This course is designed to enable students to acquire, understand, and appreciate the significance of management to business organizations. Understanding how managers control financial resources, inventory, ensure employee safety, and protect customer data enhances the effectiveness of their decision making. Students will work through ethical dilemmas, practice problem solving, and enhance their teamwork skills. English language arts and mathematics are reinforced.  
**Recommended Maximum Enrollment:** 30  
**Prerequisite:** BB40 Business Management I
- 4. HN44 Fundamentals of Gerontology –** This course is designed to assist future healthcare professionals to understand the unique physical and psychological changes related to aging. Healthcare strategies to meet the needs of the aging population will be addressed. *Students who take Fundamentals of Gerontology and later (within 2 years) become listed on the NC Nurse Aide I Registry as a Nurse Aide I, may receive the NAI geriatric endorsement from the North Carolina Division of Health Services Regulation (DHSR).*  
**Recommended Maximum Enrollment:** 20  
**Prerequisite:** HU42 Health Science II

**Asheboro High School**  
**Proposed Course Additions for the 2021-2022**  
**November 12, 2020**

**Course Title: CCRG Mathematics**

**Credit: 1**

**Grade: 12**

**Prerequisites: None**

This course is a survey of the fundamental skills required for freshman level/gateway college math courses. Demonstration of mastery of the skills in the course permits the student to have higher placement in community college courses and better preparation for university courses. The course topics include number sense, graphing, functions, geometry, and statistics. *CCRG Mathematics does not meet a fourth-level mathematics requirement.*

**Course Title: AS-400 (AFJROTC IV)**

**Credit: 1**

**Grade: 10-12**

**Prerequisites: JROTC1**

This course is all about survival. This includes survival in the wild, urban, suburban, and rural areas. Also, this course includes survival using the life skills needed to prepare for life after high school. As your high school career comes to a close, there are decisions which have to be made. There are things to prepare for at the next level; whether it's the work force, college, or the military. We will explore preparing for life after high school and some of the options available. This course is designed to help cadets learn more about themselves to assist in easing the transition from high school to college, the work force, or the military should they so desire. Completing an interest inventory, discussing the benefits of the college bluebook, accomplishing a skills inventory, and discussing the importance of filling out job applications correctly, improving job hunting skills, resume writing, and interviewing techniques. Cadets will also learn, as upperclassmen in the corps, the importance of leadership, and to fulfill duties and responsibilities as being part of the cadet staff. *AS-400 does not count towards years of JROTC training.*

Budget Amendment  
Asheboro City Schools Administrative Unit  
State Public School Fund

The Asheboro City Board of Education at a regular meeting on the 12th day of November, 2020, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2021.

REVENUE

1.3100.000	State Allocation	\$ <u>133,570</u>
		\$ <u><u>133,570</u></u>

EXPENDITURE

1.6540.003	Custodial/Housekeeping - Non-Instructional Support	\$ 1,653
1.5120.014	CTE - Career Technical Education	(750)
1.5110.048	Instructional Bonus Pay - Other Performance Bonuses	20,992
1.5210.132	Special Instruction - CRF Exceptional Children	17,214
1.6540.137	Custodial/Housekeeping - CRF Personal Protective Equipment	81,890
1.5860.138	Instructional Technology - CRF Gaggle Safety Management	<u>12,571</u>
		\$ <u><u>133,570</u></u>

Total Appropriation in Current Budget	\$ 33,697,516
Total Increase/Decrease of above amendment	<u>133,570</u>
Total Appropriation in Current Amended Budget	\$ <u><u>33,831,086</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 12th day of November, 2020.

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Chairman, Board of Education

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Secretary

**Asheboro City Schools**  
**Budget Transfer Report**  
**Information Only**  
**2019-2020**

<b>Fiscal Period</b>	<b>Fund</b>	<b>Purpose</b>	<b>Description</b>	<b>Sum of Amount</b>
12	1	5100	Regular Instructional Services	\$ 14,801.78
	1	5200	Special Populations Services	\$ (77,642.58)
	1	5300	School-Based Support Services	\$ (5,204.76)
	1	5400	School Leadership Services	\$ (9,966.74)
	1	5800	School-Based Support Services	\$ (32,734.13)
	1	6100	Support and Development Services	\$ 115,724.49
	1	6200	Special Population Support and Development Services	\$ (4,874.00)
	1	6300	Alternative Programs and Services	\$ 26,023.68
	1	6400	Technology Support Services	\$ 111,641.48
	1	6500	Operational Support Services	\$ (284,620.43)
	1	6600	Financial and Human Resource Services	\$ 95,753.40
	1	6700	Accountability Services	\$ 17,326.88
	1	6800	System-wide Pupil Support Services	\$ (9,089.85)
	1	6900	Policy, Leadership and Public relations Services	\$ 42,860.78
	3	5100	Regular Instructional Services	\$ (2,780.13)
	3	5200	Special Populations Services	\$ (35,411.76)
	3	5300	School-Based Support Services	\$ (63,001.63)
	3	5400	School Leadership Services	\$ (2,000.00)
	3	5800	School-Based Support Services	\$ 110,383.14
	3	6200	Special Population Support and Development Services	\$ (7,046.35)
	3	6500	Operational Support Services	\$ (1,620.86)
	3	8100	Payments to Other Governmental Units	\$ 1,477.59
	4	9100	Site Improvements	\$ (356,690.00)
	4	9200	Equipment	\$ 356,690.00
13	1	5300	School-Based Support Services	\$ (1.85)
	1	6400	Technology Support Services	\$ (1,500.00)
	1	6500	Operational Support Services	\$ 1.85
	1	8100	Payments to Other Governmental Units	\$ 1,500.00
	2	5100	Regular Instructional Services	\$ 161,000.00
	2	5200	Special Populations Services	\$ 215,000.00
	2	5400	School Leadership Services	\$ 93,000.00
	2	5800	School-Based Support Services	\$ 73,000.00
	2	6100	Support and Development Services	\$ (66,000.00)
	2	6400	Technology Support Services	\$ (175,000.00)

**Asheboro City Schools**  
**Budget Transfer Report - continued**  
**Information Only**  
**2019-2020**

<b>Fiscal Period</b>	<b>Fund</b>	<b>Purpose</b>	<b>Description</b>	<b>Sum of Amount</b>
2	6500		Operational Support Services	\$ (213,500.00)
2	6600		Financial and Human Resource Services	\$ 146,000.00
2	6800		System-wide Pupil Support Services	\$ (94,000.00)
2	6900		Policy, Leadership and Public relations Services	\$ (140,000.00)
2	7200		Nutrition Services	\$ 500.00
3	3200		State Revenue - Other Funds	\$ (2,661.00)
3	4200		Local Sources - Tuition and Fees	\$ 2,661.00
3	5100		Regular Instructional Services	\$ (2,661.00)
3	5200		Special Populations Services	\$ (52,810.00)
3	5300		School-Based Support Services	\$ 7,491.00
3	5800		School-Based Support Services	\$ 21,250.00
3	6200		Special Population Support and Development Services	\$ 13,180.00
3	6500		Operational Support Services	\$ 13,550.00

# Policies For 30-Day Review

Consistent with policy 3225/4312/7320, Technology Responsible Use, and in an effort to further the school system's objectives, the board of education encourages the use of the Internet as a means of providing accessible, accurate, and timely information for employees, students, parents, and others in the larger community. The Internet affords the school system the opportunity to communicate with its communities by posting pertinent system and school information online. The school system has established its system website online at [www.asheboro.k12.nc.us](http://www.asheboro.k12.nc.us). The school system website is the official website of the school system. In addition to this website, individual schools and departments may create system-related school websites. This policy provides the standards that must be followed for development of all system-related websites. Failure to comply with this policy may result in the removal of a web page or website from the Internet.

**A. SYSTEM-RELATED WEBSITE**

A "system-related website" is any Internet website that is established in one of the following ways:

1. by school system employees or students on behalf of the system;
2. by any school within the system;
3. by any school-sponsored club or organization within the system; or
4. by students as part of an educational assignment.

Only those websites that are created pursuant to this policy are considered system-related websites. The board does not endorse and is not responsible for websites created by employees, students, or others outside of the standards and guidelines of this policy. Students or employees who create personal websites that result in a substantial and material disruption to the school environment may be subject to disciplinary action.

**B. STANDARDS FOR WEB PAGE DEVELOPMENT**

1. Non-Public or Closed Forums for Expression

All system-related websites are "non-public" or "closed" forums for expression. This means that the system has control over information on such websites and is not required to allow students, teachers, or others to place material on system-related websites. The purpose of system-related websites is to disseminate curriculum-related information; to present the public with information about the



system, its schools, and its programs; and to provide the community with each school or department's mission, contact information, activities, organizational format, and instructional program. System-related websites are analogous to newsletters from the administration or the individual school. System-related websites are not analogous to a student newspaper or a non-school publication.

2. Administration and Editorial Control

All employees responsible for creating, developing, maintaining, editing, or approving a system-related website shall act legally, responsibly, and ethically in providing educational resources and information to support the mission and curriculum of the school system. Such persons shall abide by the generally accepted rules of website etiquette, board policy, and regulations established by the superintendent.

a. Superintendent Final Authority

The superintendent or designee may delegate authority to place information on a system-related website; however, the superintendent has the final authority to approve or disapprove any information in whatever form on any such system-related websites.

b. School System Official Website

The superintendent or designee has editorial control and responsibility for the content of the school system official website. The superintendent shall appoint a staff member to serve as the web manager/editor of the system website.

c. Individual School Websites

Each school will be provided with a web address, web design software, and disk space on the system server. All system-related websites will be housed on the system web server. Each principal has editorial control and responsibility for the content of his or her individual school's official website, subject to review of the superintendent or designee. The principal may appoint a staff member to serve as the web manager of the school's website and a website committee to advise the web manager and principal regarding the content of the school's website. Individual school websites must comply with the additional guidelines provided below.

d. Teacher and Student Websites

Each teacher has editorial control over and responsibility for the content of his or her official website and for the content of his or her students' authorized websites, subject to review by the principal, the superintendent, and the board. With the knowledge and written consent of a student's parent or guardian, a teacher may allow a student to create a website within or linked from a school's or teacher's website only for the following instructional purposes: (1) to teach a student how to create or maintain a website or (2) to facilitate a student's work on school assignments or research projects. No student pages may be posted or made accessible to the general public until approved by the principal or designee.

e. Personal Websites

The school system is not responsible for personal websites or web pages created or maintained by students, employees, parents, groups, or organizations. Personal websites or web pages are not considered system-related websites or web pages and are not covered by the provisions of this policy. (For further information regarding personal websites, see policy 7335, Employee Use of Social Media, and ~~section F of~~ policy 3225/4312/7320, Technology Responsible Use.)

The superintendent may use any means available to request the removal of personal websites or web pages that substantially disrupt the school environment or that utilize school system or individual school names, logos, or trademarks without permission.

3. Website Appearance and Evaluation

Web page content must be kept current and be maintained regularly. All system-related websites must include the name of the web page author, the date produced or revised, and the e-mail address of the author. The superintendent or designee (for the official system website) or the principal or designee (for individual school websites) must regularly review, proof, and evaluate all system-related websites.

4. Copyright Laws

No information or graphics may be posted on websites in violation of any copyright laws or policy 3230/7330, Copyright Compliance. Copyright permission must be obtained for the use of any copyrighted material unless use is permitted as "fair use" under federal law. The superintendent or designee and each principal

or designee is responsible for maintaining copies of permission granted for the use of copyrighted material.

5. Links

a. Internal Links

Each page of a system-related website must include a reference and hyperlink to the school system official website home page. In addition, all system-related websites must include a link to this policy and to policy 3225/4312/7320, Technology Responsible Use.

b. External Links

The superintendent and designee have editorial control over and responsibility for the linking of a system-related website to other sites on the Internet that are appropriate to the mission of the school system. Links to external sites (including externally hosted teacher classroom sites) must be approved by the principal. If required, web managers must obtain permission from external websites before links are established from any system-related website to external websites. To the extent possible, school personnel shall determine the extent to which a secondary site is linked to other sites on the Internet and whether such sites are appropriate for access through the school system websites. Web managers shall periodically check external links for accuracy and appropriateness of content. School employees must report any inappropriate links to the web manager.

Since the school system cannot control the content of other sites on the Internet and their linkages, the following disclaimer statement must be inserted in a prominent position on the official system website, on each school's web page and on other system-related websites that contain links to other websites or web pages that are not system-related websites:

*Asheboro City Schools retains control over what links will be placed on system-related websites; however, the linked sites themselves are not under the control of the school system, its agents, or its employees. Asheboro City Schools is not responsible for the contents of any linked site, any link contained in a linked site, or any changes or updates to such sites. Asheboro City Schools provides links as a convenience, and the inclusion of any link does not imply endorsement of the site by the school system. Asheboro City Schools reserves the right to remove or restrict any links.*

c. Links to Personal Pages

School websites or web pages may not contain links to personal web pages of students or employees or lists of personal web pages.

6. Behavior Standards

When using the Internet, employees and students are responsible for understanding and complying with board policies and administrative regulations, including policy 3225/4312/7320, Technology Responsible Use; student behavior policies in the 4300 series; and policy 7300, Staff Responsibilities.

7. Accessibility of Website

The web manager/editor, in consultation with the technology director, shall ensure that the school system website meets required standards to ensure accessibility for persons with disabilities.

**C. GUIDELINES FOR INDIVIDUAL SCHOOL WEBSITES**

Each school may promote itself by publishing an official school web page on the Internet only via the official school system website. In addition to the standards above, the following standards apply to individual school websites.

1. The content of school web pages must be approved by the school principal.
2. The safety of students and employees must be considered when constructing school web pages. To protect the safety of students and employees, the following precautions must be taken:
  - a. home addresses or telephone numbers will not be listed;
  - b. student e-mail addresses will not be listed;
  - c. photographs of students and student work will be used only with appropriate parental permission and/or as approved for release as directory information under policy 4700, Student Records, and will include only the student's first name, with no other information about the student.

The principal or designee is responsible for maintaining records of permission granted for the release of information. The principal should implement other safety precautions, as necessary, to be followed when constructing web pages.

3. To protect a student's rights in his or her intellectual property, if a school or teacher publishes a student's work, a disclaimer should be provided indicating the terms of redistribution or reuse.
4. Schools must provide contact information and other general information about the school on the school website, including the school's name, phone number, fax number, grade levels, and address, the principal's name, and the e-mail addresses of the school administrative team.
5. Graphics used on school websites must be appropriate to the school and should be of a size that will download quickly into a web browser.
6. Schools must keep information presented on their school's web page current, accurate, and grammatically correct.
7. The principal or designee must approve all revisions and additions to the school website.
8. Failure to comply with these guidelines or the standards of this policy, as determined by the superintendent or designee, may result in the removal of a school's web page from the Internet.

Legal References: U.S. Const. Amend. I; Electronic Communications Privacy Act, 18 U.S.C. 2510-2522; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; 17 U.S.C. 101 *et seq.*; G.S. 115C-325(e) (applicable to career status teachers), -325.4 (applicable to non-career status teachers)

Cross References: Curriculum and Instructional Guides (policy 3115), Technology in the Educational Program (policy 3220), Technology Responsible Use (policy 3225/4312/7320), Copyright Compliance (policy 3230/7330), Student Behavior Policies (4300 series), Student Records (policy 4700), Public Records – Retention, Release, and Disposition (policy 5070/7350), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335), Personnel Files (policy 7820)

Adopted: May 7, 2004

Revised: July 15, 2005, January 20, 2009, August 29, 2012, December 12, 2013, March 12, 2015

The board is committed to providing an environment at each school that is safe, orderly, and inviting. The board believes that in most cases, a student should attend the school that serves his or her domicile. Under certain circumstances or conditions, however, the board provides parents the opportunity to request that their child attend a school outside of his or her attendance area (see policy 4150, School Assignment).

Pursuant to federal and State Board of Education requirements, the board will allow a student who attends a school designated as a persistently dangerous school or a student who becomes the victim of a violent criminal offense at his or her school to attend another school that the superintendent has identified as an eligible transfer school, if a transfer school is available.

**A. DEFINITIONS**

For purposes of this policy, the following definitions apply:

**1. Violent Criminal Offenses**

Violent criminal offenses are the following crimes, which must be reported to the State Board of Education in accordance with State Board of Education Policy SSCH-000:

- a. homicide as defined in G.S. 14-17 and 14-18;
- b. assault resulting in serious bodily injury as defined in G.S. 14-32.4;
- c. assault involving use of a weapon as defined in G.S. 14-32 through 14-34.10;
- d. rape as defined in G.S. 14-27.21, 14-27.22, 14-27.24, and 14-27.25;
- e. sexual offense as defined in G.S. 14-27.26, 14-27.27, 14-27.29, and 14-27.30;
- f. sexual assault as defined in G.S. 14-27.33 and 14-33(c)(2);
- g. kidnapping as defined in G.S. 14-39;
- h. robbery with a dangerous weapon as defined in G.S. 14-87; and

- i. taking indecent liberties with a minor as defined in G.S. 14-202.1, 14-202.2, and 14-202.4.

2. Persistently Dangerous School

A persistently dangerous school is a school in which:

- a. at least two violent criminal offenses were committed with a rate of five or more such offenses per 1000 students during each of the two most recent school years; and
- b. the conditions that contributed to the commission of such offenses are determined by the State Board of Education as being likely to continue into another school year.

3. Eligible Transfer School

An eligible transfer school is a school that is not designated as a persistently dangerous school, that offers instruction at the student's grade level, and that the superintendent has identified as eligible for unsafe school choice transfer.

**B. IDENTIFICATION OF SCHOOLS AS PERSISTENTLY DANGEROUS**

1. Conditions Contributing to the Commission of Violent Criminal Offenses

For any school in which at least two violent criminal offenses and five or more such offenses per 1000 students were committed on school property during each of the two most recent school years, the superintendent or designee will determine whether any changes need to be made in the school- or system-level school safety procedures. The superintendent shall report to the State Board of Education any conditions in the school that may have contributed to the commission of the violent criminal offenses and any plans that the board has to eliminate such conditions.

2. Probationary Schools

If the State Board of Education determines that a school should be placed on probation, during the probationary year the principal and school improvement team shall implement strategies to protect students from violent criminal offenses and to deter future offenses from occurring. Such strategies must be incorporated into the school improvement plan. As necessary, the superintendent may request assistance from the Department of Public Instruction to help identify strategies for implementation.

### 3. Persistently Dangerous Schools

The superintendent shall assign a central office team to assist a school, designated a persistently dangerous, with creating and implementing a corrective action plan for the school. The corrective action plan should be based on an analysis of the problems at the school, should include strategies to improve safety at the school, and should identify any system-level policies and procedures that need to be modified. Any strategies identified for the corrective action plan should be incorporated into the school improvement plan.

Pursuant to the unsafe school choice transfer procedures provided below, a student who attends a persistently dangerous school will be allowed to transfer to another school that the superintendent has designated as an eligible transfer school.

As deemed appropriate, the board will pursue any appeals process available for review of a school's designation as probationary or persistently dangerous.

### C. VICTIM OF A VIOLENT CRIMINAL OFFENSE

A student shall be considered the victim of a violent criminal offense when the following criteria are met:

1. the principal determines, based upon reasonable evidence, that the student has been the victim of any of the applicable offenses identified in this policy; and
2. the offense occurred while the student was on the grounds of the public school that he or she attends.

Pursuant to the unsafe school choice transfer procedures provided below, a student who is a victim of a violent criminal offense shall be allowed to transfer to another school that the superintendent has designated as eligible for transfer.

### D. TRANSPORTATION

Parents who decide to transfer their child pursuant to this policy are responsible for transportation of their child to the receiving school.

Legal References: Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), 20 U.S.C. 7912; *Unsafe School Choice Option Non-Regulatory Guidance*, U.S. Department of Education (May 2004), available at <https://www2.ed.gov/policy/elsec/guid/unsafeschoolchoice.doc>; G.S. 14-17, -18, -27.21, -27.22, -27.24 through -27.27, -27.29, -27.30, -27.33, -32 through -34.10, -39, -87, -202.1, -202.2, -202.4; 115C-36, -105.27, -366, -367; State Board of Education Policies SSCH-000, -006



Cross References: School Safety (policy 1510/4200/7270), School Improvement Plan (policy 3430), Conflict Resolution (policy 3431), School Assignment (policy 4150)

Adopted:

**A. RETENTION OF RECORDS AND REPORT OF DATA**

The principal shall retain in each student's file, either in paper or electronic form, all records related to violations of board policies, the Code of Student Conduct, school standards, or school rules.

As required by law, the superintendent shall maintain the following data on each student who was suspended for more than 10 days, reassigned for disciplinary reasons, expelled, or to whom corporal punishment was administered: race, gender, age, grade level, ethnicity, disability status, type of incident or offense, duration of the suspension, whether alternative education services were provided, and whether the student had multiple suspensions in that academic year.

As secretary to the board, the superintendent also shall maintain records from the board's considerations of 365-day suspensions and expulsions and any readmission reconsiderations of 365-day suspensions and expulsions.

The superintendent shall ensure that data on disciplinary incidents is reported using the state student information system application in accordance with State Board of Education policies and procedures.

**B. DISCLOSURE OF RECORDS**

Confidential student records concerning conduct that posed a significant safety risk to the student or others in the school community may be disclosed to teachers and school officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student.

**C. REMOVAL OF RECORDS****1. End of Year Removal**

The following types of discipline records may not be removed from student records, electronic files, and databases at the end of the school year:

- a. notice of any suspension for a period of more than 10 days and the record of the conduct for which the student was suspended;
- b. notice of any expulsion under G.S. 115C-390.11 and the record of the conduct for which the student was expelled; and

- c. any records (including of in-school suspensions or short-term suspensions) that need to be maintained in order to be able to serve the student appropriately or to protect the safety of others.

## 2. Expunging Records

The superintendent or designee shall expunge any record of suspension for a period of more than 10 days or expulsion if the following criteria are met:

- a. a request that the record be expunged is made to the superintendent or designee by the student's parent or guardian, or by the student if the student is at least 16 years old or is emancipated;
- b. the student either graduates from high school or is not suspended or expelled again during the two-year period commencing on the date of the student's return to school after the expulsion or suspension; and
- c. the superintendent or designee determines that the maintenance of the record is no longer needed to adequately serve the child or to maintain safe and orderly schools.

In addition, the superintendent may expunge any notice of suspension or expulsion from a student's official record provided that criteria b. and c. above are met.

This section is not intended to limit parents' right to request removal of information from a student's record under policy 4700, Student Records.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g(h), 34 C.F.R. 99.31, 99.36; G.S. 115C-47, -276(r), -390.4, -390.7, -390.8, -390.10, -390.11, -390.12, -402

Cross References: Theft, Trespass, and Damage to Property (policy 4330), Assaults, Threats, and Harassment (policy 4331), Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety (policy 4333), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353), Student Records (policy 4700)

Other Resources: *North Carolina Discipline Data Reporting Procedures*, N.C. Department of Public Instruction Safe and Healthy Schools Support Division, available at <https://www.dpi.nc.gov/data-reports/discipline-alp-and-dropout-data>

Adopted: October 13, 2011

Updated: June 12, 2014

The board recognizes that emissions that accumulate from school buses can be harmful to students and bus drivers. The board further recognizes that unnecessary bus idling wastes fuel and financial resources. The board is committed to transporting students on school buses in a manner that is safe and consistent with the board's goal of resource conservation. To this end, the board prohibits all unnecessary school bus idling on school grounds. In addition, the board prohibits the warming up of buses for longer than five minutes, except in extraordinary circumstances or circumstances beyond the bus driver's control.

This policy applies to school buses and activity buses when these buses are used to transport students to or from school, extracurricular activities, field trips, and other school-related activities.

The superintendent shall develop procedures consistent with this policy. The superintendent or designee shall ensure that school bus drivers and appropriate school personnel receive training to implement this policy.

Legal References: G.S. 115C-12(34)(b), -36, -47(50); State Board of Education Policy ALOT-003; *N.C. Public School Allotment Policy Manual*, State Allotment Formulas – Transportation of Pupils, Program Report Code 056, available at <https://www.dpi.nc.gov/districts-schools/district-operations/financial-and-business-services/allotments-%E2%80%94-funding-public-school-units>

Cross References: Resource Conservation (policy 6530)

Adopted: January 12, 2006

Revised: September 14, 2017

Fixed asset accounting is an important part of the stewardship responsibility of school officials. It allows school officials to properly account for the financial and economic resources of the school system. An inventory control system will be established for all tangible fixed assets owned or possessed by the board of education. The superintendent or finance officer shall ensure that a physical account of fixed assets is taken on an annual basis.

**A. DEFINITION OF FIXED ASSETS**

Fixed assets are items of tangible property, both real and personal, having a value of \$5000 or more and an estimated useful life of three years or more. Fixed assets are distinguishable from intangible property, such as money or securities, and consumable tangible property, such as office supplies.

**B. CATEGORIES OF FIXED ASSETS**

For the purposes of accounting and inventorying fixed assets, they will be divided into the following categories.

1. Land: Real property owned in fee simple, easements, rights-of-way and leases, and other interests in land.
2. Land Improvements: Permanent improvements (excluding buildings as defined in Section 3 below) that add value to the land or improve the use of land, such as sidewalks, parking lots, driveways, fences, and drainage systems.
3. Buildings: Any permanent or portable, man-made structure owned by the board of education and used to house or shelter persons or property, including schools, offices, warehouses, garages, sheds, and similar structures.
4. Equipment: Any portable, tangible personal property not permanently affixed to real property that is owned, leased or used by the school system, including such items as machinery, tools, furniture, computers, and motor vehicles.

**C. RECORDKEEPING**

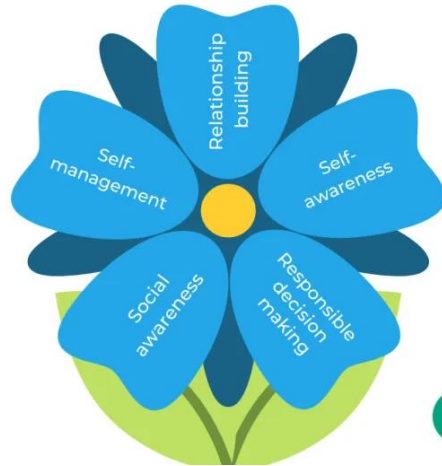
The superintendent or finance officer shall develop an appropriate record keeping and inventory system for the school system's fixed assets.

Legal References: G.S. 58-31A-35; 115C-36, -47, -102.6A(c)(5), -529

Adopted:

# SEL in ACS

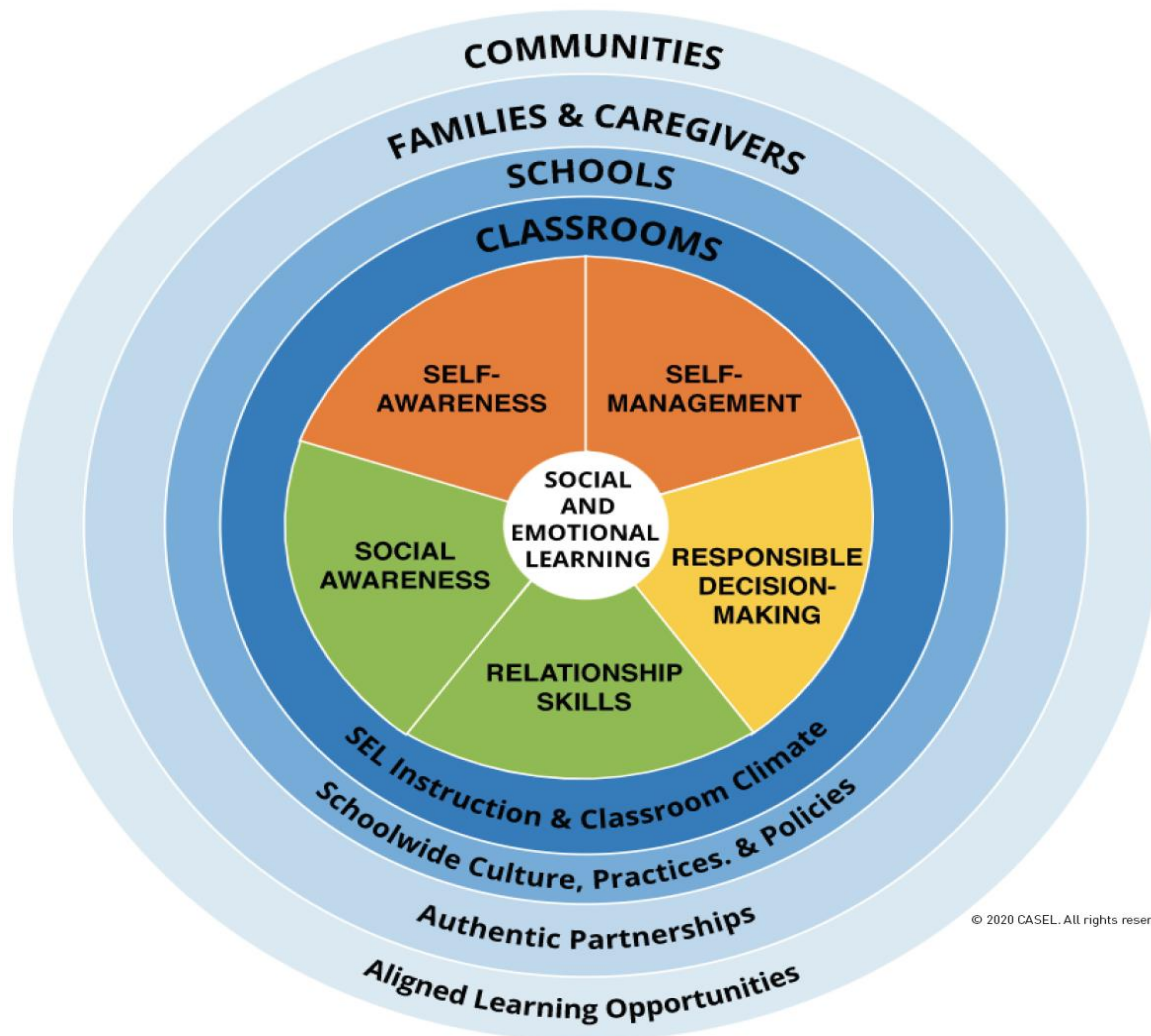
**Social Emotional Learning**  
Helping Your Students Succeed



# What is SEL?



Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

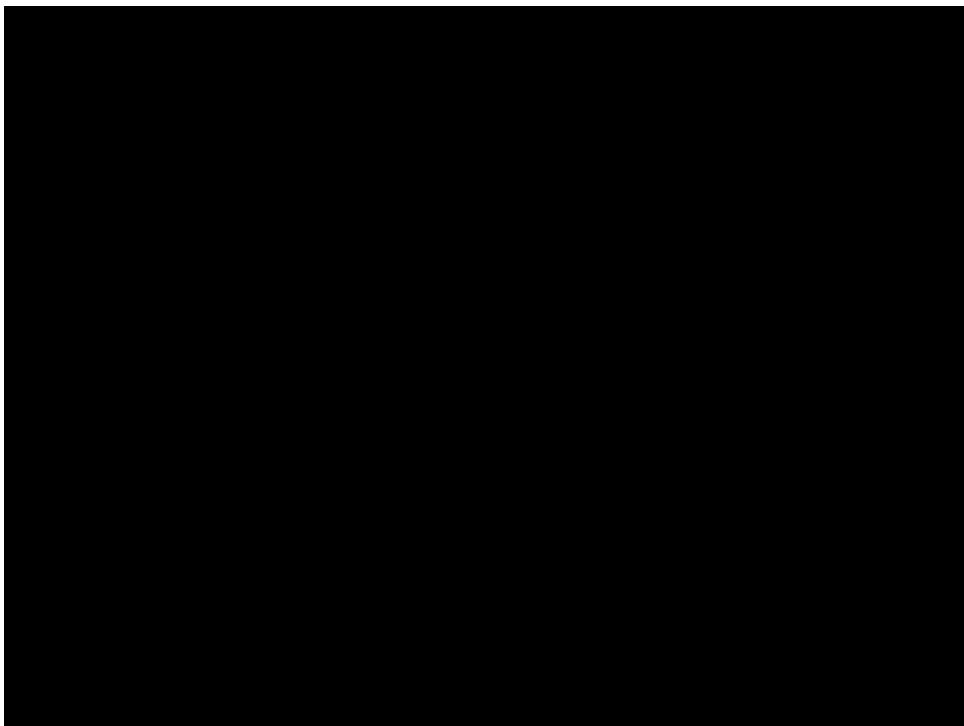




# Addressing Students' SEL Needs in Asheboro City Schools



- Classroom SEL lessons are being delivered by teachers.
  - Developed by a team of counselors and other educators.
  - Approximately 18 lessons, to date, for grades K-8. High school lessons began when students returned to campus on Plan B.
  - Classroom community building through 6-Minute SEL and Sanford Harmony.
  - High school lessons are through EverFi.
  - Lesson topics include self awareness, social awareness, diversity, inclusion, empathy, and critical thinking.



# Addressing Adult SEL Needs

Based on results from the Fall Panorama Staff Survey, the following areas were identified as areas of need:

- Feeling overwhelmed
- Feelings of anxiety
- Need for self-help opportunities & frequent check ins

District Response:

- Wellness Wednesday staff emails
- Circle Talk
- Teacher Voice Committees
- School-based response

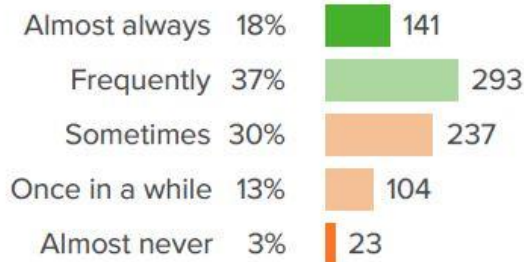




# 6-12 Well-Being Survey Results



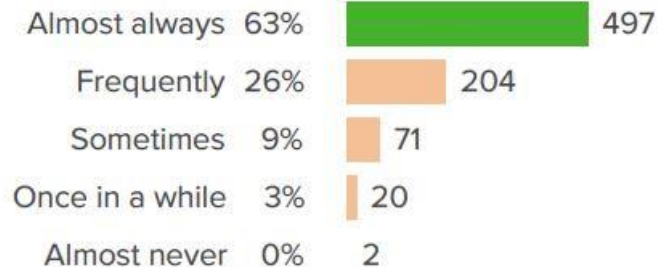
**Q.2: During the past week, how often did you feel happy?**



▲ 9 from last survey

Favorable: **54%**

**Q.4: During the past week, how often did you feel safe?**



▲ 8 from last survey

Favorable: **63%**

# Distance Learning Concerns 6-12



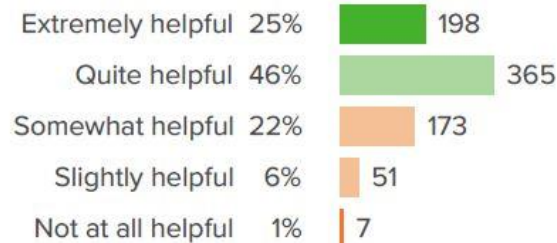
**Q.2: In the past few days, did you ever eat less than you felt you should because there wasn't enough food?**



▲ **1** from last survey

Favorable: **93%**

**Q.4: How helpful are your teachers in supporting your learning right now?**



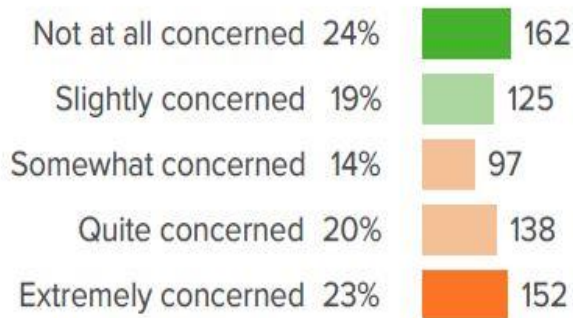
▲ **3** from last survey

Favorable: **71%**

# 3-5 Distance Learning Concerns



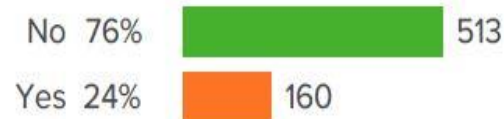
## Q.1: How concerned are you about the health of your family?



▼ **3** from last survey

Favorable: **43%**

## Q.2: In the past few days, did you ever eat less than you felt you should because there wasn't enough food?



▼ **11** from last survey

Favorable: **76%**

# 3-5 Well-Being Survey Results



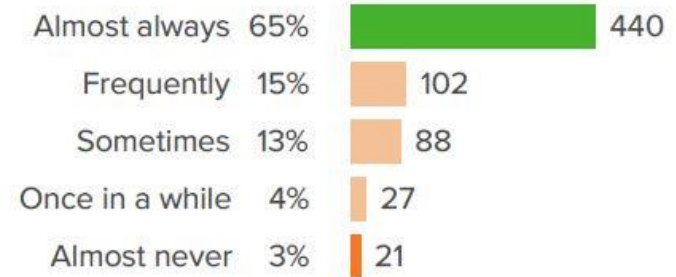
**Q.3: During the past week, how often did you feel loved?**



▼ 10 from last survey

Favorable: **75%**

**Q.4: During the past week, how often did you feel safe?**



▼ 8 from last survey

Favorable: **65%**



## 3-5 Caring for Others

**Q.3: During the day, are you taking care of anyone in your family such as siblings, parents and/or grandparents?**



## 6-12 Caring for Others

**Q.3: During the day, are you taking care of anyone in your family such as siblings, parents and/or grandparents?**



# Next Steps



Future SEL classroom lessons will be based off of needs recognized in our most recent student Panorama survey.

Individual school reports will be reviewed with counselors in order for each school to develop a plan to target specific individual and group needs.

Family / parent surveys about remote needs and well being to address changing needs as we navigate through plans a, b, and c.

Staff survey /check in on well being late December/early January.

# QUESTIONS?



# EQUITY Update

## Race and Equity Policy in Action

November 12, 2020

Director of Equity and Inclusion

# Current Equity Landscape

- The ongoing COVID-19 pandemic, an economic recession, and a renewed national recognition of systemic racism have only compounded the toll of rampant educational inequity in American schools.
- School closures, alternative teaching and learning options, large anticipated budget cuts, and extraordinary stress place families at an educational crossroads. Without urgent action, this moment will exacerbate barriers to opportunity for students of color and students with higher needs, including students from low-income backgrounds, students with disabilities, English learners, and students experiencing homelessness, foster care, or engaged in the juvenile justice system.

# Diversity, Equity, & Inclusion Update

## DEMOGRAPHICS

RACE/ETHNICITY	COUNT	PERCENT OF POPULATION
American Indian	5	0.11%
Asian	66	1.48%
Black	651	14.64%
Hispanic	2198	49.42%
Hawaiian/Pacific Islander	2	0.04%
White	1293	29.07%
Two or More Races	233	5.24%

PowerSchool Day 20 (9/14/20)

## SUBGROUPS

RACE/ETHNICITY	COUNT
----------------	-------

English Learners	844
------------------	-----

Students with Languages other than English or Spanish	62
(Hindi/Urdu-25, Pushto-10, Punjabi-6, Arabic-5, Laotian-3, Korean-3, Vietnamese-2, Chinese-1, French-1, Gujarati-1, Palauan-1, Portuguese-1, Tamil-1, Telugu-1, Thai-1)	

Home Languages other than English/Spanish	62
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Students with Disability	610
--------------------------	-----

AIG	377
-----	-----

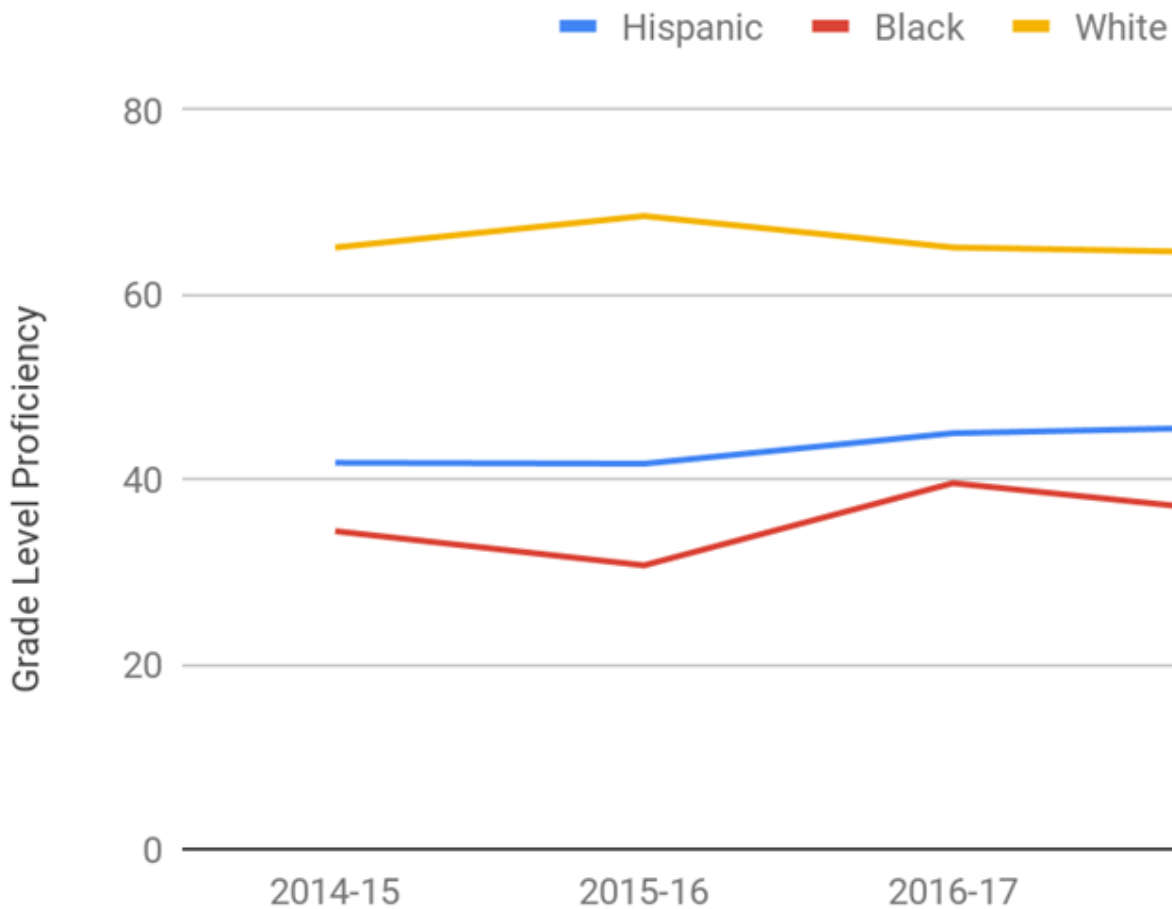
Free and Reduced Lunch (4/1/20)	3461
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(10/26/20)



# Achievement Gaps Over Time - ELA

Reading EOG - All Grades

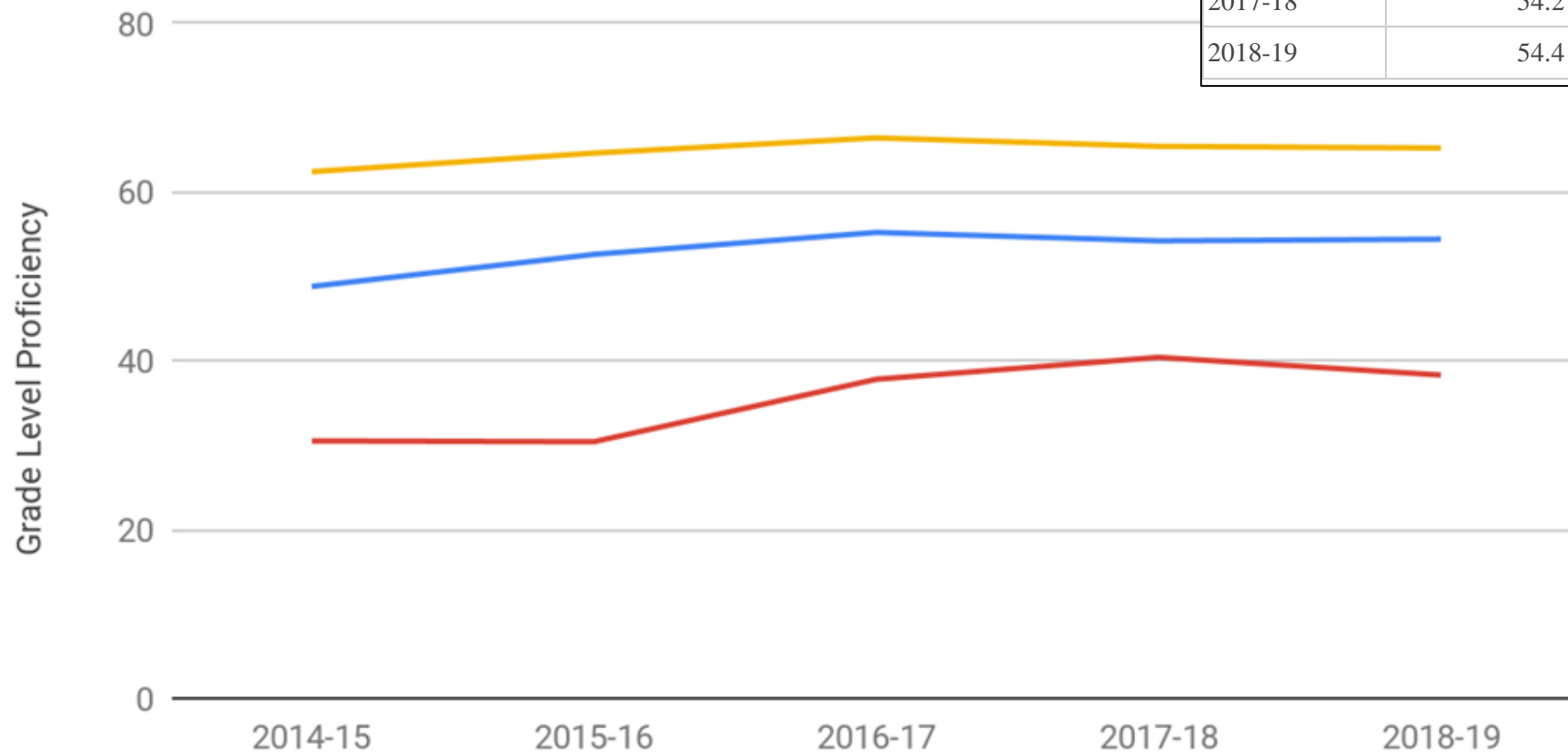


Race	Hispanic	Black	White
2014-15	41.8	34.4	65.1
2015-16	41.7	30.7	68.5
2016-17	45	39.6	65.1
2017-18	45.7	36.2	64.5
2018-19	44	34.5	62.7

# Achievement Gaps Over Time - Math

Math EOG - All Grades

Hispanic Black White

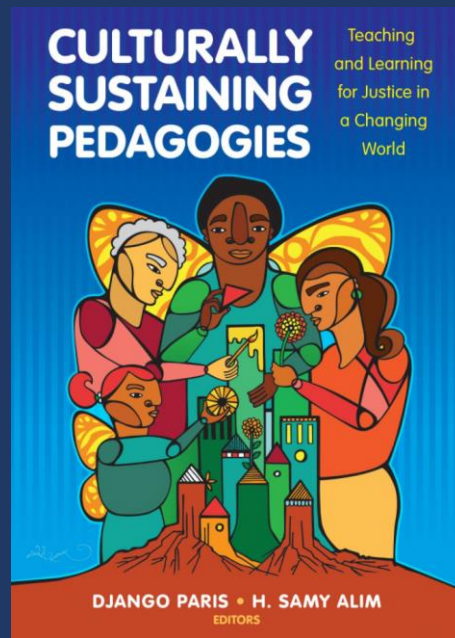


	Hispanic	Black	White
2014-15	48.8	30.5	62.4
2015-16	52.6	30.4	64.6
2016-17	55.2	37.8	66.4
2017-18	54.2	40.4	65.4
2018-19	54.4	38.3	65.2



# Framing the Work

“Instead of being oppressive, homogenizing forces, culturally sustaining pedagogy asks us to reimagine schools as sites where diverse, heterogeneous practices are not only valued but sustained.”



Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World(Paris & Alim, 2017)

# Why Equity Teams?

Establishing Equity Teams provides direction and leadership in culturally relevant professional development (CRPD), policies, and practices. The Equity Team becomes the lens of the schools and aims to institutionalize change.

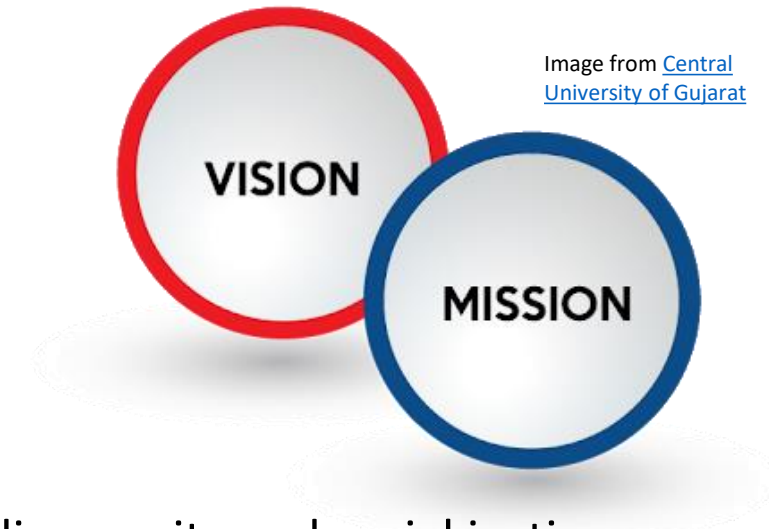
# Equity Team Vision and Mission

## **Vision:**

- Empowering learners and leaders to embrace diversity and ensure equity.

## **Mission:**

- Ensure learners and leaders are seen, heard, and valued.
- Provide resources and training to support growth and development regarding equity and social justice.
- Engage in data-based problem solving with the goal of ensuring equity and access for all students.
- Advocate and actively promote the advancement of equitable practices in all aspects of our work and as an essential factor related to school and district improvement.
- Foster a caring, compassionate connected community.
- Engage in focused problem-solving related to inequitable outcomes occurring on the basis of race.



# Pillars for Equity

Asheboro City Schools will implement and lead from a system-wide race and equity plan that stands on three critical pillars:

Policy and Practice

Relationships and Engagement

Teaching and Learning

That was one of the most inspiring Professional Development that I have participated in my 12 years at Asheboro City Schools. Thanks so much for allowing me to serve on our ASC Race and Equity Team. PRICELESS!!!

-Randy Woods

## QUOTES FROM OUR DISTRICT RACE & EQUITY PD LEADERS

McCrary Equity Team is looking forward to supporting staff through opportunities for self-reflection, discussions, and culturally responsive strategies for supporting our students. McCrary staff first met with Dr. Allen during the 2019-2020 school year and our work with her is continuing this year. We appreciate her pushing us and helping us grow as we work to better understand ourselves and become more intentional in our work to help all of our students be successful."

-Javier Carranza

I have been enjoying the meetings. It seems that our administration is taking more conscious effect to listen to what we are saying and acting on what is said.

-Maxine Goldston

I believe the Equity Initiative is helping the staff of Asheboro City Schools recognize and realize the importance of cultural differences. There is great work to be done that will not happen overnight.

-Tresa Hatchett

The Equity and Inclusion Teams, both school-based and district-wide, have created a safe space to have long-overdue conversations about race and equity and how it affects educators and students.

-Kathy Malpass

I volunteered to be on the equity team because it has a personal meaning for me. I was especially interested in learning about implicit bias to make sure I was being as unbiased as possible when relating to others. The trainings we have attended so far have been very revealing and inspired deep thinking and awareness on this topic. I look forward to learning more and sharing with my work peers.

-Kimberly Borden

Asheboro City School's Equity Team provides direction and leadership in cultural relevant professional development. The team encourages conversation about equity and social justice, thus building a more equitable educational environment that focus on student empowerment- making sure systems are in place in ACS to ensure that ALL children have an equal chance for success.

-Vanessa Brooks

I'm really enjoying the PD. Our administrators are listening to whenever staff members have concerns or need questions answered. They have also encouraged everyone to reflect on personal biases that we might have.

-Valencia Williams

# Equity Leadership

## Strategies in Action:

- Reassigning and reorganizing department structures
- Establishing district and school equity teams
- Assuring student and community voices are acknowledged and valued
- Prioritizing districtwide professional learning efforts
- Striving for teacher diversity and quality



[Image from Fairfield City School District- Equity Leadership Team](#)



# Equity Leadership

## Central Office & Schools:

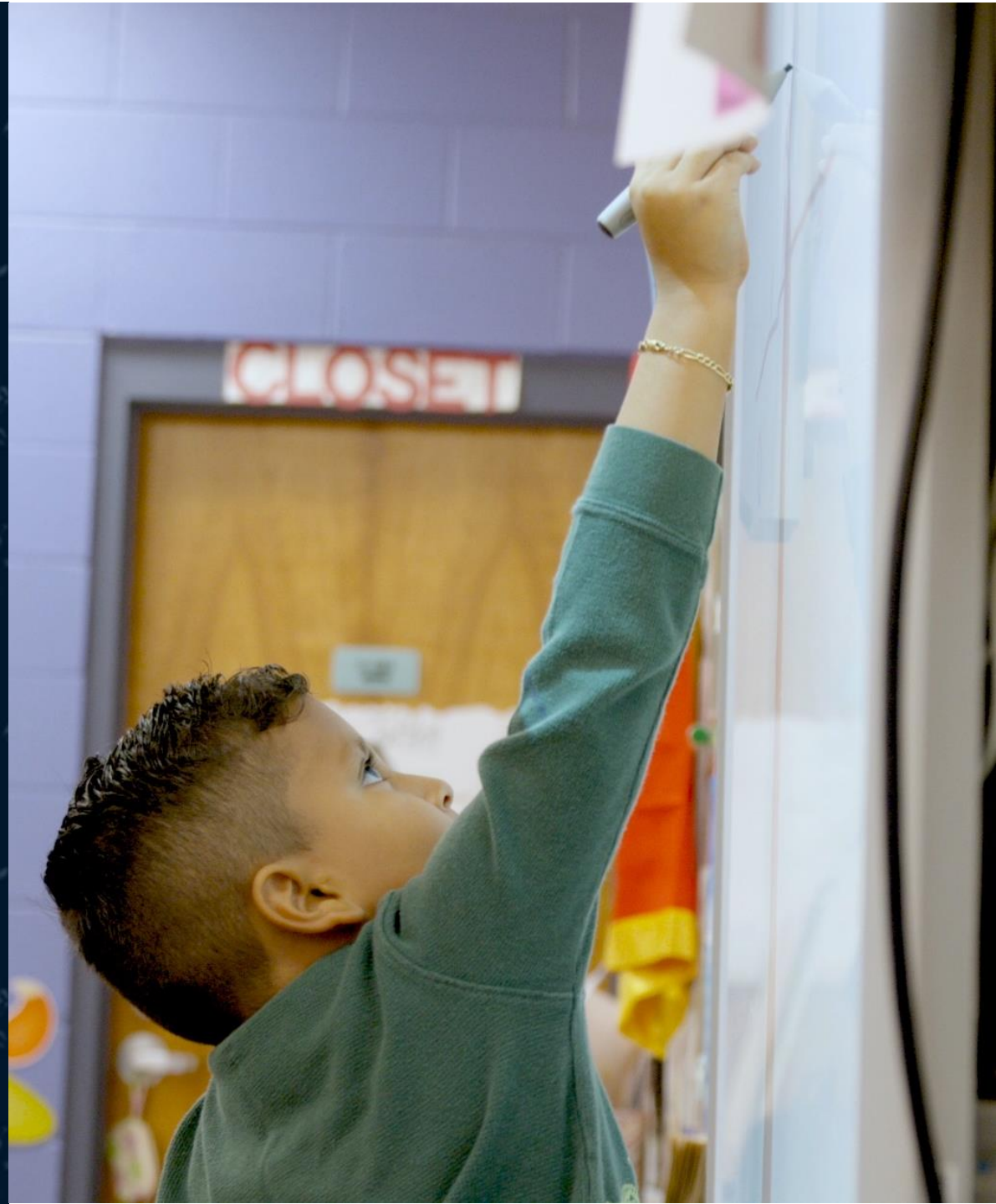
- ✓ Book study  
(Dr. H.R. Milner, R. DiAngelo)
- ✓ Equity Teams convening to analyze data and engage in pertinent discussions
- ✓ Improving knowledge about antiracism, bias, racial equity, and culturally sustaining pedagogy through professional development
- ✓ Policy & Practice Development
- ✓ Creating Conditions



Image by NAEYC PD

- ✓ Advisory Council Meetings
- ✓ Equity statement for recruitment and job descriptions
- ✓ Facilitated focus groups (Surveys)
- ✓ Review of Disciplinary Policy & Procedures
- ✓ Equity Subsection of Classroom Walkthrough Tool
- ✓ Bi-monthly Equity & Inclusion Modules

**No two children  
are the same.**





# The COVID-19 crisis is affecting everyone, but it is not affecting everyone equally.

Students of color are more likely to be impacted by the health and economic impacts of COVID-19.

Latino Americans are nearly

---

**twice as  
likely**

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to have lost a job as  
White Americans.

The coronavirus is killing  
Black Americans at

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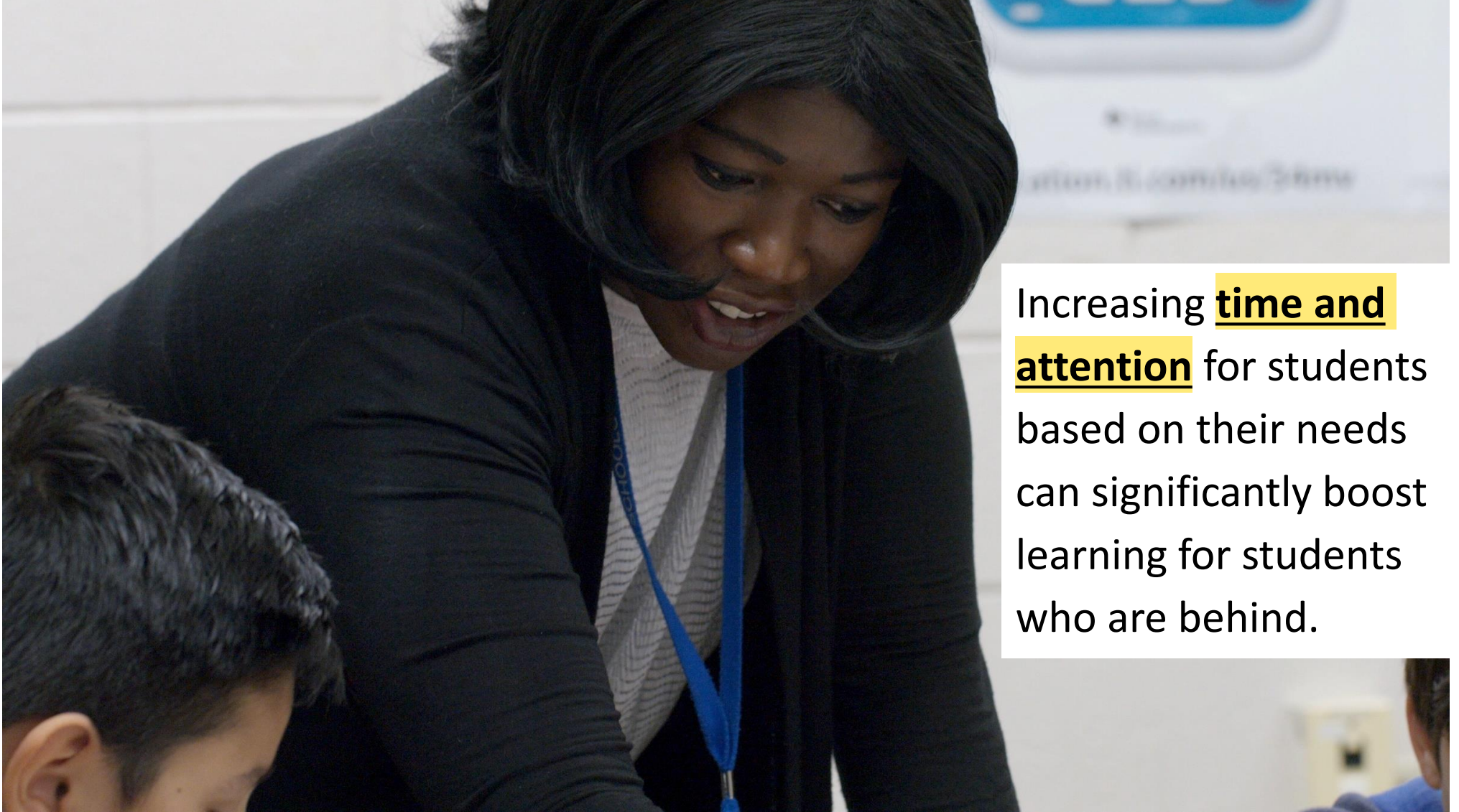
**3x**

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the rate of  
White Americans.

**What do we do about it?**

# 1 Prioritize instructional time and attention for students who need it most.



Increasing **time and attention** for students based on their needs can significantly boost learning for students who are behind.



## 2 Provide additional social-emotional, physical and mental health, and family supports for the students in greatest need.



### Social-emotional supports

that focus on holistic development and encourage positive academic mindsets in ways that sustain students' backgrounds can lead to success in school and life, and resources that address students' social and emotional needs can improve students' academic performance.



### 3 Invest in professional learning, collaborative planning time, and better working conditions for educators in the highest need schools.



**Teaching quality** can impact student learning more than any other in-school factor, especially for students who are further behind. Additionally, teachers of color have a positive impact on all students, particularly students of color.



4

Close the digital divide to ensure all students have access to devices, high-speed internet, and the support they need to continue learning.



To support both health and learning, students need access to safe facilities and adequate equipment.



# 5 Ensure all students have access to curriculum that is culturally relevant, rigorous, and engaging.



**Curriculum and instructional materials** that are aligned to high standards, appropriately challenging for students' grade level, and culturally relevant can improve learning.



# 6 Identify and implement strategies to ensure all students, particularly students of color, return to a positive and inviting school climate.



When students feel that they belong and are accepted, supported, and connected to their school community, they have better social, emotional, and academic outcomes.



**Questions?**

# 2020-2021

DATE		MEETING	TIME	LOCATION
<b>NOVEMBER</b>				
Sat. & Sun.	November 7-8	Field of Honor		
Wednesday	November 11	Veteran's Day Holiday		
Thursday	November 12	Board of Education	7:30 p.m.	PDC
Thurs & Fri	Nov. 26-27	Thanksgiving Holiday		
<b>DECEMBER</b>				
Thursday	December 10	Board of Education Meeting	7:30 p.m.	PDC
Thurs & Fri	Dec. 24,25, 28	Holiday		
<b>JANUARY</b>				
Thursday	January 14	Board of Education Meeting Board Appreciation Celebration	7:30 p.m.	PDC

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