

ASHEBORO CITY BOARD OF EDUCATION

June 9, 2016

7:30 p.m.

Asheboro High School

Professional Development Center

***6:00 p.m. – Policy Committee**

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

I. Opening

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – Boy Scout Troop 563 – Marshall Gowen-Goad, Asheboro High School; and Nelson Gowen-Goad, South Asheboro Middle School.
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Community Partner Spotlight – STEAM Business Partnerships – Dr. Julie Pack
- B. Board Spotlight – Asheboro City Schools Summer Programs – Dr. Aaron Woody
- C. Instructional Assistant of the Year – Dr. Aaron Woody
- D. Classified Employee of the Year – Carla Freemyer
- E. Athletic Achievement Recognition – Dr. Brad Rice

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 3 – 5 minutes for remarks. Issues or concerns involving personnel matters are not appropriate for the public comment setting.

IV. *Consent Agenda

- A. Approval of Minutes – May 12, 2016
- B. Budget Amendments – OR-01 and S-03
- C. Interim Budget Resolution
- D. 2015-2016 Audit Contract
- E. Seamless Summer Child Nutrition Contract
- F. 2016-2019 Asheboro City Schools Academically and Intellectually Gifted Plan
- G. Personnel

V. Information, Reports and Recommendations

- A. Policies for 30 Day Review – Dr. Drew Maerz
 - Policy 1510/4200/7270 - School Safety
 - Policy 1760/7280 - Prohibition Against Retaliation
 - Policy 3320 - School Trips
 - Policy 3420 – Student Promotion and Accountability
 - Policy 3620 - Extracurricular Activities and Student Organizations
 - Policy 4110 - Immunization Requirements for School Admission
 - Policy 4135 - Tuition for Discretionary Admissions
 - Policy 4270/6145 - Concussion and Head Injury
 - Policy 4320 - Tobacco Products – Students
 - Policy 4333 - Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety
 - Policy 4335 - Criminal Behavior
 - Policy 4351 - Short-term Suspension
 - Policy 4353 - Long-Term Suspension, 365-Day Suspension, Expulsion
 - Policy 4400 – Attendance
 - Policy 5022 - Registered Sex Offenders
 - Policy 5027/7275 - Weapons and Explosives Prohibited
 - Policy 7340 - Employee Dress and Appearance

VI. Action Items

***A. Policies Recommended for Approval:**

- Policy 1720/4015/7225 - Discrimination, Harassment, and Bullying Complaint Procedure
- Policy 1742/5060 - Responding to Complaints
- Policy 3540 - Comprehensive Health Education Program
- Policy 6125 - Administering Medicines to Students
- Policy 6550 - Vandalism
- Policy 7335 - Employee Use of Social Media
- Policy 7950 - Non-Career Status Teachers: Non-Renewal
- Policy 9110 - Use and Selection of Architects, Engineers, Surveyors, and Construction Managers at Risk
- Policy 9120 - Bidding for Construction Work

***B. Graduation Guarantee – Dr. Terry Worrell**

***C. Career Technical Education Local Plan – Dr. Julie Pack**

***D. 2016-2021 Strategic Plan – Dr. Terry Worrell**

VII. Superintendent’s Report/Calendar of Events

A. Calendar of Events – Leigh Anna Marbert

B. Points of Pride – Leigh Anna Marbert

C. 2015-2016 Board Goals, June Update – Dr. Terry Worrell

VIII. Board Operations

A. Superintendent Evaluation Timeline – Kyle Lamb

B. Important Dates to Remember – Kyle Lamb

Thursday, July 14	Board of Education Meeting	7:30 p.m.	Professional Development Center
Thursday, August 11	Board of Education Meeting	7:30 p.m.	Professional Development Center
Friday, August 26	ACS Convocation	8:00 a.m.	AHS Performing Arts Center
Monday, August 29	First day for students	All Day	All

IX. Adjournment

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
June 09. 2016
7:30 p.m. Asheboro High School
Professional Development Center

Addendum

I. Opening

- C. Pledge of Allegiance – Boy Scout Troup 563 Members - Marshall Gowen-Goad, Asheboro High School, and Nelson Gowen-Goad, South Asheboro Middle School

IV. *Consent Agenda

- *G. Personnel
- *H. Asheboro High School Student Council Overnight Field Trip, July 11-15,2016 (group of 7)
- *I. Asheboro High School Student Council Overnight Field Trip, July 11-15, 2016 (group of 6)

V. Information, Reports, and Recommendations

- B. Student Instructional Time by Dr. Brad Rice

VI. Action Items

- *C. Career Technical Education Plan Executive Summary and Approval

*Item requires action/approval by the Board of Education

Mission Statement

We are committed to providing quality learning opportunities for all students in a safe and inviting environment so that our students can become successful lifelong learners, prepared for 21st century global citizenship.



Summer Learning Opportunities 2016



Asheboro City Schools

[Home](#)

[For Parents](#)

[For Staff](#)

[For Student](#)

Announcements

[Revised 2015-2016 Master Calendar](#)

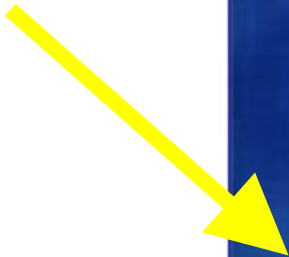
[English](#) [Spanish](#)

[2016-2017 Master Calendar](#)

[English](#) [Spanish](#)

[2016 Summer Learning Opportunities](#)

[Randolph County Strategic Plan](#)



10 Day Summer School

Two Weeks: June 13 -- June 24, 2016

Grades 3-8 students Math EOG reteaching and retesting

Grades 4-8 students ELA EOG reteaching and retesting

Grades 5 & 8 students Science EOG reteaching and retesting

Math 1 students reteaching and retesting

Eng II students reteaching and retesting

Biology students reteaching and retesting

Transportation, breakfast and lunch will be provided

H i g h S c h o o l C r e d i t R e c o v e r y

Multiple Weeks: June 14 - August 16, 2016

[Tuesday - Thursday] 9:00 - 11:00

High School students work to complete requirements needed for course credit

Support from school staff to meet necessary goals

Utilization of the program “Gradpoint” to support learning

Contacts: Dr. Penny Crooks, Dr. Julie Pack

STEAM Camp

*One week: June 27 -- June 30, 2016
[Monday - Thursday]*

Students: Grade 6-12

Focus on hands-on, integrated learning experiences with science, technology, engineering, arts, and math

Located at the Asheboro High Zoo School

Secondary Instructional Facilitators will be camp
Administrators and Instructors

Utilizing the theme: *“Technology in Nature”*



R e a d T o A c h i e v e S u m m e r C a m p

Four Weeks: July 11-- August 4

[Monday - Thursdays]

Intensive summer reading camp for select first, second, and third grade students to strengthen and improve reading skills.

Camps held at Balfour, Teachey, McCrary, and Loflin

Lindley Park students will attend the Loflin site this summer
Assistant Principals will be Camp Administrators.

Transportation, breakfast, and lunch will be provided.

Student Hours: 7:45- 1:00

Contact: Ms. Wendy Rich



English Language Camp

Four Weeks: July 11- August 4 [Monday - Thursday] 7:45- 1:00

This summer opportunity is available to current kindergarten, first, and second grade students.

During camp, students will explore science and social studies standards through hands-on activities, outdoor learning experiences, and inclusion of exciting guest speakers. Additionally, students will sharpen their reading and writing skills as well as an intensive focus on vocabulary.

Transportation, breakfast, and lunch will be provided.

This summer option is by invitation only.

Balfour Elementary School is the site for all selected students in our district.

Contact: Ms. Robin T. Harris



J u m p S t a r t

Three Weeks: July 11-- July 28

[Monday - Thursday] 8:00 - 1:00 at Balfour Elementary

Jump start helps bridge the transition to kindergarten

The program's purpose is to ensure every child's success in kindergarten through practice working in groups, following directions, center time, exploration, gym, art, media center, story time, etc.

Provides social learning opportunities for our kids

Students are included by invitation only

Transportation, breakfast, and lunch provided



St. Luke's STREAM Camp

Two Weeks: July 11-- July 21 [Monday - Thursday] 9:45 - 1:00

Camp in partnership with St. Luke's UMC Church

Open to rising 4th - 6th graders

Our students will participate in hands-on activities involving science, technology, reading, engineering, arts, and math.

Students will hear from guest speakers from the STEM industry.

Transportation from The Boys and Girls Club



A s h e b o r o C i t y S u m m e r C a m p

July 25 - July 28; 9:00 - 12:00

A summer youth fitness program - combining existing school resources and city resources to support healthy activities.

Located at Loflin Elementary School for rising 1st - 5th graders

Mixing health & fitness with civic learning...students will be actively engaged in healthy activities while also learning about their city and city leaders.

Students will participate in Reading Instruction, Fitness Stations
Involvement.

Breakfast and lunch will be provided.



Ashboro Author's Creative Writing Camp

Three Days: July 19 - 21[8:30 - 12:00]

Creative Writing Camp for students grade 6- 12 at PDC

Each participant will pursue a writing product under the mentorship of teachers, and with the support of a peer group, for the duration of the workshop

Students will be encouraged to challenge themselves technically and artistically through mini lessons group editing sessions, and creative presentations of their work

Breakfast and lunch will be provided.



K - 5 R e a d i n g C a m p a t B a l f o u r

Four Weeks: July 11-- August 4

[Monday - Thursday] 9:00 - 1:00



Partnering with Randolph Community College

RCC Provides staff and instructional resources

Providing English Classes for Spanish Speaking Parents and Reading Support for K-5 students

Parents will be learning English while the children will work on reading and vocabulary skills

Contact: Ms. Jusmar Maness

Globe-Trotters at CWM

June 20-30 / July 11-August 4 [Monday - Thursday] 8:00 - 12:30

Involves current First through Fifth Graders from McCrary Elementary

Students will use the Summer Olympics as a backdrop for research, deepening reading and math skills, global awareness, and science exploration.

Fieldtrips are included throughout the summer including a trip to Camp Caraway (sponsored by SunTrust Bank) and UNCG campus tour

Parent Night with dinner from the “Wacky Garden”

Other partner organizations: Asheboro Swim and Racquet Club, The Copperheads

Breakfast and lunch will be provided

S u m m e r R e a d i n g



Throughout the district our schools are using the theme: “Go For the Gold” to challenge students to read over the summer. Each grade band has identified targets for the number of books students should read to reach Gold, Silver, or Bronze level recognition, and each school has developed incentives for achieving each level.

Summer Reading



	K-2	3-4	5-8	9-12
Gold	≥20 books	≥15 books	≥5 books	≥4 books
Silver	≥15 books	≥10 books	≥4 books	≥3 books
Bronze	≥10 books	≥5 books	≥3 books	≥2 books

Students can also check out books and take AR tests at the public library or their schools. AR tests can be taken by using the following link:

<https://hosted228.renlearn.com/35422/Public/RPM/Login/Login.aspx?srcID=s>



Questions?

Minutes of the Asheboro City Board of Education

May 12, 2016

Policy Committee

Staff members present were: Dr. Terry Worrell, Dr. Brad Rice, Dr. Aaron Woody, Carla Freemyer, and Dr. Drew Maerz.

Board members present were: Phillip Cheek, Beth Knot, Kyle Lamb, Michael Smith, Gidget Kidd, and Linda Cranford.

May 12, 2016, at 6:07 p.m., Dr. Maerz began review of the agenda.

- Policy 1510/4200/7270 - School Safety
 - Updated section on emergency planning and fire/emergency drills
 - Updated policy resources
 - ACS is proactively working on meeting the policy requirements through “table top” drills (discussion of emergency scenarios)
- Policy 1760/7280 - Prohibition Against Retaliation
 - Policy updates per SBA
 - Committee members discussed addition of statement allowing the Board to discipline employees who know or have reason to believe that the report is inaccurate. (Members agreed to insert statement.)
 - Updated cross references
- Policy 3320 - School Trips
 - Updated language
- Policy 3420 – Student Promotion and Accountability
 - Language updates (Personal Education Plan to Individual Growth Plan)
 - Section added for repeating a course for credit
- Policy 3620 - Extracurricular Activities and Student Organizations
 - Minor language update
- Policy 4110 - Immunization Requirements for School Admission
 - Updated requirements for health assessments and vision screenings
 - Statement added covering student absences due to failure to provide health assessment forms
 - Updated legal and cross references
- Policy 4135 - Tuition for Discretionary Admissions
 - Minor and technical language updates
- Policy 4270/6145 - Concussion and Head Injury
 - Section added addressing a student’s return to learning, including planning and training
 - Section added that requires an athletic trainer or first responder at the high school football games and as funding allows, at school practices and games for both middle and high schools
 - Updated legal references and other resources
- Policy 4320 - Tobacco Products – Students
 - Title change
 - List of tobacco products expanded to include electronic cigarettes, vaporizers, and other electronic devices even if they do not contain tobacco or nicotine
 - Updated legal references
- Policy 4333 - Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety
 - List of prohibited behavior expanded to include mace, pepper spray, and other personal defense sprays when used inappropriately
 - Updated legal references
- Policy 4335 - Criminal Behavior
 - Minor language updates
 - Updated language on reporting criminal behavior
 - Updated legal references

- Policy 4351 - Short-term Suspension
 - Short-term suspension exclusions updated to include a student's absence due to failure to submit school health assessment form
 - Updated legal references
- Policy 4353 - Long-Term Suspension, 365-Day Suspension, Expulsion
 - Long-term suspension exclusions updated to include a student's absence due to failure to submit school health assessment form
 - Updated legal references
- Policy 4400 – Attendance
 - Updated policy to include language regarding student absences due to failure to submit school health assessment form
 - Updated section covering excessive absences and tardies
 - Updated legal and cross references
- Policy 5022 - Registered Sex Offenders
 - Updated policy based on current General Statute
 - Updated legal references
- Policy 5027/7275 - Weapons and Explosives Prohibited
 - List of prohibited items expanded to include mace, pepper spray, and other personal defense sprays when used inappropriately
- Policy 7340 - Employee Dress and Appearance
 - List of inappropriate dress items updated (denim removed)

All policies will go to the Board for 30-day review at the June Board meeting.

Dr. Worrell updated committee members on the following:

- Working with Dr. Shackelford at Randolph Community College on creating our own Early College Academy
- Exploring the possibility of adding a cross categorical class at the elementary level

With no further business, the meeting was adjourned at 7:07 p.m.

Finance Committee

The Finance Committee convened at 7:10 p.m. on May 12, 2016, in the Professional Development Center conference room with the following board members present:

Gustavo Agudelo	Kyle Lamb
Joyce Harrington	Archie Priest
Jeni Martin	Baxter Hammer

Staff members present: Dr. Terry Worrell, Harold Blair, and Sandra Spivey.

Mr. Blair presented budget amendment CO-04. This amendment allows the district to begin renovations at Lindley Park as soon as school ends in June.

Ms. Spivey presented a review of the School Nutrition Meal Prices. The Federal regulations require the district to increase prices by a minimum of ten cents or contribute approximately \$7,300 from the local general fund. The School Nutrition Department along with Sodexo wishes to keep meal prices the same for 2016-17 school year. The Finance Committee agreed with keeping meal prices the same for 2016-17.

Dr. Worrell discussed the progress of adding an Early College program in collaboration with Randolph Community College.

Board of Education

Opening

The Asheboro City Schools Board of Education met in regular session at 7:36 p.m. in the Professional Development Center with the following members present:

Kyle Lamb, Chairman	Gustavo Agudelo
Phillip Cheek	Linda Cranford
Baxter Hammer	Joyce Harrington
Gidget Kidd	Dr. Beth Knott
Archie Priest, Jr.	Jeni Martin
Michael Smith	

Wilson Alexander, Attorney

Staff members present were Dr. Terry Worrell, Harold Blair, Dr. Aaron Woody, Carla Freemyer, Robin Harris, Dr. Cayce McCamish, Dr. Brad Rice, Dr. Julie Pack, Dr. Drew Maerz, Leigh Anna Marbert, Mike Mize, and Andrew Hurley.

Chairman Lamb called the meeting to order and welcomed all in attendance.

Chairman Lamb led the meeting with a moment of silence, followed by the Pledge of Allegiance lead by the Asheboro High School Glamour Gals.

Mr. Cheek made a motion to approve the agenda, seconded by Mrs. Harrington, and the agenda was unanimously approved by the Board.

Special Recognition and Presentations

The Community Partner Spotlight was “One Book – One Team.” Dr. Todd Williams was recognized for his support and sponsorship of the program. This program works through text to engage students in making a positive difference in their lives and the lives of others. This year the football and soccer teams participated in this effort. In 2016-17 the Junior ROTC will be included.

The Board of Education’s Spotlight featured the Asheboro High School Glamour Gals. Glamour Gals is a service organization which provides companionship to residents of a local retirement facility by providing manicures. The Asheboro High School group is one of only two in North Carolina and has approximately 25 members.

Superintendent Terry Worrell introduced and recognized the 2015-2016 Teacher of the Year school level winners including: Alisha Jones, Balfour; Katie Henderson, Charles W. McCrary; Ella Kern, Donna Lee Loflin; Heather Neal, Lindley Park; Jennifer Brumley, Guy B. Teachey; (Ms.) Lee Williams, North Asheboro Middle; Jaimie Cope, South Asheboro Middle; Adam Reeder, Asheboro High School; and Amber Watts, Early Childhood Development Center. The finalist will be announced at the Teacher of the Year Banquet on May 18, 2016.

Carla Freemyer recognized this year’s Apple of Excellence Award recipient, Scott Smith, technology teacher at South Asheboro Middle School. The Apple of Excellence Award is presented annually in special recognition of outstanding performance by a beginning teacher.

Dr. Julie Pack recognized this year’s Outstanding Secondary Math Teacher of the Year, Sarah Trollinger, from South Asheboro Middle School.

Dr. Brad Rice introduced Nick Coe, Asheboro High School senior, who was selected as the 2015-2016 Male Athlete of the Year by the North Carolina High School Athletic Association.

Public Comments

Chairman Lamb opened the floor to public comments. No one signed up to address the Board.

Upon motion by Mr. Agudelo, seconded by Michael Smith, the Consent Agenda was unanimously approved by the Board.

Consent Agenda

The following Consent Agenda items were approved:

Approval of Budget Committee Minutes dated March 22, 2016, with exception that Gidget Kidd was not present as indicated; Budget Committee Minutes dated April 21, 2016; and Board Minutes dated April 21, 2016.

**Approval of Asheboro High School Wrestling Team Field Trip Request for June 27-30, 2016 (overnight).*

**Asheboro High School Air Force JROTC Field Trip Requests for May 21, 2016 and June 19-24, 2016 (overnight).*

**Asheboro High School FFA Field Trip Requests for June 21-23, 2016(overnight) and August 1-5, 2016 (overnight).*

**South Asheboro Middle School Boys Basketball Team Camp Field Trip Request for June 27-29, 2016 (overnight).*

(A copy of all Field Trip Requests for overnight stays will become a part of these minutes.)

**Budget Amendment CO-02. (A copy of the Budget Amendment CO-02 will become a part of these minutes.)*

Personnel

Non-Career Status Teachers Recommended for Continued

Employment

Asheboro High School

Allgood, Timothy	English (part-time)
Applegate, Tammy	Mathematics
Beckwith, Elizabeth	Mathematics
Brady, Belinda	Health Science Education
Brakefield, Whendy	Mathematics
Brewer, Jordan	Physical Education
Briggs, William	Social Studies
Brown, Jeremy	Technology Education
Bump, Luke	English
Bunch, Katie	Social Studies
Cagle, Amy	English
Cappello, Anthony	Mathematics
Church, Leigh Ann	Family & Consumer Science
Dillion, Jonathan	English / Journalism
Domally, Marc	STIP Teacher
Dozier, Angela	English
Edwards, Matthew	English as Second Language
Faircloth, Joshua	Social Studies
Fernandez, Carlos	English as Second Language
Garwood, Shannon	Health Science Education
Heckethorn, Ben	Social Studies
Higgs, Gayle	School Counselor
Hildreth, Misty	Science
Horsely, Timothy	Social Studies
Hurley, Lori	Family & Consumer Science
Jarrell, Margeaux	English
Kelley, Katherine	Mathematics

Kingston, Chris	Physical Education
Lee, Mark	JROTC
Lopina, Matthew	Art
Lowe, Anna	Exceptional Children
Mauney, Wendy	Science
Meney, Julie	English
Mormann, Meredith	Chorus
Pack, Elizabeth	Agri-Science
Page, Courtney	Career Development Coordinator
Peters, Nicole	Science
Phillips, John	Mathematics
Phillips, Mari Beth	Exceptional Children
Risso, Michael	Science
Robbins, Jennifer	Health Science Education
Robbins, William	School Counselor
Robertson, Michael	Mathematics
Seabrease, Zach	Science
Silva, Zulema	Spanish
Smith, Patrick	LTIP Coordinator
Szabo, Emily	Exceptional Children
Thompson, Amanda	Exceptional Children
White, Jennifer	EC Facilitator
Winsley, Nicole	English
Worstell, James	JROTC

Balfour	
Banks, Chameika	School Counselor
Beck, Ilena	Kindergarten
Beck, Kristine	4 th grade
Coble, Janna	Speech Language
Cox, Brittany	1 st grade
Delgado, Izamar	5 th grade
Dye, Kari	5 th grade
Elliott, Margaret	English as Second Language
Forrest, Brooke	4 th grade
Freemyer, Millie	Kindergarten
Grantham, Jessica	4 th grade
Hanson, Rebekah	5 th grade
Hinshaw, Amanda	3 rd grade
Howell, Myra	3 rd grade
Jessup, Mary	2 nd grade
Jones, Alisha	Kindergarten
Leshner, Stacie	Kindergarten
Pocock, Mary	3 rd grade
Przybylowski, Mary Jo	2 nd grade
Race, Michelle	3 rd grade
Saunders, Corey	Physical Education
Showole, Teresa	Exceptional Children
Skoglund, Melissa	Exceptional Children
Smith, Jennifer	2 nd grade
Smith, Meredith	Art
Walker, Marlenea	1 st grade
Watson, Toshia	Kindergarten
Williams, Valencia	3 rd grade
Wise, Allison	Music
Charles W. McCrary School	
Bennett, Elizabeth	3 rd grade
Biaggi, Emmi	English as Second Language
Cabiness, Amelia	2 nd grade
Gatewood, Alanna	Kindergarten
Gee, Kathleen	Music
Hardin, Sandy	Reading (Part-Time)
Hutton, Ashley	1 st Grade
King, Laura	5 th Grade
Pugh, Felicia	3 rd Grade
Stokey, Greta	Exceptional Children
White, Elizabeth	English as a Second Language
Donna Lee Loflin Elementary:	
Causey, Joshua	Music
Chaney Kathryn	Art
Cockman, Megan	3 rd grade
Faircloth, Kristen	Physical Education
Ficquette, Kristina	3 rd grade
Gavin Roberta	Media
Golden, Christopher	5 th grade
Gordy, Ryan	3 rd grade
Grady, Natalie	2 nd grade
Holloway, Caitlin	4 th grade
Joyce, Meghan	2 nd grade
Kern, Ella	4 th grade
Lee, Summer	Kindergarten
Moore, Sara	1 st grade
Small, Stephanie	5 th grade
Stewart, Denia	4 th grade
Tuft, Jennifer	2 nd grade
Underwood, Dana	Exceptional Children

Early Childhood Development Center	
Huff, Susan	Occupational Therapist
Ivan, Joyce	Pre-K
Lawrence-Smith, Venise	Pre-K
Peele, Marie	Pre-K
Roberts, Laura	Speech Language
Watts, Amber	Pre-K
Guy B. Teachey Elementary	
Brumley, Jennifer	Reading
Brumley, Sheila	Exceptional Children
Coltrane, Crandel	Physical Education
Dunn, Ginny	Reading
Faircloth, Nicole	3 rd grade
Gallimore, Sara	4 th grade
Hancock, Jonas	Music
Hicks, Brittany	1 st grade
Hill, Katie	2 nd grade
Lawton, Hannah	4 th grade
Lilly, Amanda	Therapeutic Classroom
McKinnon, Leslie	Exceptional Children
Robles, Omayra	English as a Second Language
Roth, Brittany	5 th grade
Runnfeldt, Valerie	2 nd grade
Westbrook, Jeannie	4 th grade
Winslow, Dawn	Hearing Impaired
Lindley Park Elementary School	
Banner, Leigha	4 th grade
Bates, Julie	Exceptional Children
Brown, Jessica	1 st grade
Casbarro, Samantha	2 nd grade
Chase, Leah	Kindergarten
Cheek, Heather	3 rd grade
Fesperman, Candice	2 nd grade
Hoffmire, Jessica	5 th grade
Hopkins, Heather	3 rd grade
Lamuraglia, Nancy	1 st grade
Neal, Heather	English as a Second Language
Nye, Mallory	4 th grade
Scott, Brianna	Art
Scotton, Katie	Kindergarten
Toponce, Kelly	1 st grade
North Asheboro Middle School	
Abercrombie, Carlie	ELA
Arnold, Karen	English as a Second Language
Berrier, Angie	School Counselor
Councilman, LaBreeska	EC Facilitator
Daniels, Sadie	Mathematics
David, Vincent	ELA/SS
Gallimore, Bryan	Science
Gibbs, Ryan	ELA/SS
Gold, Jennifer	ELA/SS
Groseclose, Graham	Science

North Asheboro Middle School – Continued	
Hatchett, Tresa	Business
Holden, Sara	ELA
Hopkins, Steven	Art
Lyons, Molly	Academically Gifted
Marsh, Michelle	ELA
Paschal, Adriana	English as a Second Language
Patrick, Leighann	Exceptional Children
Phillips, Jennifer	ELA
Ritter, Daniel	Mathematics
Rodriguez, Claudia	Mathematics
Roman, Josie	Spanish
Tufts, Elizabeth	Exceptional Children
Vamospercsi, Stephen	Science
Ward, Clyde	Social Studies
Wiley, Sharon	English as a Second Language
South Asheboro Middle School	
Adams, Bethany	ELA
Andrews, Sharon D.	Science
Beck, Donna	English as a Second Language
Berrier, Wesley	Business
Carr, Sean	Exceptional Children
Carter, Casey	Social Studies
Clarett, Adrienne	Science
Dawson, Julie	Media
Everett, Callie	Mathematics
Hagood, Kelly	ELA
Herrin, Kirstin	Science
Hughes, Ashley	Social Studies
Lackey, Kathleen	Chorus
Lamb, Kerri	ELA
Marinucci, Rachel	Exceptional Children
McCaulay, Carolyn	Social Studies
McElroy, David	Mathematics
Mere, Cortney	ELA
Murray, April	Spanish
Myers, Tamara	Exceptional Children
Nixon, Camela	Science/SS
Ramos, Brittany	Health Science Education
Ross, Anthony	ELA/SS
Smith, Scott	Technology Education
Toscano, Kristen	Exceptional Children
Trollinger, Sarah	Mathematics

RESIGNATIONS/RETIREMENTS/SEPARATIONS

Name	School	Subject	Effective
Austin, Stephanie	CO	EC Lead Program Specialist	5-13-2016
Blanco, Raziell	DLL	Custodian	5-6-2016
Borchert, Annette	GBT	EC Instructional Assistant	5-20-2016
Byers, Brandy	CO	Substitute Bus Driver	4-20-2016
Byrd, Mary Catherine	SAMS	Exceptional Children	5-23-2016
Cox, Brittany	BAL	1 st grade (?)	6-10-2016
Ferree, Sherry	SAMS	Mathematics	6-10-2016
Jarrell, Margeaux	AHS	English	06-10-2016
Marcum, Sonia	SAMS	EC Instructional Assistant	5-3-2016
Owens, Jonathan	LP	Media Specialist	6-10-2016
Sidden, Emily	DLL	5 th grade	6-10-2016
Striblin, Quinton	SAMS	Custodian (part-time)	5-28-2016
Wisnasky, Sheena	GBT	2 nd grade	6-10-2016

APPOINTMENTS

Name	School	Subject	Effective
Allen, Angela	CO	CN Accountant	5-2-2016
Brittain, Marcella	CO	EC Clerical Support (Temp./PT)	5-2 – 5-31-2016
Cortes, Maira	CO	Receptionist	5-2-2016
Ray, Davis	SAMS	Non-Faculty Coach (football)	8/1/2016
Dawalt, Keisha	BAL	Media Specialist	8-18-2016
Graves, Robert	CO	Substitute (\$80 per day)	5-12-2016
Kidd, Patsy	CO	EC Clerical Support (temp./PT)	5-2 – 5-3-2016
McLeod, Annette	CO	EC Data Manager / Secretary	6-1-2016
McLeod, Stephanie	CO	Substitute, \$80 per day	5-16-2016

TRANSFER

Name	School	Subject	Effective
Gold, Jennifer	NAMS	ELA to Media Specialist	8-18-2016

ADMINISTRATIVE CONTRACT

Name	School	Subject	Effective
Dixon, Ronald	TBD	Principal	6-27-16 to 6-30-2020

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Dixon, Ronald	North Carolina A&T University	Music
	B: Music Education	Principal
	M: School Administration	

Mr. Ronald Dixon is recommended to serve Asheboro City Schools in the capacity of a school principal. Mr. Dixon is presently the principal at Bessemer Elementary School, where he's led this school for the past four years. Previously he served as an assistant principal at Jackson Middle School for three years and Guilford Middle School for one year. Prior to his administrative work, Mr. Dixon spent seven years as a choral director/general music teacher at three schools: Allen Middle, Peck Elementary, and Hunter Elementary. Mr. Dixon is a proven school leader with a track record for creating highly collaborative learning environments with a focus on instruction and student achievement. We are excited to welcome Mr. Dixon to the Asheboro City Schools family.

Information, Reports and Recommendations

2016-2021 Strategic Plan: Superintendent Worrell lead a presentation on the 2016-2021 Strategic Plan focusing on the following goals:

GOAL 1: Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.

GOAL 2: Each student has a personalized education.

GOAL 3: Each student has excellent educators every day.

GOAL 4: Asheboro City Schools will have up-to-date business, technology, and communication systems to serve its students, families, and staff.

GOAL 5: Each student is healthy, safe, and responsible.

The team recommended that the outlined framework enter into a 30-day review and be presented for approval at the June 9, 2016, board meeting. (A copy of the PowerPoint presentation will become a part of these minutes.)

Memorandum of Understanding for Shared Access:

Dr. Drew Maerz presented information regarding the Memorandum of Understanding for Shared Access between Asheboro City Schools and the Randolph County Public Library. This program would allow Asheboro City Schools students access to the library's resources using their school identification number instead of a library card. Parents would be given the option of opting out of participation for their student(s). (A copy of the PowerPoint presentation will become a part of these minutes.)

2016-2019 Asheboro City Schools Academically and Intellectually Gifted Plan:

Dr. Julie Pack and the AIG Consultants shared the proposed 2016-2019 Asheboro City Schools AIG (Academically and Intellectually Gift) Plan which was recommended for 30-day review. (A copy of the proposed 2016-2019 Asheboro City Schools AIG Plan and related articles will become a part of these minutes.)

Policies for 30-Day Review:

Dr. Drew Maerz presented the following policies for 30-day review:

Policy 1720/4015/7225 - Discrimination, Harassment, and Bullying Complaint Procedure

Policy 1742/5060 - Responding to Complaints

Policy 3540 - Comprehensive Health Education Program

Policy 6125- Administering Medicines to Students

Policy 6550 - Vandalism

Policy 7335 - Employee Use of Social Media

Policy 7950 - Non-Career Status Teachers: Non-Renewal

Policy 9110 - Use and Selection of Architects, Engineers, Surveyors, and Construction Managers at Risk

Policy 9120 - Bidding for Construction Work

Action Items

- A. A motion was made by Ms. Cranford and seconded by Ms. Martin, to approve Asheboro City Schools entering into a Memorandum of Shared Access with the Randolph County Public Library. The motion passed unanimously. (A copy of the Drafted Memorandum of Shared Access with the Randolph County Public Library will become a part of these minutes.)
- B. Following a 30-day review, a motion was made by Ms. Kidd and seconded by Mr. Agudelo to approve the following policies:
- Policy 1310/4002 – Parental Involvement
 - Policy 1320/3560 – Title I Parental Involvement
 - Policy 3000 – Goals and Objectives of the Educational Program
 - Policy 3460 – Graduation Requirements
 - Policy 4700 – Student Records
 - Policy 5070/7350 – Public Records-Retention, Release, and Disposition
 - Policy 7500 – Workday and Overtime
- The Board unanimously approved to accept the policies as presented. (A copy of the policies will become a part of these minutes.)
- C. Upon motion made by Ms. Kidd and seconded by Mr. Hammer, the Board unanimously approved to reappoint Curt Lorimer to serve as the Asheboro City Schools representative on the Randolph Community College Board of Trustees.

Superintendent's Report/Calendar of Events

- A. The Calendar of Events was presented Leigh Anna Marbert highlighting the following dates:
- May 16, 2016: Asheboro High School's Spring Sports Ceremony, 7-9 p.m.
 - May 18, 2016: Teacher of the Year Banquet, 6 p.m.
 - May 23, 2016: Superintendent's Reading Challenge Celebrations, 10:30 a.m.-1:30 p.m. at all elementary schools
 - May 24, 2016: Senior Awards Night, 7 p.m.
 - May 25, 2016: Senior Boards, 5:30-7 p.m.
 - May 26, 2016: AHS Band Spring Concert, 7 p.m.
 - May 27, 2016: Superintendent's Reading Challenge Celebrations, 10:30 a.m.-1:30 p.m., all secondary schools and the Early Childhood Development Center
 - June 8, 2016: Last Day of School / Graduation, 7 p.m.
 - June 9, 2016: Retirement Breakfast, 7:30 a.m.
 - June 9, 2016: Board of Education and Committee Meetings, 6-9 p.m.
- B. Leigh Anna Marbert reviewed the latest edition of Points of Pride noting the following events:
- AAEOP Administrators' Banquet – Carla Freemyer received the 2015-2016 AAEOP Administrator of the Year Award and Lori Eggleston received the award for 2015-16 EOP of the Year.
 - Three Asheboro High School students earned the Girl Scouts highest honor, the Gold Award.
 - The Blue Comet football team hosted a mattress sale as a team fundraiser.
 - The second annual Commitment Ceremony recognized 17 graduating seniors who will be continuing their athletic careers at the college and/or university level.
- C. Dr. Terry Worrell, Superintendent, presented an update on the 2015-16 Board Goals.
- D. Dr. Terry Worrell, Superintendent, presented an update on the 2016-2021 Strategic Plan Next Steps. (A copy of the 2016-2021 Strategic Plan to Achieve 100% Graduation is made a part of these minutes.)

Board Operations

- A. Chairman Lamb and the board members who attended the National School Boards Association Conference reported on the various sessions they attended.
- B. Chairman Lamb noted the following important dates to remember:
- Wednesday, May 18, Teacher of the Year Banquet, 6:00 p.m., Pinewood Country Club
 - Tuesday, May 24, Senior Awards, Performing Arts Center, 7 p.m.
 - Wednesday, May 25, Senior Boards at AHS, 5:30-7 p.m.
 - Thursday, May 26, AHS Spring Band Concert in Performing Arts Center, 7 p.m.
 - Wednesday, June 8, Last Day of School for Students

- Wednesday, June 8, 7:00 p.m., Graduation, Lee J. Stone Stadium
- Thursday, June 9, Retirement Breakfast, 7:30 a.m., Performing Arts Center
- Thursday, June 9, Board of Education Meeting

Adjournment

There being no further business, a motion was made by Ms. Cranford, seconded by Mr. Agudelo, and unanimously approved by the Board, to adjourn at 10:12 p.m.

Chairman

Secretary

Budget Amendment
Asheboro City Schools Administrative Unit
Other Restricted Grant Fund

The Asheboro City Board of Education at a regular meeting on the 9th day of June, 2016, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2016.

<u>REVENUE</u>		
8.3250.802	Sales & Use Tax Refund	\$ 5,000.00
8.3700.305	NC Medicaid Administrative	50,000.00
8.3700.306	Medicaid Direct Bill Reimbursement	85,000.00
8.4490.802	E-Rate Reimbursement	40,000.00
8.4890.103	SREB Grant	10,936.50
		<u>190,936.50</u>
		<u>\$ 190,936.50</u>

<u>EXPENDITURE</u>		
8.6530.802	Operational Support Services - Electricity	\$ 5,000.00
8.5840.305	School Based Support Services - Nursing	50,000.00
8.5240.306	Special Population Services - Speech/Language	85,000.00
8.6530.802	Operational Support Services - Electricity	40,000.00
8.5110.103	Regular Instructional Services - SREB	10,936.50
		<u>190,936.50</u>
		<u>\$ 190,936.50</u>

Total Appropriation in Other Restricted	\$ 1,597,400.00
Total Increase/Decrease of above amendment	<u>190,936.50</u>
Total Appropriation in Current Amended Budget	<u>\$ 1,788,336.50</u>

Passed by majority vote of the Board of Education of Asheboro City on the 9th day of June 2016.

Chairman, Board of Education

Secretary

Budget Amendment
 Asheboro City Schools Administrative Unit
 State Public School Fund

The Asheboro City Board of Education at a regular meeting on the 9th day of June, 2016, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2016.

REVENUE

1.3100.000	State Allocation	\$ <u>32,658.00</u>
		\$ <u><u>32,658.00</u></u>

EXPENDITURE

1.5400.003	School Leadership - Office Support	\$ 1,750.00
1.6400.015	Technology Support - School Technology Fund	91.00
1.5350.016	Extended Day/Year Instruction - Summer Reading Camps	30,817.00
		\$ <u><u>32,658.00</u></u>

Total Appropriation in Current Budget	\$ 28,226,913.03
Total Increase/Decrease of above amendment	<u>32,658.00</u>
Total Appropriation in Current Amended Budget	\$ <u><u>28,259,571.03</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 9th day of June, 2016.

 Chairman, Board of Education

 Secretary

Asheboro City Schools 2016 - 2017 Interim Budget

The Board has approved the 2016-2017 budget request which was submitted to the Randolph County Board of Commissioners.

In accordance with G.S.115C-434, we recommend that the Board approve an amount equal to the 2015-2016 ending budget as an Interim Budget for 2016-2017.

March 10, 2016

Mr. B. Harold Blair, Jr., CPA
Director of Finance
Asheboro City Board of Education
P.O. Box 1103
Asheboro, North Carolina 27204-1103

Dear Harold:

This engagement letter between the Asheboro City Board of Education (hereafter referred to as the "Board") and Cherry Bekaert LLP (the "Firm" or "Cherry Bekaert") sets forth the nature and scope of the services we will provide, the Board's required involvement and assistance in support of our services, the related fee arrangements and other Terms and Conditions, which are attached hereto and incorporated by reference, designed to facilitate the performance of our professional services and to achieve the mutually agreed upon objectives of the Board.

SUMMARY OF SERVICES

We will provide the following services to the Board as of and for the year ended June 30, 2016:

Audit services

1. We will audit the basic financial statements of the Board as of and for the year ended June 30, 2016 including the governmental activities, the business type activities, each major fund, and the aggregate remaining fund information.
2. We will audit the supplementary information other than RSI, including the individual fund financial schedules and the Schedule of Expenditures of Federal and State Awards. As part of our engagement, we will apply certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or the financial statements themselves.
3. We will apply limited procedures to the required supplementary information (RSI), such as pension plan information and management's discussion and analysis (MD&A) which will consist of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the financial statements.

Accounting and other services

We will provide the following additional services:

1. Complete the appropriate sections of and sign the Data Collection Form.
2. Maintain the depreciation schedules of the School Food Service Fund.

YOUR EXPECTATIONS

As part of our planning process, we have discussed with you your expectations of Cherry Bekaert, changes that occurred during the year, your views on risks facing you, any relationship issues with Cherry Bekaert, and specific engagement arrangements and timing. Our services plan, which includes our audit plan, is designed to provide a foundation for an effective, efficient, and quality-focused approach to accomplish the engagement objectives

Asheboro City Board of Education

March 10, 2016

Page 2

and meet or exceed your expectations. Our service plan will be reviewed with you periodically and will serve as a benchmark against which you will be able to measure our performance. Any additional services that you may request, and that we agree to provide, will be the subject of separate written arrangements.

The Board recognizes that our professional standards require that we be independent from you in our audit of your financial statements and our accompanying report in order to ensure that our objectivity and professional skepticism have not been compromised. As a result, we cannot enter into a fiduciary relationship with you and you should not expect that we will act only with due regard to your interest in the performance of this audit and you should not impose on us special confidence that we will conduct this audit with only your interest in mind. Because of our obligation to be independent of you, no fiduciary relationship will be created by this engagement or audit of your financial statements.

The engagement will be led by Eddie Burke, who will be responsible for assuring the overall quality, value, and timeliness of the services provided to you.

AUDIT SERVICES

The objective of our audit is the expression of opinions as to whether your basic financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the additional information referred to in the Summary of Services section when considered in relation to the basic financial statements taken as a whole. The objective also includes reporting on:

- Internal control related to the financial statements and compliance with the provisions of applicable laws, regulations, contracts, agreements and grants, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control related to major programs and an opinion (or disclaimer of opinion) on compliance with laws, regulations and the provisions of contracts or grant agreements that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and OMB Circular A-133 *Audits of States, Local Governments, and Non-Profit Organizations* and the State Single Audit Implementation Act.

The reports on internal control and compliance will each include a paragraph that states that the purpose of the report is solely to describe (1) the scope of testing of internal control over financial reporting and compliance and the result of that testing and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance, (2) the scope of testing internal control over compliance for major programs and major program compliance and the result of that testing and to provide an opinion on compliance but not to provide an opinion on the effectiveness of internal control over compliance, and (3) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering internal control over financial reporting and compliance and with OMB Circular A-133 and the State Single Audit Implementation Act in considering internal control over compliance and major program compliance. The paragraph will also state that the report is not suitable for any other purpose.

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America; *Government Auditing Standards*, issued by the Comptroller General of the United States; the provisions of OMB Circular A-133; the Single Audit Act

Amendments of 1996; and the State Single Audit Implementation Act, and will include tests of accounting records, a determination of major programs in accordance with Circular A-133 and the State Single Audit Implementation Act, and other procedures as deemed necessary to enable us to express such opinions and to render the required reports. If any of our opinions resulting from the procedures described above are other than unmodified, we will fully discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue a report as a result of this engagement.

ACCOUNTING AND OTHER SERVICES

Data Collection Form

We will complete the appropriate sections of and sign the Data Collection Form that summarizes our audit findings. We will provide copies of our reports to the Board; however, it is management's responsibility to submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the designated federal audit clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be submitted within the earlier of 30 days after receipt of the auditor's reports or nine months after the end of the audit period.

Maintenance of depreciation schedules

We will maintain the detailed book fixed asset depreciation schedules for the School Food Services Fund based upon information provided by Management. Management is responsible for determining the useful lives of assets and the depreciation methods to be used as well as reviewing and approving the results of the depreciation calculation prepared by Cherry Bekaert.

Management's responsibilities related to accounting and other services

For all nonattest services we perform in connection with the engagement, you are responsible for designating a competent employee to oversee the services, make any management decisions, perform any management functions related to the services, evaluate the adequacy of the services, and accept overall responsibility for the results of the services.

Prior to the release of the report, Management will need to sign a representation letter acknowledging your responsibility for the results of these services.

MANAGEMENT'S RESPONSIBILITIES RELATED TO THE AUDIT

Management is responsible for the fair presentation of the financial statements in conformity with GAAP, for making all financial records and related information available to us, for ensuring that all material information is disclosed to us, and for identifying and ensuring that the Board complies with the laws and regulations applicable to its activities and with the provisions of contracts and grant agreements.

Management is responsible for the preparation of the supplementary information in conformity with GAAP. Management agrees to include our report on the supplementary information in any document that contains and indicates that we have reported on the supplementary information. Management also agrees to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the

Asheboro City Board of Education

March 10, 2016

Page 4

supplementary information no later than the date the supplementary information is issued with our report thereon.

Management is also responsible for adjusting the financial statements to correct material misstatements, informing us of events that occurred subsequent to the balance sheet date until the date of the auditor's report that might affect the financial statements or related disclosures and informing us of any discovery of facts related to items that existed at the financial statement date that might affect the financial statements or related disclosures.

Management is responsible for informing us of its views regarding the risk of fraud at the Board. Management must inform us of their knowledge of any allegations of fraud or suspected fraud affecting the Board received in communications from employees, former employees, regulators, or others and for informing us about all known or suspected fraud affecting the Board involving (a) Management, (b) employees who have significant roles in internal control, and (c) others where the fraud could have a material effect on the financial statements.

Management is responsible for the design and implementation of programs and controls over financial reporting and to prevent and detect fraud. Appropriate supervisory review procedures are necessary to provide reasonable assurance that adopted policies and prescribed procedures are adhered to and to identify errors and fraud or illegal acts. As a part of our audit, we will consider the Board's internal control structure, as required by GAAS, sufficient to plan the audit and to determine the nature, timing, and extent of auditing procedures necessary for expressing our opinion concerning the financial statements. An audit is not designed to provide any assurance on internal controls. As part of our consideration of the Board's internal control structure, we will inform you of matters that come to our attention that represent significant deficiencies or material weaknesses in the design or operation of the internal control structure.

Management is responsible for establishment and maintenance of a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying to us previous audits or other engagements or studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions and recommendations, as well as your planned corrective actions, and the timing and format related thereto.

At the conclusion of the engagement, Management will provide to us a representation letter that, among other things, addresses (1) Management's responsibilities related to the audit and confirms certain representations made to us during the audit, including, Management's acknowledgement of its responsibility for the design and implementation of programs and controls to prevent and detect fraud; (2) Management's responsibilities related to the monitoring of internal control over financial reporting; and (3) Management's knowledge, directly or from allegations by others, of fraud or suspected fraud affecting the Board. The representation letter will also affirm to us that Management believes that the effects of any uncorrected misstatements, if any, pertaining to the financial statements are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. The Firm will rely on Management providing these representations to us, both in the planning and performance of the audit, and in considering the fees that we will charge to perform the audit.

Asheboro City Board of Education

March 10, 2016

Page 5

FEES

The estimated fee contemplates only the services described in the Summary of Services section of this letter. If Management requests additional services not listed above, we will provide an estimate of those fees prior to commencing additional work.

The following summarizes the fees for the services described above:

<u>Description of Services</u>	<u>Estimated Fee</u>
Audit services	
Audit of the financial statements	<u>\$46,000</u>

The fees will be billed periodically as work progresses. Invoices are due on presentation. A service charge will be added to past due accounts equal to 1-1/2% per month (18% annually) on the previous month's balance less payments received during the month, with a minimum charge of \$2.00 per month.

If the foregoing is in accordance with your understanding, please sign a copy of this letter in the space provided and return it to us. If you have any questions, please call Eddie Burke at 919-782-1040.

Sincerely,

CHERRY BEKAERT LLP



ATTACHMENT – Engagement Letter Terms and Conditions

Asheboro City Board of Education

ACCEPTED BY: _____

TITLE: _____ DATE: _____

Cherry Bekaert LLP
Engagement Letter Terms and Conditions

The following terms and conditions are an integral part of the attached engagement letter and should be read in their entirety in conjunction with your review of the letter.

LIMITATIONS OF THE AUDIT REPORT

Should the Board wish to include or incorporate by reference these financial statements and our report thereon into *any* other document at some future date, we will consider granting permission to include our report into another such document at the time of the request. However, we may be required by generally accepted auditing standards (“GAAS”) to perform certain procedures before we can give our permission to include our report in another document such as an annual report, private placement, regulator filing, official statement, offering of debt securities, etc. You agree that you will not include or incorporate by reference these financial statements and our report thereon, or our report into any other document without our prior written permission. In addition, to avoid unnecessary delay or misunderstandings, it is important to provide us with timely notice of your intention to issue any such document.

LIMITATIONS OF THE AUDIT PROCESS

In conducting the audit, we will perform tests of the accounting records and such other procedures as we consider necessary in the circumstances to provide a reasonable basis for our opinion on the financial statements. We also will assess the accounting principles used and significant estimates made by Management, as well as evaluate the overall financial statement presentation.

Our audit will include procedures designed to obtain reasonable assurance of detecting misstatements due to errors or fraud that are material to the financial statements. Absolute assurance is not attainable because of the nature of audit evidence and the characteristics of fraud. For example, audits performed in accordance with GAAS are based on the concept of selective testing of the data being examined and are, therefore, subject to the limitation that material misstatements due to errors or fraud, if they exist, may not be detected. Also, an audit is not designed to detect matters that are immaterial to the financial statements. In addition, an audit conducted in accordance with GAAS does not include procedures specifically designed to detect illegal acts having an indirect effect (e.g., violations of fraud and abuse statutes that result in fines or penalties being imposed on the Board) on the financial statements.

Similarly, in performing our audit we will be aware of the possibility that illegal acts may have occurred. However, it should be recognized that our audit provides no assurance that illegal acts generally will be detected, and only reasonable assurance that illegal acts having a direct and material effect on the determination of financial statement amounts will be detected. We will inform you with respect to errors and fraud, or illegal acts that come to our attention during the course of our audit unless clearly inconsequential. In the event that we have to consult with the Board’s counsel or counsel of our choosing regarding any illegal acts we identify, additional fees incurred may be billed to the Board. You agree to cooperate fully with any procedures we deem necessary to perform with respect to these matters.

We will issue a written report upon completion of our audit of the Board’s financial statements. If, for any reason, we are unable to complete the audit, or are unable to form, or have not formed an opinion on the financial statements, we may decline to express an opinion or decline to issue a report as a result of the engagement. We will notify the appropriate party within your organization of our decision and discuss the reasons supporting our position.

AUDIT PROCEDURES – GENERAL

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve professional judgment about the number of transactions to be examined and the areas to be tested. We will plan and perform the audit to obtain

reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the Board or to acts by management or employees acting on behalf of the Board. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because an audit is designed to provide reasonable, but not absolute assurance and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by us. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or major programs. However, we will inform you of any material errors and fraud, or illegal acts that come to our attention during the course of our audit. We will also inform you of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, creditors and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will also require certain written representations from you about the financial statements and related matters.

AUDIT PROCEDURES – INTERNAL CONTROLS

Our audit will include obtaining an understanding of the Board and its environment, including internal controls, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under professional standards, and *Government Auditing Standards*.

AUDIT PROCEDURES - COMPLIANCE

As part of obtaining reasonable assurance about whether the basic financial statements are free of material misstatement, we will perform tests of the Board's compliance with applicable laws and regulations and the provisions of contracts and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

NON-ATTEST SERVICES

All non-attest services to be provided in the attached engagement letter shall be provided pursuant to the AICPA Code of Professional Conduct. The AICPA Code of Professional Conduct requires that we

establish objectives of the engagement and the services to be performed, which are described under non-attest services in the attached letter.

You agree to assume all management responsibilities for the nonattest services we provide; oversee the services by designating an individual, with suitable skill, knowledge, or experience; evaluate the adequacy and results of the services; and accept responsibility for them. In order to ensure we provide such services in compliance with all professional standards, you are responsible for-

- Making all financial records and related information available to us.
- Ensuring that all material information is disclosed to us.
- Granting unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.
- Identifying and ensuring that such non-attest complies with the laws and regulations.

The accuracy and appropriateness of such non-attest services shall be limited by the accuracy and sufficiency of the information provided by you. In the course of providing such non-attest services, we may provide professional advice and guidance based on knowledge accounting, tax and other compliance, and of the facts and circumstances as provided by you. Such advice and guidance shall be limited as permitted under the Code of Professional Conduct.

COMMUNICATIONS

At the conclusion of the audit engagement, we may provide Management and those charged with governance a letter stating any significant deficiencies or material weaknesses which may have been identified by us during the audit and our recommendations designed to help the Board make improvements in its internal control structure and operations related to the identified matters discovered in the financial statement audit. As part of this engagement we will ensure that certain additional matters are communicated to the appropriate members of the Board. Such matters include (1) our responsibility under GAAS; (2) the initial selection of and changes in significant accounting policies and their application; (3) our independence with respect to the Board; (4) the process used by Management in formulating particularly sensitive accounting estimates and the basis for our conclusion regarding the reasonableness of those estimates; (5) audit adjustments, if any, that could, in our judgment, either individually or in the aggregate be significant to the financial statements or our report; (6) any disagreements with Management concerning a financial accounting, reporting or auditing matter that could be significant to the financial statements; (7) our views about matters that were the subject of Management's consultation with other accountants about auditing and accounting matters; (8) major issues that were discussed with Management in connection with the retention of our services, including, among other matters, any discussions regarding the application of accounting principles and auditing standards; and (9) serious difficulties that we encountered in dealing with Management related to the performance of the audit.

Government Auditing Standards require that we provide you with a copy of our most recent quality control review report. Our most recent peer review report accompanies this letter.

OTHER MATTERS

Access to working papers

The working papers and related documentation for the engagement are the property of the Firm and constitute confidential information. We have a responsibility to retain the documentation for a period of time to satisfy legal or regulatory requirements for records retention. It is our policy to retain all workpapers and client information for seven years from the date of issuance of the report. It is our policy to retain emails and attachments to emails for a period of 15 months, except as required by any governmental regulation. Except as discussed below, any requests for access to our working papers will be discussed with you prior to making them available to requesting parties. Any parties seeking access to our working papers must agree to sign our standard access letter.

We may be requested to make certain documentation available to regulators, governmental agencies (e.g., SEC, PCAOB, HUD, DOL, etc.) or their representatives ("Regulators") pursuant to law or regulations. If requested, access to the documentation will be provided to the Regulators. The Regulators may intend to distribute to others, including other governmental agencies, our working papers and related documentation without our knowledge or express permission. You hereby acknowledge and authorize us to allow Regulators access to and copies of documentation as requested. In addition, our Firm, as well as all other major accounting firms, participates in a "peer review" program covering our audit and accounting practices as required by the American Institute of Certified Public Accountants. This program requires that once every three years we subject our quality assurance practices to an examination by another accounting firm. As part of the process, the other firm will review a sample of our work. It is possible that the work we perform for you may be selected by the other firm for their review. If it is, they are bound by professional standards to keep all information confidential. If you object to having the work we do for you reviewed by our peer reviewer, please notify us in writing.

Electronic transmittals

During the course of our engagement, we may need to electronically transmit confidential information to each other, within the Firm, and to other entities engaged by either party. Although email is an efficient way to communicate, it is not always a secure means of communication and thus, confidentiality may be compromised. You agree to the use of email and other electronic methods to transmit and receive information, including confidential information between the Firm, the Board and other third party providers utilized by either party in connection with the engagement.

Subpoenas

In the event we are requested or authorized by you or required by government regulation, subpoena, or other legal process to produce our working papers or our personnel as witnesses with respect to our engagement for you, you will, so long as we are not a party to the proceeding in which the information is sought, reimburse us for our professional time and expense, as well as the fees and expenses of our counsel, incurred in responding to such a request at standard billing rates.

Dispute resolution procedures

If any dispute, controversy or claim arises in connection with the performance or breach of this agreement, either party may, on written notice to the other party, request that the matter be mediated. Such mediation would be conducted by a mediator appointed by and pursuant to the rules of the American Arbitration Association (AAA) or such other neutral facilitator acceptable to both parties. Both parties would exert their best efforts to discuss with each other in good faith their respective positions in an attempt to finally resolve such dispute, controversy, or claim.

TERMS AND CONDITIONS SUPPORTING FEE

The estimated fees set forth in the attached engagement letter are based on anticipated full cooperation from your personnel, timely delivery of requested audit schedules and supporting information, timely communication of all significant accounting and financial reporting matters, the assumption that unexpected circumstances will not be encountered during the audit, as well as working space and clerical assistance as mutually agreed upon and as is normal and reasonable in the circumstances. We strive to ensure that we have the right professionals scheduled on each engagement. As a result, sudden Board requested scheduling changes or scheduling changes necessitated by the agreed information not being ready on the agreed upon dates can result in expensive downtime for our professionals. Any last minute schedule changes that result in downtime for our professionals could result in additional fees. Our estimated fee does not include assistance in bookkeeping or other accounting services not previously described. If for any reason the Board is unable to provide such schedules, information and assistance, the Firm and the Board will mutually revise the fee to reflect additional services, if any, required of us to achieve these objectives.

The estimated fees contemplate that the Board will provide adequate documentation of its systems and controls related to significant transaction cycles and audit areas.

In providing our services, we will consult with the Board with respect to matters of accounting, financial reporting or other significant business issues as permitted by professional standards. Accordingly, time necessary to effect a reasonable amount of such consultation is reflected in our fee. However, should a matter require research, consultation or audit work beyond that amount, the Firm and the Board will agree to an appropriate revision in our fee.

The estimated fees are based on auditing and accounting standards effective as of the date of this engagement letter and known to apply to the Board at this time, but do not include any time related to the application of new auditing or accounting standards that impact the Board for the first time. If new auditing or accounting standards are issued subsequent to the date of this letter and are effective for the period under audit, we will estimate the impact of any such standard on the nature, timing and extent of our planned audit procedures and will communicate with you concerning the scope of the additional procedures and the estimated fees.

The Board agrees to pay all costs of collection (including reasonable attorneys' fees) that the Firm may incur in connection with the collection of unpaid invoices. In the event of nonpayment of any invoice rendered by us, we retain the right to (a) suspend the performance of our services, (b) change the payment conditions under this engagement letter, or (c) terminate our services. If we elect to suspend our services, such services will not be resumed until your account is paid. If we elect to terminate our services for nonpayment, the Board will be obligated to compensate us for all time expended and reimburse us for all expenses through the date of termination.

This engagement letter sets forth the entire understanding between the Board and the Firm regarding the services described herein and supersedes any previous proposals, correspondence, and understandings whether written or oral. Any subsequent changes to the terms of this letter, other than additional billings, will be rendered in writing and shall be executed by both parties. Should any portion of this engagement letter be ruled invalid, it is agreed that such invalidity will not affect any of the remaining portions.

System Review Report

August 30, 2013

To the Partners of Cherry Bekaert LLP
And the National Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of Cherry Bekaert LLP (the firm), applicable to non-SEC issuers in effect for the year ended April 30, 2013. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants. As a part of our peer review, we considered reviews by regulatory entities, if applicable, in determining the nature and extent of our procedures. The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review. The nature, objectives, scope, limitations of, and the procedures performed in a System Review are described in the standards at www.aicpa.org/prsummary.

As required by the standards, engagements selected for review included engagements performed under *Government Auditing Standards*; audits of employee benefit plans, and examinations of service organizations [Service Organizations Control (SOC) 1 engagements].

In our opinion, the system of quality control for the accounting and auditing practice of Cherry Bekaert LLP, applicable to non-SEC issuers in effect for the year ended April 30, 2013, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Cherry Bekaert LLP has received a peer review rating of *pass*.



EisnerAmper LLP
Iselin, NJ

November 14, 2013

Howard Joseph Kies, CPA
Cherry Bekaert LLP
200 S 10th St
Ste 900
Richmond, VA 23219

Dear Mr. Kies:

It is my pleasure to notify you that on November 13, 2013 the National Peer Review Committee accepted the report on the most recent system peer review of your firm. The due date for your next review is October 31, 2016. This is the date by which all review documents should be completed and submitted to the administering entity.

As you know, the report had a peer review rating of pass. The Committee asked me to convey its congratulations to the firm.

Sincerely,



Betty Jo Charles
Chair, National Peer Review Committee
nprc@aicpa.org 919 402-4502

cc: Lewis Eddie Dutton;Lawrence S Gray

Firm Number: 10011816

Review Number 347649

Letter ID: 840713

CONTRACT TO AUDIT ACCOUNTS

Of Asheboro City Board of Education
Primary Governmental Unit
n/a

Discretely Presented Component Unit (DPCU) if applicable

On this 10th day of March, 2016,

Auditor: Cherry Bekaert LLP Auditor Mailing Address: _____

2626 Glenwood Avenue, Suite 200, Raleigh, North Carolina 27608 Hereinafter referred to as The Auditor

and the Board of Education (Governing Board(s)) of Asheboro City Board of Education
(Primary Government)

and n/a: hereinafter referred to as the Governmental Unit(s), agree as follows:
(Discretely Presented Component Unit)

1. The Auditor shall audit all statements and disclosures required by generally accepted accounting principles (GAAP) and additional required legal statements and disclosures of all funds and/or divisions of the Governmental Unit (s) for the period beginning July 1, 2015, and ending June 30, 2016. The non-major combining, and individual fund statements and schedules shall be subjected to the auditing procedures applied in the audit of the basic financial statements and an opinion will be rendered in relation to (as applicable) the governmental activities, the business-type activities, the aggregate DPCUs, each major governmental and enterprise fund, and the aggregate remaining fund information (non-major government and enterprise funds, the internal service fund type, and the fiduciary fund types).
2. At a minimum, the Auditor shall conduct his/her audit and render his/her report in accordance with generally accepted auditing standards. The Auditor shall perform the audit in accordance with *Government Auditing Standards* if required by the State Single Audit Implementation Act, as codified in G.S. 159-34. If required by OMB Circular A-133 Audits of States, Local Governments, and Non-Profit Organizations and the State Single Audit Implementation Act, the Auditor shall perform a Single Audit. This audit and all associated workpapers may be subject to review by Federal and State agencies in accordance with Federal and State laws, including the staffs of the Office of State Auditor (OSA) and the Local Government Commission (LGC). If the audit and/or workpapers are found in this review to be substandard, the results of the review may be forwarded to the North Carolina State Board of CPA Examiners (NC CPA Board).

County and Multi-County Health Departments: The Office of State Auditor will designate certain programs that have eligibility requirements to be considered major programs in accordance with OMB Circular A-133 for the State of North Carolina. The LGC will notify the auditor and the County and Multi-Health Department of these programs. A County or a Multi-County Health Department may be selected to audit any of these programs as major.
3. If an entity is determined to be a component of another government as defined by the group audit standards - the entity's auditor will make a good faith effort to comply in a timely manner with the requests of the group auditor in accordance with AU-6 §600.41 - §600.42.
4. This contract contemplates an unqualified opinion being rendered. The audit shall include such tests of the accounting records and such other auditing procedures as are considered by the Auditor to be necessary in the circumstances. Any limitations or restrictions in scope which would lead to a qualification should be fully explained in an attachment to this contract.
5. If this audit engagement is subject to the standards for audit as defined in *Government Auditing Standards*, 2011 revisions, issued by the Comptroller General of the United States, then by accepting this engagement, the Auditor warrants that he has met the requirements for a peer review and continuing education as specified in *Government*

Governmental Unit

n/a

Discretely Presented Component Units (DPCU) if applicable

Auditing Standards. The Auditor agrees to provide a copy of their most recent peer review report regardless of the date of the prior peer review report to the Governmental Unit and the Secretary of the LGC prior to the execution of the audit contract (See Item 22). **If the audit firm received a peer review rating other than pass**, the Auditor shall not contract with the Governmental Unit without first contacting the Secretary of the LGC for a peer review analysis that may result in additional contractual requirements.

If the audit engagement is not subject to Government Accounting Standards or if financial statements are not prepared in accordance with GAAP and fail to include all disclosures required by GAAP, the Auditor shall provide an explanation as to why in an attachment..

- 6. It is agreed that time is of the essence in this contract. All audits are to be performed and the report of audit submitted to the State and Local Government Finance Division (SLGFD) within four months of fiscal year end. Audit report is due on: October 31, 2016. If it becomes necessary to amend this due date or the audit fee, an amended contract along with a written explanation of the delay must be submitted to the secretary of the LGC for approval.
- 7. It is agreed that generally accepted auditing standards include a review of the Governmental Unit’s systems of internal control and accounting as same relate to accountability of funds and adherence to budget and law requirements applicable thereto; that the Auditor will make a written report, which may or may not be a part of the written report of audit, to the Governing Board setting forth his findings, together with his recommendations for improvement. That written report must include all matters defined as “significant deficiencies and material weaknesses” in AU-C 265 of the *AICPA Professional Standards (Clarified)*. The Auditor shall file a copy of that report with the Secretary of the LGC.
- 8. All local government and public authority contracts for audit or audit-related work require the approval of the Secretary of the LGC. This includes annual or special audits, agreed upon procedures related to internal controls, bookkeeping or other assistance necessary to prepare the Governmental Unit’s records for audit, financial statement preparation, any finance-related investigations, or any other audit-related work in the State of North Carolina. **Invoices for services rendered under these contracts shall not be paid by the Governmental Unit until the invoice has been approved by the Secretary of the LGC.** (This also includes any progress billings.) [G.S. 159-34 and 115C-447] All invoices for Audit work must be submitted by email in PDF format to the Secretary of the LGC for approval. The invoices must be sent via upload through the current portal address: <http://nctreasurer.slgfd.leapfile.net> Subject line should read “Invoice – [Unit Name]. The PDF invoice marked ‘approved’ with approval date will be returned by email to the Auditor to present to the Governmental Unit for payment. Approval is not required on contracts and invoices for system improvements and similar services of a non-auditing nature.
- 9. In consideration of the satisfactory performance of the provisions of this contract, the Primary Governmental Unit shall pay to the Auditor, upon approval by the Secretary of the LGC, the fee, which includes any cost the Auditor may incur from work paper or peer reviews or any other quality assurance program required by third parties (Federal and State grantor and oversight agencies or other organizations) as required under the Federal and State Single Audit Acts. (Note: **Fees listed on signature pages.**)
- 10. If the Governmental Unit has outstanding revenue bonds, the Auditor shall include documentation either in the notes to the audited financial statements or as a separate report submitted to the SLGFD along with the audit report, a calculation demonstrating compliance with the revenue bond rate covenant. Additionally, the Auditor should be aware that any other bond compliance statements or additional reports required in the authorizing bond documents need to be submitted to the SLGFD simultaneously with the Governmental Unit’s audited financial statements unless otherwise specified in the bond documents.

Governmental Unit

n/a

Discretely Presented Component Units (DPCU) if applicable

11. After completing the audit, the Auditor shall submit to the Governing Board a written report of audit. This report shall include, but not be limited to, the following information: (a) Management's Discussion and Analysis, (b) the financial statements and notes of the Governmental Unit and all of its component units prepared in accordance with GAAP, (c) supplementary information requested by the client or required for full disclosure under the law, and (d) the Auditor's opinion on the material presented. The Auditor shall furnish the required number of copies of the report of audit to the Governing Board as soon as practical after the close of the accounting period.
12. If the audit firm is required by the NC CPA Board or the Secretary of the LGC to have a pre-issuance review of their audit work, there must be a statement added to the engagement letter specifying the pre-issuance review including a statement that the Governmental Unit will not be billed for the pre-issuance review. The pre-issuance review must be performed **prior** to the completed audit being submitted to the LGC. The pre-issuance report must accompany the audit report upon submission to the LGC.
13. The Auditor shall electronically submit the report of audit to the LGC as a text-based PDF file when (or prior to) submitting the invoice for services rendered. The report of audit, as filed with the Secretary of the LGC, becomes a matter of public record for inspection, review and copy in the offices of the SLGFD by any interested parties. Any subsequent revisions to these reports must be sent to the Secretary of the LGC. These audited financial statements, excluding the Auditors' opinion, may be used in the preparation of official statements for debt offerings, by municipal bond rating services to fulfill secondary market disclosure requirements of the Securities and Exchange Commission and other lawful purposes of the Governmental Unit without subsequent consent of the Auditor. If it is determined by the LGC that corrections need to be made to the Governmental Unit's financial statements, they should be provided within three days of notification unless another time frame is agreed to by the LGC.

If the OSA designates certain programs to be audited as major programs, as discussed in item #2, agreed-upon procedures report, a turnaround document and a representation letter addressed to the OSA shall be submitted to the LGC.

The LGC's process for submitting contracts, audit reports and invoices is subject to change. Auditors should use the submission process in effect at the time of submission. The most current instructions will be found on our website: <https://www.nctreasurer.com/slg/Pages/Audit-Forms-and-Resources.aspx>

14. Should circumstances disclosed by the audit call for a more detailed investigation by the Auditor than necessary under ordinary circumstances, the Auditor shall inform the Governing Board in writing of the need for such additional investigation and the additional compensation required therefore. Upon approval by the Secretary of the LGC, this contract may be varied or changed to include the increased time and/or compensation as may be agreed upon by the Governing Board and the Auditor
15. If an approved contract needs to be varied or changed for any reason, the change must be made in writing, on the Amended LGC-205 contract form and pre-audited if the change includes a change in audit fee. This amended contract needs to be completed in full, including a written explanation of the change, signed and dated by all original parties to the contract, and then must be submitted through the audit contract portal to the Secretary of the LGC for approval. The portal address to upload your amended contract is <http://nctreasurer.slgfd.leapfile.net>. No change shall be effective unless approved by the Secretary of the LGC, the Governing Board, and the Auditor.
16. Whenever the Auditor uses an engagement letter with the Governmental Unit, Item #17 is to be completed by referencing the engagement letter and attaching a copy of the engagement letter to the contract to incorporate the engagement letter into the contract. In case of conflict between the terms of the engagement letter and the terms of

Discretely Presented Component Units (DPCU) if applicable

this contract, the terms of this contract will control. Engagement letter terms are deemed to be void unless the conflicting terms of this contract are specifically deleted in Item #22 of this contract. Engagement letters containing indemnification clauses will not be approved by the LGC.

17. Special provisions should be limited. Please list any special provisions in an attachment.
18. A separate contract should not be made for each division to be audited or report to be submitted. If a DPCU is subject to the audit requirements detailed in the Local Government Budget and Fiscal Control Act and a separate audit report is issued, a separate audit contract is required. If a separate report is not to be issued and the DPCU is included in the primary government audit, the DPCU must be named along with the parent government on this audit contract. Signatures from the DPCU Board chairman and finance officer also must be included on this contract.
19. The contract must be executed, pre-audited, physically signed by all parties including Governmental Unit and Auditor signatures and submitted in PDF format to the Secretary of the LGC. The current portal address to upload your contractual documents is <http://nctreasurer.slgfd.leapfile.net> Electronic signatures are not accepted at this time. Included with this contract are instructions to submit contracts and invoices for approval as of October 2015. These instructions are subject to change. Please check the NC Treasurer's web site at www.nctreasurer.com for the most recent instructions.
20. The contract is not valid until it is approved by the LGC Secretary. The staff of the LGC shall notify the Governmental Unit and Auditor of contract approval by email. **The audit should not be started before the contract is approved.**
21. There are no other agreements between the parties hereto and no other agreements relative hereto that shall be enforceable unless entered into in accordance with the procedure set out herein and approved by the Secretary of the LGC.
22. **E-Verify.** Auditor **shall comply** with the requirements of NCGS Chapter 64 Article 2. Further, if Auditor utilizes any subcontractor(s), Auditor **shall require** such subcontractor(s) to comply with the requirements of NCGS Chapter 64, Article 2.
23. All of the above paragraphs are understood and shall apply to this contract, except the following numbered paragraphs shall be deleted: (See Item 16 for clarification).

SIGNATURE PAGES FOLLOW

Contract to Audit Accounts (cont.) Asheboro City Board of Education
Governmental Unit n/a
Discretely Presented Component Units (DPCU) if applicable

Asheboro City Board of Education - FEES
Year-end bookkeeping assistance – [For audits subject to Government Auditing Standards, this is limited to bookkeeping services permitted by revised Independence Standards] n/a
Audit \$46,000

Preparation of the annual financial Statements n/a
Prior to submission of the completed audited financial report, applicable compliance reports and amended contract (if required) the Auditor may submit invoices for approval for services rendered, not to exceed 75% of the total of the stated fees above. If the current contracted fee is not fixed in total, invoices for services rendered may be approved for up to 75% of the prior year audit fee.
The 75% cap for interim invoice approval for this audit contract is \$ 34,500
**** NA if there is to be no interim billing**

Communication regarding audit contract requests for modification or official approvals will be sent to the email addresses provided in the spaces below.

Audit Firm Signature:
Cherry Bekaert LLP
Name of Audit Firm
By Eddie Burke
Authorized Audit firm representative name: Type or print
[Signature]
Signature of authorized audit firm representative
Date March 10, 2016
eburke@cbh.com
Email Address of Audit Firm

Governmental Unit Signatures:
Asheboro City Board of Education
Name of Primary Government
By [Signature]
Mayor / Chairperson: Type or print name and title
[Signature]
Signature of Mayor/Chairperson of governing board
Date [Signature]
By [Signature]
Chair of Audit **Committee** - Type or print name
[Signature] **
Signature of **Audit Committee Chairperson**
Date [Signature]
**** If Governmental Unit has no audit committee, mark this section "N/A"**

Asheboro City Board of Education
PRE-AUDIT CERTIFICATE: Required by G.S. 159-28 (a)
This instrument has been pre-audited in the manner required by The Local Government Budget and Fiscal Control Act or by the School Budget and Fiscal Control Act. Additionally, the following date is the date this audit contract was approved by the governing body.
By [Signature]
Primary Governmental Unit Finance Officer:
Type or print name
[Signature]
Primary Government Finance Officer Signature
Date [Signature]
(Pre-audit Certificate must be dated.)
[Signature]
Email Address of Finance Officer
[Signature]
Date Primary Government Governing Body Approved Audit Contract - G.S. 159-34(a)
[Signature]

Contract to Audit Accounts (cont.) Asheboro City Board of Education
Governmental Unit
n/a
Discretely Presented Component Units (DPCU) if applicable

**** This page to only be completed by Discretely Presented Component Units ****

n/a FEES
Year-end bookkeeping assistance – [For audits subject to Government Auditing Standards, this is limited to bookkeeping services permitted by revised Independence Standards] n/a

Audit n/a

Preparation of the annual financial Statements n/a

Prior to submission of the completed audited financial report, applicable compliance reports and amended contract (if required) the Auditor may submit invoices for approval for services rendered, not to exceed 75% of the total of the stated fees above. If the current contracted fee is not fixed in total, invoices for services rendered may be approved for up to 75% of the prior year audit fee.

The 75% cap for interim invoice approval for this audit contract is \$ n/a

**** NA if there is to be no interim billing**

Communication regarding audit contract requests for modification or official approvals will be sent to the email addresses provided in the spaces below.

DPCU Governmental Unit Signatures:

n/a
Name of Discretely Presented Component Unit

By n/a
DPCU Board Chairperson: Type or print name and title

Signature of Chairperson of DPCU governing board

Date n/a

By n/a
Chair of Audit Committee - Type or print name

Signature of Audit Committee Chairperson **

Date n/a

** If Governmental Unit has no audit committee, mark this section "N/A"

n/a
PRE-AUDIT CERTIFICATE: Required by G.S. 159-28 (a)

This instrument has been pre-audited in the manner required by The Local Government Budget and Fiscal Control Act or by the School Budget and Fiscal Control Act. Additionally, the following date is the date this audit contract was approved by the governing body.

By n/a

DPCU Finance Officer:

Type or print name

DPCU Finance Officer Signature

Date n/a

(Pre-audit Certificate **must be dated.**)

n/a

Email Address of Finance Officer

Date DPCU Governing Body Approved Audit Contract - G.S. 159-34(a)

Steps to Completing the Audit Contract

1. Complete the Header Information – **NEW: If a DPCU is subject to the audit requirements as detailed in the Local Government Budget and Fiscal Control Act and a separate audit report is issued, a separate audit contract is required. If a separate report is not issued for the DPCU and is to be included in the Primary Government’s audit, the DPCU must be named with the parent government on this Audit contract. The Board chairman of the DPCU also must sign the Audit contract.**
2. Item No. 1 – Complete the period covered by the audit
3. Item No. 6 – Fill in the audit due date. For Governmental Unit (s), the contract due date can be no later than 4 months after the end of the fiscal year, even though amended contracts may not be required until a later date.
4. Item No. 8 – If the process for invoice approval instructions changed, the Auditor should make sure he and his administrative staff are familiar with the current process. Instructions for each process can be found at the following link. <https://www.nctreasurer.com/slg/Pages/Audit-Forms-and-Resources.aspx>
5. Item No. 9 – **NEW: Please note that the fee section has been moved to the signature pages, Pages 5 & 6.**
6. Item No. 16 – If there is a reference to an engagement letter or other document (ex: Addendum), has the engagement letter or other document been acknowledged by the Governmental Unit and attached to the contract submitted to the SLGFD?
 - a. Do the terms and fees specified in the engagement letter agree with the Audit contract? *“In case of conflict between the terms of the engagement letter and the terms of this contract, the terms of this contract will control.”*
 - b. Does the engagement letter contain an indemnification clause? **The audit contract will not be approved if there is an indemnification clause – refer to LGC Memo # 986.**
7. Complete the fee section for BOTH the Primary Government and the DPCU (if applicable) on the signature pages, please note:
 - The cap on interim payments is 75% of the current audit fee for services rendered if the contracted fee amount is a fixed amount. If any part of the fee is variable, interim payments are limited to 75% of the prior year’s total audit fee. If the contract fee is partially variable, we will compare the authorized interim payment on the contract to 75% of last year’s actual approved total audit fee amount according to our records. There is a report of audit fees paid by each governmental unit on our web site: <https://www.nctreasurer.com/slg/Pages/Non-Audit-Services-and-Audit-Fees.aspx> - Auditors and Audit Fees.
Please call or email Steven Holmberg of our office at 919-807-2394 steven.holmberg@nctreasurer.com if you have any questions about the fees on this list.
 - For variable fees for services, are the hourly rates or other rates clearly stated in detail? If issued separately in an addendum, has the separate page been acknowledged in writing by the Governmental Unit?

Governmental Unit

n/a

Discretely Presented Component Units (DPCU) if applicable

- For fees for services that are a combination of fixed and variable fees, are the services to be provided for the fixed portion of the fee clearly stated? Are the hourly rates or other rates clearly stated for the variable portion of the fee? (Note: See previous bullet point regarding variable fees.)
 - If there is to be no interim billing, please indicate N/A instead of leaving the line blank.
8. Signature Area – There are now 2 Signature Pages: one for the Primary Government and one for the DPCU. Send the page(s) that are applicable to your Unit of Government. Make sure all signatures have been obtained, and properly dated. **The contract must be approved by Governing Boards pursuant to G.S. 159-34(a). NEW - If this contract includes auditing a DPCU that is a Public Authority under the Local Government Budget and Fiscal Control Act it must be named in this Audit contract and the Board chairperson of the DPCU must also sign the Audit contract in the area indicated. If the DPCU has a separate Audit, a separate Audit contract is required for the DPCU.**
9. Please place the date the Unit's Governing Board and the DPCU's governing Board (if applicable) approved the audit contract in the space provided.
- a. Please make sure that you provide email addresses for the audit firm and finance officer as these will be used to communicate official approval of the contract.
 - b. Has the pre-audit certificate for the Primary Government (and the DPCU if applicable) been signed and dated by the appropriate party?
 - c. Has the name and title of the Mayor or Chairperson of the Unit's Governing Board and the DPCU's Chairperson (if applicable) been typed or printed on the contract and has he/she signed in the correct area directly under the Auditor's signature?
10. If the Auditor is performing an audit under the yellow book or single audit rules, has year-end bookkeeping assistance been limited to those areas permitted under the revised GAO Independence Standards? Although not required, we encourage Governmental Units and Auditors to disclose the nature of these services in the contract or an engagement letter. Fees for these services should be shown in the space indicated on the applicable signature page(s) of the contract.
11. Has the most recently issued peer review report for the audit firm been included with the contract? This is required if the audit firm has received a new peer review report that has not yet been forwarded to us. The audit firm is only required to send the most current Peer Review report to us once – not multiple times.
12. After all the signatures have been obtained and the contract is complete, please convert the contract and all other supporting documentation to be submitted for approval into a PDF file. Peer Review Reports should be submitted in a separate PDF file. These documents should be submitted using the most current submission process which can be obtained at the NC Treasurer's web site – <https://www.nctreasurer.com/slg/Pages/Audit-Forms-and-Resources.aspx>.
13. NEW: If an audit is unable to be completed by the due date, an Amended Contract should be completed and signed by the unit and auditor, using the new "Amended LGC-205" form (Rev. 2015). The written explanation for the delay is now included on the contract itself to complete, and must be signed by the original parties to the contract.

AMENDMENT

ASHEBORO CITY SCHOOL DISTRICT

AND

SODEXO MANAGEMENT, INC.

THIS AMENDMENT, dated June 9, 2016, is between ASHEBORO CITY SCHOOL DISTRICT ("SFA" or "District") and SODEXO MANAGEMENT, INC. ("FSMC" or "Sodexo").

W I T N E S S E T H:

WHEREAS, FSMC submitted a proposal on May 5, 2014 ("Proposal") in response to SFA's Request for Proposal ("RFP") dated March 17, 2014; and

WHEREAS, SFA and FSMC entered into a certain Management Agreement, dated July 1, 2014 as amended ("Agreement"), whereby FSMC manages and operates SFA's Food Services operation in Asheboro, North Carolina;

WHEREAS, the parties now desire to further amend the aforesaid Agreement;

NOW, THEREFORE, in consideration of the promises herein contained and for other good and valuable consideration, the parties hereto agree as follows:

1. Sodexo agrees to supply unitized meals for District's Seamless Summer Feeding Program. It is further agreed that food service management company, pursuant to the provisions of the Seamless Summer Option regulations, will assure that Seamless Summer Option meals meet the minimum meal pattern requirements and dietary standards and will maintain full and accurate records that the Local Education Agency will need to meet its responsibility including daily production records containing the amount of food prepared and offered to eligible participants and the daily number of meals delivered by type.

These records must be provided to the Local Education Agency promptly at the end of the month. Food service management company agrees also to retain records required under the preceding clause for a period of three (3) years from the date of receipt of final payment under this Contract (or longer, if an audit is in progress); and upon request, to make all accounts and records pertaining to the Program available to representative of the North Carolina Department of Public Instruction, the U.S. Department of Agriculture and the General Accounting Office for audit or administrative review at a reasonable time and place.

The Seamless Summer Option shall commence on June 13, 2016 and continue through August 26, 2016.

Sodexo shall invoice District for each meal served at the Fixed Price per meal in effect at the time of service.

2. This Amendment is effective June 13, 2016, and thereafter, unless amended. All other terms and conditions contained in the Agreement shall remain unchanged and in full force

and effect, except by necessary implication.

IN WITNESS WHEREOF, the duly authorized officers of the parties have executed this Amendment, as of the date indicated in the first paragraph of this Amendment.

ASHEBORO CITY SCHOOL DISTRICT

By: _____

Name (printed): _____

Title: _____

SODEXO MANAGEMENT, INC.

By: _____

Name (printed): _____

Title: _____

2016-2019 AIG Plan

Executive Summary

The Asheboro City Schools' Board of Education is committed to providing high quality learning opportunities for all students. We acknowledge our responsibility to discover, cultivate and develop the potential of each student.

North Carolina AIG Program Standards

During the 2016-2019 AIG plan cycle, ACS has the following ideas for strengthening:

- To improve communication and understanding of the ACS AIG program
- To provide professional development for teachers serving AIG clusters
- To research and explore additional options for advanced and accelerated classes for middle and high school students

Standard One: Student Identification

- Clarify identification pathways/criteria for AIG
- Implement multiple criteria for identification consistently
- Articulate referral, screening, and identification processes for K-3 and 4-8

Standard Two: Differentiated Curriculum and Instruction

- Develop expectations in all classrooms for differentiation of core instruction for gifted learners
- Support classroom teachers with implementing strategies to extend, enrich, and accelerate AIG students
- Improve cluster grouping practices to support differentiation

Standard Three: Personnel and Professional Development

- Provide professional development opportunities to all AIG personnel and non-personnel involved with meeting the needs of gifted learners

Standard Four: Comprehensive Programming within a Total School Community

- Collaborate with school counselors to address social and emotional needs of AIG students
- Connect AIG services to the class opportunities, the enrichment experiences, and social and emotional support

Standard Five: Partnerships

- Maintain partnerships with parents/families, community, institutes of higher education, and industry
- Continue on-going communication with stakeholders through AIG Advisory Council, stakeholder surveys, and open forums

Standard Six: Program Accountability

- Monitor the implementation of the ACS AIG Plan
- Analyze the effectiveness of the AIG services using multiple sources of data

Asheboro City Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2016-2019

Approved by local Board of Education on:**LEA Superintendent's Name:** Dr. Terry W. Worrell**LEA AIG Contact Name:** Dr. Julie Pack**Submitted to NC Department of Public Instruction on:****Revision Submitted to NC Department of Public Instruction on:**

Asheboro City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2016-2019, Asheboro City Schools local AIG plan is as follows:

Asheboro City Schools Vision for local AIG program: Asheboro City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). These Standards serve as a statewide framework and guide districts to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide districts to improve their programs.

As districts continue to transform their AIG Programs and align to the AIG Program Standards, they participate in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided the development of this local AIG plan for 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

Asheboro City Schools Vision for local AIG program: The Asheboro City Schools' Board of Education is committed to providing quality learning opportunities for all students. We acknowledge our

4/28/2016

responsibility to discover, cultivate and develop the potential of each student. Asheboro City Schools will be a community of excellence where each student graduates globally competitive for college, careers, and citizenship. We are committed to providing rigorous, individualized, and engaging learning opportunities for all students in a safe and inviting environment to ensure our students become successful lifelong learners, prepared for global citizenship.

We recognize that:

- Gifted students come from all socioeconomic, cultural, and ethnic background; gifted students come in all shapes and sizes and exhibit varying characteristics.
- Gifted students have exceptional abilities, talents, and strengths.
- Gifted students whose intellectual capacity, rate of learning, and potential for creative contributions demand experiences apart from, but connected to, the regular classroom.
- Gifted students exhibit high performance, or the potential to achieve, in intellectual, academic, or creative endeavors.
- Gifted students are individuals with potential who require guidance in discovering, developing, and realizing their potential as individuals and members of society.

We believe that:

- It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate the academic, emotional, and social needs of gifted students.
- It is our responsibility to provide students with a continuum of educational services that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.
- It is our responsibility to provide specialized instruction that is integrated with the regular curriculum and the intellectual, academic, and social and emotional needs of academically and/or intellectually gifted students.
- Under this philosophy, it becomes the responsibility of the entire staff to meet the needs of gifted students by identifying their gifts and talents and developing those areas.
- Continuous communication and collaboration among teachers, parents, administrators, and community members are essential to meet the needs of all students.
- This philosophy also requires a strong partnership between the school system and community.
- These services should be provided by well-qualified, knowledgeable staff.

4/28/2016

Sources of funding for local AIG program (as of 2016)

State Funding	Local Funding	Grant Funding	Other Funding
\$244495.00	\$0.00	\$0.00	\$0.00

Table of Contents

<u>Standard 1: Student Identification</u>	<u>5</u>
<u>Standard 2: Differentiated Curriculum and Instruction</u>	<u>13</u>
<u>Standard 3: Personnel and Professional Development</u>	<u>22</u>
<u>Standard 4: Comprehensive Programming within a Total School Community</u>	<u>28</u>
<u>Standard 5: Partnerships</u>	<u>40</u>
<u>Standard 6: Program Accountability</u>	<u>46</u>

Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

Practice A

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

District Response: AIG specialists implement the district identification process and procedures. Knowledge of the characteristics of and identification procedures for intellectually, academically, creatively, culturally diverse, and twice-exceptional gifted learners are shared with stakeholders. An understanding of the relevance of cultural, ethnic, and socioeconomic factors in relation to assessment and achievement for individual students is realized. AIG specialists:

- Implement district gifted identification procedures and interpret assessments to identify the unique needs of gifted students.
- Collaborate with classroom teachers on an ongoing basis in nominating students for gifted education program services.
- Conduct annual meetings to inform all parents and teachers of students' eligibility for program placement and services.
- Communicate with school personnel about the characteristics and needs of AIG students.
- Communicate about screening, nomination and services in English and other native languages, as needed.
- Use assessment information in making eligibility, program, and AIG service option decisions for individuals including those from culturally and/or linguistically diverse backgrounds.
- Interpret assessment data to plan appropriate curricular offerings based on individual profiles of the students.

Procedures for screening, referral, and identification are communicated to parents/families, school personnel, and students through an annual parent meeting and on the district website. AIG Specialists share screening, referral, and identification procedures with school personnel annually at faculty meetings and/or collaborative group level meetings, and with parents/families/students annually at Differentiated Education Plan (DEP) meetings.

A student search is conducted annually to create a pool of students. Each student in the pool is reviewed for nomination. Student nominations and evaluations are conducted throughout the school year.

- Needs Determination Team for school and district meets annually to determine eligibility.
- Identification procedures are posted on school and district websites.
- Identification procedures are shared at community information sessions.
- Identification procedures are shared with school personnel annually.

4/28/2016

-Parents, teachers, and administrators are invited to attend Differentiated Education Plan meetings.

See attachments 4/5 for Student Search Process Chart.

Practice B

States and employs multiple criteria for AIG student identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional measures that are based on current theory and research.

District Response: Asheboro City Schools includes multiple criteria for student identification including measures of aptitude, achievement, and alternative forms of assessment. Identification procedures also include multiple entry points for identification. Asheboro City Schools has clearly defined identification criteria for Intellectually Gifted (IG), Academically Gifted (Reading and Math-AG), Academically Gifted in Reading (AR), Academically Gifted in Math (AM).

In order to ensure a comprehensive identification process, the district employs multiple criteria for identification at all grade levels. The comprehensive multiple criteria for identification will be communicated clearly to teachers, administrators, parents, families, and stakeholders in the AIG program. Decisions regarding identification will be based on the multiple criteria for identification. (See attachments 2 and 3 for multiple criteria for identification.)

Asheboro City Schools may use the following as components for multiple criteria to develop a comprehensive profile for each student in the identification pool:

- System-wide screening in grade levels by administering nationally normed aptitude and achievement tests. The LEA will administer the Cognitive Abilities Test (CogAT) and the Iowa Test of Basic Skills (ITBS).
- Small-group screening by administering nationally normed aptitude and achievement tests based on referrals.
- Elementary teachers complete a TOPS (Teacher Observation of Potential in Students) form in order to have a comprehensive profile of potential in students.
- English Language Learners (ELL) who advance at least three proficiency levels in one school year or less will be placed in a pool for possible services.
- Parent, teacher, and student nomination process for student identification.
- Gifted Rating Scales may be completed by classroom teachers as a portion of the multiple criteria for identification. Gifted Rating Scales may include both traditional and non-traditional measures of giftedness.
- No formal assessments are required for gifted program options at the high school.

When the Needs Determination Team determines testing is needed, a Permission for Testing is completed by the parents/guardians. The Needs Determination Team will specify which individual or

group test(s) should be administered for each student.

These are currently used test instruments/other criteria as part of gifted services eligibility decisions:

Individualized Tests of Aptitude:

-CTONI: (Comprehensive Test of Nonverbal Intelligence). If students do not have enough receptive language to understand the verbal directions, a CTONI should be administered since those directions are in pantomime.

-Naglieri Ability Test - NNAT: The Naglieri Non-verbal Ability Test (NNAT) is a nonverbal test that assesses mental ability by requiring the examinee to solve problems presented in abstract figures and designs. However, the tests do provide an accurate assessment of learning potential of Limited English Proficient (LEP)s and students of the non-dominant culture, as well as students of lower socio-economic levels.

-RIAS (Reynolds Intellectual Abilities Scale): The RIAS is an individually administered test of intelligence appropriate for ages 3 years through 94 years with a conformed, supplemental measure of memory. The RIAS includes a two-subtest Verbal Intelligence Index (VIX) and a two-subtest Nonverbal Intelligence Index (NIX).

-Universal Nonverbal Intelligence Test - UNIT: The UNIT is intended to provide a fair assessment of intelligence for children and adolescents who have speech, language, or hearing impairments; color-vision deficiencies; different cultural or language backgrounds; and those who are verbally uncommunicative.

-Wechsler Intelligence Scale for Children - Fourth Edition - WISC-IV, and R: The WISC-IV is an individually administered clinical instruction for assessing the cognitive ability of children 6 years 0 months through 16 years 11 months.

Individualized Test of Achievement:

-The Woodcock-Johnson III Tests of Achievement (WJ III ACH; Woodcock, McGrew, & Mather 2001) is an individually administered battery of achievement tests for ages 2 to 90+ years. The WJ III ACH has 22 tests, with 12 in the Standard Battery and 10 additional ones in the Extended Battery. (See attachment 1 for testing components for Woodcock Johnson.)

-The Iowa Test of Basic Skills (ITBS) is a test of achievement for grades K-12. The ITBS includes Vocabulary, Reading Comprehension, Spelling, Capitalization, Punctuation, Usage and Expression, Math Concepts and Estimation, Math Problem Solving and Data Interpretation, and Math Computation testing section.

The following tests/instruments may be accepted as part of gifted services eligibility decisions when reviewing records of transfer students:

-Intelligence/Aptitude Tests: Cognitive Abilities Test; Comprehensive Test of Nov-Verbal Intelligence (CTONI); Wechsler Scales (WISC-IV, WAIS-R); Wechsler Preschool and Primary Scale of Intelligence, Third Edition (WPPSI-III); Naglieri Non-Verbal Ability Test (NNAT); Universal Non-Verbal Intelligence Test (UNIT)

-Achievement Tests: Iowa Test of Basic Skills (ITBS); Woodcock-Johnson Psychoeducational Battery-III Tests of Achievement-English or Spanish

The list above reflects frequently used instruments, it is not exclusive. Additional tests may be used as long as there are norms and the test is being used for the purpose for which it was developed.

Unapproved Tests/Instruments: WRAT, PIAT, PPVT, Slossan, or any other tests developed for the purpose of screening are not designed and/or normed for the purpose of gifted service decisions.

Practice C

Ensures AIG screening, referral, and identification procedures respond to traditionally under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: Asheboro City Schools Academically and/or Intellectually Gifted Program uses a multiple criteria approach for nominating potential AIG learners. The district population currently consists of approximately: 38% white, 14% black, and 43% Hispanic. The nomination process provides a well-articulated procedure for equal opportunity, equity/access to all students including minority students, English Language Learners, students with disabilities, students who are economically disadvantaged, intellectually gifted and other under-served groups. AIG Screening, referral, and identification procedures for ACS include measures of aptitude, achievement, and alternative assessment measures. Students from traditionally under-represented populations may also qualify for alternative testing measures based on decision from school or district Needs Determination Team. Asheboro City Schools incorporates the use of nonverbal aptitude score for screening and identification.

The screening process may include annual formal search of all students in multiple grade levels, annual screening that is on-going and occurs at all grade levels, and a procedure for student nomination that is on-going and occurs at all grade levels.

The formal student search will be conducted annually. This search will include a review of test data using reports compiled by the Asheboro City Schools' testing coordinator. Students will be considered for the AIG Pool of potentially identified students if they achieve a score ≥ 90 th percentile on a nationally normed test of achievement or aptitude. In addition, a Non-Verbal battery score of ≥ 90 th percentile on the Cognitive Abilities Test (CogAT) can be used as a qualifying score to gain entrance to the AIG pool.

In addition to standardized test data, the use of nontraditional methods will be used for effective screening, nomination, and identification of under-served populations who may manifest giftedness in

4/28/2016

different ways. Asheboro City Schools will use TOPS (Teachers Observation of Potential in Students) from U-STARs~PLUS, work samples, portfolios, and other research-based checklists and rating scales. This pre-nomination pool will be sent to the school-based Needs Determination Team for Academically and/or Intellectually Gifted (NDT-AIG) for review.

The School Needs Determination Team is comprised of the following members:

- (a) Current classroom teacher or previous classroom teacher
- (b) Principal or designee
- (c) School counselor
- (d) Regular education teachers representing next grade levels
- (e) AIG specialist

The NDT-AIG will work with classroom teachers to determine which students from this pool should be nominated for differentiated services. Parents, students, and teachers may also nominate students who do not appear in the screening pool. Supporting documentation such as work samples and research-based checklists may accompany these nominations. Nomination data collected from teachers, parents, students, psychologists, and/or central office staff may include standardized achievement test scores, end-of-grade scores, CogAT group and/or individual aptitude scores, grade averages, work samples, and cognitive/behavioral checklists.

When students with disabilities or a 504 plan participate in district-wide assessments, students receive testing modifications and/or accommodations as indicated in their individual plan. These modifications/accommodations are also provided for AIG screening and formal assessments. Data from the student search is recorded by the AIG Specialists on AIG Identification Pool Spreadsheets. The students who make up the Identification Pool may or may not require differentiated services. Students from underrepresented populations may need additional opportunities for AIG identification and differentiated services. This may include: increased collaboration between the AIG Specialist and the ELL teachers to collect data for students who grow three or more language levels in one academic school year, Exceptional Children teachers, collection of TOPS (Teacher Observation of Potential in Students) forms in K-5, AIG nomination/identification procedures and DEP parent meetings are communicated in parents' native language, and increased communication between the AIG Specialist and school personnel on AIG identification and nomination procedures.

The individually administered Naglieri Nonverbal Ability Test is also available for use with students from under-represented populations.

Individually administered tests may be preferable under certain circumstances in order to identify potentially gifted students from underrepresented populations. Individual assessments may be administered as needed throughout the year by professional personnel and as determined by the Needs Determination Team if:

- The student has a documented medical condition or disability that may interfere with the ability to perform well in a group situation (i.e., ADD, chronic asthma).
- The student has cultural differences that may interfere with language usage (i.e., ELL).
- The student is from an economically disadvantaged background.
- The existing group data (current within 12 months) on this student does not provide sufficient information to make the decision about the need for services.

Practice D

Implements screening, referral, and identification processes consistently within the LEA.

District Response: Asheboro City Schools maintains a systematic process for screenings, referrals, and identification within the district. There is a Needs Determination Team at each school and a district level Needs Determination Team which serves as a review of school decisions. (See Attachment 4 for Student Search Process)

The School Needs Determination Team is comprised of the following members:

One member of the NDT-AIG must be the AIG Specialist. The school level NDT should have no less than four people present. Other members should be selected from the following and must include one member who is knowledgeable about the child:

- (a) Current classroom teacher or previous classroom teacher
- (b) Principal or designee
- (c) School counselor
- (d) Regular education teachers representing next grade levels

The District Needs Determination Team (NDT-AIG) is comprised of:

One member of the district NDT-AIG must be the Director of AIG Services. Other members should be selected from the following and must include one member who is knowledgeable about the child:

- (a) AIG Coordinator
- (b) AIG Specialist

The district NDT-AIG Team should have no less than four people present.

An annual review will be completed at the end of each school year for all students who have a Differentiated Education Plan (DEP) and Individual Differentiated Education Plan (IDEP). At the end of the each school year, each previously identified student will be reviewed by the AIG District Needs Determination Team. The goal is to provide consistency in identification, placement, and service options.

The annual review process is as follows:

1. Indicate the annual review date at the top of the new DEP or IDEP.
2. Review the student's performance in both gifted and general education settings.
3. Discuss the appropriateness of the options selected on the current Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP).
4. Recommend services matched to student's level of need.

4/28/2016

5. Indicate the options selected for the next school year on the Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP).
 - a. Consider same level in intensity of services.
 - b. Consider an increased level in intensity of services.
 - c. Consider a reduced level in intensity of services.
6. School Level NDT members who are present will sign the DEP or IDEP.
7. Send an invitation to notify parents of a conference to discuss their child's DEP or IDEP for the upcoming year.
8. If a parent withdraws a student from the AIG program, an exit form must be completed.
9. 4th grade to 8th grade – DNDT will sign after review. Members will sign/date to represent the team.
10. Changes during the school year will be addressed by the AIG Specialist with individual IDEP or DEP meetings.

Practice E

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

District Response: AIG Specialists maintain and review annually with parents/families documentation that explains the identification process and service options for AIG students.

Differentiated Education Plan (DEP) or IDEP forms for all students are updated each year. DEP meetings are held annually for parents of AIG students at all schools K-8. At yearly DEP meetings, the AIG Specialist reviews the Asheboro City Schools' identification process and service options for AIG students. Parents/families review the AIG student's DEP with the AIG specialist and are provided time to ask questions about identification and service options. AIG Specialists also review enrichment opportunities, potential content modification, and potential learning environment.

For rising 9-12th grade students, the AIG specialist and the school counselors will advise AIG students on course selection and enrichment opportunities. Rising 9th grade AIG students will develop a 4 year plan with the middle school AIG specialist and school counselor based on students interest and academic strengths that capitalize on advancement opportunities for high school.

An end of year review of all K-12 IDEPs and Grade 4-8 DEPs will be conducted by the AIG Specialist. IDEPs and DEPs are on file at each school and are available for review at any time by parents, administrators, classroom teachers, and teachers of the gifted. Parents of AIG students are also provided a copy of the IDEP or DEP for their records.

Ideas to Strengthen the Standard: During the 2016-2019 cycle, Asheboro City Schools has the

4/28/2016

following goals related to Standard 1:

-To improve the community at large communication. We will increase face to face communication and literature online. The Asheboro City Schools AIG website will be updated with current plan information, pathways for identification, and general information about the AIG program in Asheboro City schools. Face to face communication may include parent night/parent academy AIG informational sessions, AIG information at school open house, and system wide DEP meetings. A district AIG twitter/instagram account will be maintained to include recent activities and information related to gifted learners.

-To increase stakeholder understanding of the screening/identification process. According to our 2015 survey results, 20% of Asheboro City School staff and 40% of ACS administrators surveyed stated they were unsure or disagreed that the ACS AIG screening process is clear. The Asheboro City Schools AIG team will create an identification "flow chart" for parents and stakeholders that is easier to read and understand.

-To include more non-traditional measures for identification for AIG services. Asheboro City Schools currently utilizes measures of aptitude and achievement at multiple entry points. In order to develop an additional non-traditional measure, the Asheboro City Schools AIG team will develop a portfolio process and non-traditional rubric for identification to be included in the identification pathways for identification for students who are culturally/ethnically diverse, economically disadvantaged, English Language Learners, highly gifted, intellectually gifted, or twice exceptional.

Sources of Evidence: -Parent DEP Meeting sign in sheets

-School Faculty Meeting sign-in sheets/presentations

-AIG specialists data spreadsheets for AIG identified student

-AIG specialists talent pool spreadsheets

-AIG student folders

-TOPS (Teacher of Observation of Potential in Students) form

-Standardized test data, system wide benchmark scores, gifted rating scales

-Individualized Tests of Aptitude

-Individualized Tests of Achievement

-Work Samples

-Nomination Forms

-Differentiated Education Plan (DEP)

-Individualized Differentiation Plan (IDEP)

-Multiple Criteria for Identification Document

Standard 2: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Adapts the NC Standard Course of Study (SCOS) K-12, to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

District Response: Asheboro City Schools understands that a continuum of programming services must be available for gifted learners including cluster group options, acceleration, special pull-out classes, mentorships, and dual enrollment to address students' academic needs. These flexible options are available for gifted students in Asheboro City Schools. When given the appropriate educational opportunities, children who are gifted or show potential will become increasingly knowledgeable; therefore, their need for differentiation increases when compared to others of their age, experience, and environment. In our 2015 stakeholder surveys, 100% Administrators agreed that teachers in their school and/or district currently tailored teaching strategies and curricular for AIG students in classrooms. In addition, 100% of surveyed teachers agreed that they currently tailor and differentiate instruction for AIG students in their classroom on a regular basis.

AIG specialists and classroom teachers collaborate to adapt the NC Standard Course of Study to address the needs of advanced learners in language arts, mathematics, and other content areas as appropriate through the use of differentiation, enrichment, extension, or acceleration. The following options may be used to adapt the NC SCOS:

- K-8 flexible grouping and utilization of research based supplement resources.
- AIG specialists and classroom teachers use interest inventories and learning style inventories to gather data about AIG students to enhance services and instruction.
- At the secondary level, career cruising inventories will be utilized in planning for middle and high school courses.
- Collaborative planning with AIG specialists and other stakeholders in the AIG students' education will occur on a regularly scheduled basis
- All gifted education students will have Differentiated Education Plans (DEPs).
- High school students are provided the opportunity to take Honors and Advanced Placement Courses.
- K-12 classroom teachers and school counselors are offered professional development opportunities for meeting the academic needs of gifted learners.
- Demonstration by Mastery Guidelines from Department of Public Instruction (DPI) will be followed to create additional acceleration opportunities for middle school students.

Asheboro City Schools needs to continue to increase teacher awareness of students' abilities,

4/28/2016

readiness, interests, and learning profiles.

Practice B

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.

District Response: Children who are gifted share the ability to think with more complexity and abstraction than other children of their same age, experience, and environment; and, therefore they require differentiation in the curriculum and enrichment opportunities. When differentiated education is appropriately provided, children who are gifted or show potential, thrive in school.

AIG specialists and classroom teachers collaborate regularly to provide diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels. AIG specialists participate in collaborative grade-level team meetings with teachers to enrich, extend, and accelerate the curriculum for gifted students. Service options available include curriculum compacting, flexible grouping, whole grade and subject acceleration. These are utilized based on abilities, readiness, interest and learning profiles. Diverse and effective instructional practices may include, but are not limited to:

- Advancement Via Individual Determination (AVID)
- North Carolina Virtual Public School
- Advanced placement courses
- Honors level courses
- Small learning communities
- Subject advancement
- Subject acceleration
- Independent study
- Project-based learning
- Differentiated and higher level resources
- Extension and enrichment of classroom material
- Advanced coursework in middle school
- Curriculum compacting

The service options also may include curriculum compacting, flexible grouping, cross-class grouping, whole grade acceleration, subject acceleration, and early entrance into Kindergarten. Service options for gifted students and capable and motivated students will offer a variety of enrichment options. Demonstration by Mastery Guidelines from Department of Public Instruction and Asheboro City Schools' guidelines will be followed to create additional acceleration opportunities for middle and high school students.

4/28/2016

Practice C

Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

District Response: Research-based resources are being utilized K-12 to augment curriculum and instruction for AIG students. Classroom teachers are provided professional development regarding implementation of resources.

AIG specialists implement current instructional practices to foster collaboration with classroom teachers to ensure differentiated needs are being met. AIG specialists review the service delivery options in the schools with a program review that consists of methods of differentiation.

The Junior Great Books Program may be used in grades K through 8 to cultivate potential through small group inquiry-based discussions around a complex text.

AIG specialists may offer Jacob's Ladder selections to develop students' skills in literary analysis and interpretation, persuasive writing, linguistic competency, and oral communication, as well as to strengthen students' reasoning skills and understanding of the concept of change.

AIG specialists may facilitate the development of curriculum extension projects for identified students in 4th and 5th grades.

Middle school students may participate in high school schools in order to provide acceleration options for those students.

High school online courses, advanced placement courses, and honors courses are acceleration options available. Parents may also wish to seek accelerative opportunities beyond the school setting in order to accommodate an individual student's need that cannot be met in traditional school settings.

Asheboro City Schools offers diverse competition opportunities to augment curriculum and instruction. These may include:

-Spelling bee for students in grades 3 through 8. The purpose is to help students improve their spelling, increase their vocabularies, learn concepts, and develop correct English usage that will help them all their lives.

-Elementary and middle school students have the opportunity to participate in academic competitions such as Science Olympiad, Math Olympiad and Geography Bee. The purpose of these competitions is to secure America's global competitiveness and inspire excellence, confidence, and curiosity in U.S. middle school students through fun and challenging programs.

Math, Science, and Technology Fairs are offered to develop higher intellectual skills in mathematics

4/28/2016

and science. Asheboro City Schools may offer district level opportunities such as Science Fair, STEAM (Science, Technology, Engineering, Art and Math) competitions, Digital Expo and Math Fair for gifted students to enrich and extend classroom learning.

Practice D

Fosters the development of 21st century content and skills an advanced level.

District Response: Asheboro City Schools fosters the development of 21st century content and skills through our district strategic plan and high academic standards. The district defines 21st century skills as: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

Collaboration between AIG specialists and stakeholders will continue around professional development and differentiated activities related to fostering 21st Century skills. Practices may include:

- Independent Projects and/or Curriculum Extension Projects
- Science Fair
- Math Fair
- Digital Expo
- STEAM competition/camp
- Science/Math Olympiad
- Geography Bee
- AVID
- Problem Based Learning
- Asheboro High School small learning communities
- Career and Technical Education courses
- North Carolina Virtual Public School
- Middle School Electives
- High School Service Learning Project
- Career guidance consistent with their strengths and assistance in making appropriate college choices.
- AP
- Dual Enrollment courses
- Service learning opportunities

4/28/2016

- Maker space activities
- Financial simulations such as reality store and Junior Achievement

AIG specialists may also use appropriate technologies to create a learning environment that supports research-based best instructional practices, various cooperative learning activities in school and extracurricular activities. Independent projects and differentiated assignments provide multiple opportunities for students to foster 21st century skills.

Beginning in the 2016-2017 school year, high school students have the option of the AP capstone course at Asheboro High School. This course teaches soft skills, builds organizational and research skills through students interests and creativity. This two class course assists with the transition to AP courses in high school and college, strengthens organizational and study skills, and builds strong relationships with teachers.

Practice E

Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

District Response: AIG specialists and classroom teachers collaborate to meet differentiated needs of their students. This collaboration is based on data from formative and summative assessments which serve as tools for meeting individual student needs. AIG specialists meet during collaborative discussions to share strategies based on data.

AIG specialists and classroom teachers meet regularly to discuss formative and summative data of AIG students. Stakeholders review individual student progress incorporating multiple assessments (district benchmarks, lexile levels, EOG scores, EVAAS (Education Value-Added Assessment System) growth, guided reading levels for elementary students,). AIG specialists maintain data spreadsheets monitoring currently identified AIG students' progress and regularly participate in school data discussions to differentiate for AIG learners. AIG specialists and classroom teachers collaborate on the following data to meet the needs of AIG students:

- Classroom summative and formative assessments
- District benchmark assessments
- Lexile level/ SRI data
- Cognitive Abilities Test
- IOWA Test of Basic Skills
- Reading 3D/Guided Reading level (elementary)
- Multi Tiered Support System Data (MTSS)
- NC End of Grade/End of Course data

At the middle school level, formative and summative data of AIG students is used to individualize learning through accelerated coursework. Students who demonstrate readiness in these

assessments can enroll in high school courses during middle school years.

Practice F

Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.

District Response: Asheboro City Schools understands that a comprehensive gifted education program must establish a plan to recognize and nurture the unique social and emotional development of gifted learners. We support a well-defined affective curriculum that addresses personal/social awareness and adjustment, academic planning, and vocational/career awareness for gifted learners. Children who are gifted have some unique social needs and may feel "different" from other children of their age, experience, and environment; therefore, they may need access to appropriate counseling and support to assure their affective well-being. Asheboro City Schools offers staff development for regular education teachers and school counselors in meeting the social and emotional needs of the gifted students and continues to develop instructional strategies to address aspects of social and emotional needs within curriculum and instruction.

Gifted students are provided with differentiated guidance efforts to meet their unique social and emotional development. The students may be offered a continuum of service options to meet their needs through classroom counseling activities, parent meetings, focus groups, and individual and family support. Asheboro City Schools will continue clustering AIG students which provides the opportunity to learn with others of similar interest, ability, and motivation. These guidance efforts may include: book club/study, bibliotherapy using literature, joint AIG and school counselors meeting, and differentiated lessons to address social and emotional needs of the gifted.

By increasing collaboration with school counselors and AIG specialists, the continuum of service options will be extended through staff development delivered within individual schools. This collaboration occurs through regular meetings to discuss specific needs and issues related to gifted learners. Students may be offered a continuum of service options to meet their needs through classroom counseling activities, parent meetings, focus groups, and individual and family support.

By continuing to increase collaboration with school counselors and AIG specialists, the continuum of service options can be extended to individualized affective learning and needs of gifted learners.

Practice G

Cultivates and develops the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.

4/28/2016

District Response: The early educational experiences of potentially gifted students help to shape their learning habits; therefore, it is essential that young students with high abilities have access to appropriately stimulating and challenging education to help ensure that their potential is cultivated and developed. A cultivating education component is critical in ensuring that there is a plan in place to provide opportunities for all children to reach their potential. Our district believes in cultivating and developing the potential of young gifted students. AIG specialists and classroom teachers will collaborate to cultivate and develop the potential of young (K-3) students through purposeful and intentional strategies, differentiated curriculum and instruction.

Asheboro City Schools participates in Project U-STARS~PLUS (Using Science Talents and Abilities to Recognize Students-Promoting Learning in Underserved Students) to facilitate the recognition and cultivating of outstanding potential in typically under-served populations at the elementary level.

Collaboration between the AIG specialists and regular classroom teachers to facilitate Junior Great Books. The Junior Great Books program is used to cultivate potential through small group inquiry-based discussions.

PETS (Primary Education Thinking Skills) is a systematized enrichment and diagnostic thinking skills program suitable for Kindergarten through the primary grades and is used in Asheboro City Schools. PETS aligns to the higher levels of revised Bloom's Taxonomy.

Science and Nature Day is an opportunity for all third grade students to explore science and nature activities led by volunteers and teachers. The activities correlate with the North Carolina Essential Science Standards.

Practice H

Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.

District Response: Collaboration among AIG specialists and other staff is consistently implemented in each school. Survey data reveals that 100% of principals feel that AIG specialists and classroom teachers collaborate with each other concerning differentiation for AIG students.

AIG specialists have a working knowledge of educational and psychological needs of the intellectually and/or academically gifted and application of a variety of instructional models and/or educational strategies appropriate for use with gifted and/or talented learners. This knowledge assists AIG specialists in developing differentiated curriculum activities in collaboration with regular education teachers to extend and enrich the standard course of study appropriate to meeting the unique

4/28/2016

intellectual and emotional needs and interests of AIG students. AIG specialists facilitate a decision making process among district personnel and design gifted services to supplement or extend the academic skills and knowledge learned in regular classrooms at all grade levels to ensure continuity as students progress throughout the program.

AIG specialists collaborate with other key personnel in delivering gifted education programming services and understand the importance of collaboration in delivering quality services for gifted learners in the classroom. This includes:

- Planning as a team to locate resources and materials to augment differentiated curriculum and to supplement independent study opportunities for individual students.
- Collaborating with counseling personnel in implementing intervention strategies for at-risk gifted students.
- Collaborating with school counselors during middle and high school scheduling for coursework
- Participating in the gathering of information that can be used to evaluate the gifted education program.

This collaboration between AIG specialists and classroom teachers includes but is not limited to:

- Grade level collaborative planning meetings and vertical planning meetings
- MTSS Assessment Wall Data meetings
- Monthly AIG Specialists meetings

Practice I

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

District Response: Asheboro City Schools identifies students as academically/intellectually gifted in reading and math (K-5) and language arts and math (6-12). We develop and document a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG students, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents, families and AIG cluster teachers to ensure effective programming, a continuum of services, and support school transitions.

AIG Specialists develop Individual/Differentiated Education Plans annually for all AIG students and are reviewed mid-year. Each school's Needs Determination Team meets annually to review individual AIG student performance data.

Asheboro City Schools needs to continue development of a 9-12 DEP that AIG students can use through their high school years.

Ideas to Strengthen the Standard: During the 2016-2019 cycle, Asheboro City Schools has the following goals related to Standard 2:

-To develop a comprehensive four-year DEP for 9-12 AIG students to implement intentional and consistent programming options for high school gifted students. This plan will be developed through a collaborative effort between middle school counselors and AIG specialists to ensure consistent services from middle to high school.

Sources of Evidence: -Differentiated Education Plan

- Collaborative Planning Minutes
- Student schedules
- Cluster rosters
- Course descriptions/registration cards (middle/high)
- Unit/lesson plans
- IOWA Acceleration Scale
- AIG specialist schedules
- portfolio/pictures of projects
- PD logs
- AIG monthly meeting minutes
- AIG specialist data spreadsheets
- TOPS forms
- Science and nature day reflection/resources
- Parent meeting logs
- School counselor lesson plans/schedules

Standard 3: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

Practice A

Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

District Response: It is important to select key personnel to work with gifted students. All AIG specialists serving in Asheboro City Schools possess AIG licensure. The AIG program is a component of the overall educational curriculum. Therefore, the implementation and monitoring of the plan is a collaboration between all district level and school level administrative leaders, the AIG specialists, and the AIG program coordinator.

Asheboro City Schools currently employs four full-time AIG-licensed gifted education specialists. These individuals serve the eight schools in the district where they collaborate to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. One of our licensed specialists serves as lead coordinator for the district. The coordinator participates in regional meetings, professional development opportunities, and other state initiatives to support gifted programs.

Together, the AIG district team (Director of AIG services and AIG specialists) will:

- Implement procedures for selecting teachers with specific responsibilities for the identification and provision of services for academically and/or intellectually gifted (AIG) students.
- Select or hire qualified personnel to serve AIG students, monitor and evaluate their effectiveness in delivering differentiated curriculum and instruction.
- Encourage qualified applicants who do not possess AIG licensure to pursue additional coursework.
- Implement a comprehensive, ongoing professional development plan for all key personnel who work with gifted learners.
- Articulate the roles and responsibilities of all persons working with AIG students.
- Facilitate a regular AIG PLC meeting to guide, plan, develop, and implement the district AIG plan.

Practice B

Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic,

intellectual, social, and emotional needs of gifted learners.

District Response: Asheboro City Schools strives to implement current best practices defined in the field of gifted education to provide appropriate services that address the academic, intellectual, social, and emotional needs of gifted learners. AIG specialists collaborate with and provide support for classroom teachers to meet the academic and intellectual needs of gifted learners. Supports provided may include face-to-face or online professional development opportunities, modeling, co-teaching, common planning sessions, distribution of resources/materials, or small group pullout.

Current survey data showed that 92% of teachers who have AIG clusters have had an AIG Specialist teach lessons in clustered classrooms and provided curriculum materials while 100% have been helped with differentiation. As a result of this survey data AIG specialists will continue to collaborate with and provide support for classroom teachers to meet the academic and intellectual needs of gifted learners through various models.

AIG specialists collaborate with school counselors to monitor and address the social and emotional needs of gifted learners. Regular PLC meetings with AIG specialists and school counselors are held to discuss issues and trends associated with gifted learners. This not only ensures that district counselors have the knowledge and awareness needed to address the social and emotional needs of gifted learners, but also helped ensure that a common mission and philosophy existed between AIG specialists and counselors. Through this collaboration, both parties can determine the most appropriate way to support gifted learners socially and emotionally at each school, as well as the best way to support teachers in addressing these needs.

AIG specialists and school administrators collaboratively address topics to support the academic, intellectual, social and emotional needs of gifted learners that may include appropriate clustering and placement options, appropriate enrichment opportunities, the determination of the types of professional development opportunities provided, or ideas for the future of the AIG program at each site.

AIG specialists support, plan, promote, and implement a range of diverse programs and activities to address the academic, intellectual, social, and emotional needs of gifted learners in the school district which may include the following:

- Spelling and Geography Bees
- Math, Science, and/or Technology Fairs
- Junior Great Books
- Independent Projects
- Science and Nature Field Trip (3rd grade students)
- North Carolina Virtual Public School courses
- Governor's School
- Summer Ventures
- Advanced coursework in middle school (Math/ELA core plus courses, high school courses)
- Academic competitions such as Odyssey of the Mind, Math/Science Olympiad
- Credit by Demonstrated Mastery

4/28/2016

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

District Response: AIG specialists will provide and participate in professional development in the field of gifted education to afford knowledge and implementation of current and best practices.

Staff development may:

- be offered at various times throughout the year
- be offered at the grade level, school, or district level
- be offered by content area
- be differentiated for a target audience: novice, proficient, advanced
- be required for teachers with the AIG cluster of students
- be optional to address the needs of teachers who wish to go above and beyond

Professional development opportunities will be provided in a variety of ways to help all personnel understand AIG needs and the AIG program. These opportunities are developed as a result of annual professional development survey data of Asheboro City Schools stakeholders. This data is used to offer professional development that is a collaboration of survey results, administration, central office staff and the AIG district team.

These professional development opportunities may be delivered via the following methods:

- Online trainings
- Webinars
- Face to face workshops
- Piedmont Triad Education Consortium
- College courses for AIG licensure

Practice D

Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA's professional development requirements for that position.

District Response: Because the learning needs of children who receive gifted services are different from other children of their age, experience, and environment, teachers responsible for these

4/28/2016

students must have appropriate knowledge and skills to meet these needs. Currently 23 employees of Asheboro City Schools hold an AIG add-on licensure. More teachers in our district need to complete AIG licensure or professional development requirements in order to make it possible for all AIG students to be served by an AIG qualified teacher.

Asheboro City Schools goal during this plan is to increase the number of classroom teachers who have earned an AIG add-on licensure through Institutes of Higher Education and to offer professional development concerning the needs of gifted learners that is ongoing and comprehensive. Local professional development opportunities will be provided on a yearly basis to ensure that teachers working with AIG students who do not have an add-on license can meet the requirements for that position.

Completion of the professional development training in gifted education or AIG licensure is expected of all teachers serving AIG clusters. Documentation of appropriate classes, training, experience, or workshops in designated subject area(s) may also serve in qualifying an individual to serve the gifted population.

It is important to select key personnel to work with gifted education students. We understand that gifted learners are entitled to be served by professionals who have specialized preparation in gifted education, expertise in developing appropriately differentiated content and instructional methods, ongoing professional development, and exemplary professional/personal traits. Central office staff meets annually before the start of each school year with school administrators to ensure AIG cluster guidelines are being implemented at each elementary and middle schools. AIG specialists monitor and maintain these guidelines throughout the school year. This ensures that the AIG specialists can effectively collaborate and support regular classroom teachers who have AIG clusters.

Practice E

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

District Response: Professional development opportunities are essential in providing teachers and administrators with the knowledge and skills needed to appropriately serve AIG learners. To make professional development more efficient and effective for staff, efforts will be taken to align AIG professional development with district initiatives that reflect local program goals.

The district strategic plan, individual school improvement plans, and close collaboration with central office personnel will drive the selection, content, timing, and format of professional development offerings.

The Asheboro City Schools' Strategic Plan aligns district professional development with state and national standards and best practices in gifted education. AIG specialists, teachers, and administrators receive ongoing training relating to 21st Century skills, the implementation of Common Core Standards, and the NC Essential Standards. Asheboro City Schools builds professional

4/28/2016

development days into the district calendar to ensure that an appropriate amount of time is allotted to building and refining skills in these areas.

Staff members are also encouraged to participate in professional development opportunities relating to 21st Century skills, the Common Core, and the NC Essential Standards sponsored by both the school district and NC DPI during the summer. AIG Specialists promote opportunities for Professional Development outside of the school district to promote best practices. The AIG lead coordinator attends regular regional meetings to collaborate with neighboring districts to provide PD.

Practice F

Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

District Response: According to recent survey data, 85% of the teachers with AIG clusters have an AIG specialists collaborate on a weekly basis with grade level PLC's or subject area teachers. During PLC's AIG specialists have the opportunity to work with other classroom teachers to plan, implement, and discuss best practices. Elementary schools have daily or bi-weekly grade level planning and data meetings in which the AIG specialists participates in regularly. Middle and high schools have weekly PLC meetings, monthly vertical team meetings, and monthly faculty meetings in which the AIG specialists may participate.

AIG specialists also co-teach regularly in AIG cluster classrooms at the elementary and middle school level. Staff will plan, implement, and refine skills obtained from AIG staff development. AIG specialists participate in data meetings to discuss AIG students.

AIG specialists for the district also meet together regularly to plan, implement, and refine applications of professional development learning and to monitor AIG plan.

Ideas to Strengthen the Standard: Currently, only 23 teachers in Asheboro City School have earned AIG add-on licensure. Asheboro City Schools goal is to increase the number of classroom teachers who have earned an AIG add-on licensure through Institutes of Higher Education (IHE) and/or to offer local professional development opportunities to ensure that teachers working with AIG students who do not have an add-on license can meet the requirements for that position.

1. Work to find funding for teacher scholarships for classroom teachers to complete AIG add-on licensure through IHE such as North Carolina A & T, East Carolina University, University of North Carolina-Greensboro or University of North Carolina-Charlotte.

4/28/2016

2. Research, plan and implement local professional development for teachers serving AIG clusters. Completion of the professional development training in gifted education or AIG licensure is expected of all teachers serving AIG clusters. Documentation of appropriate classes, training, experience, or workshops in designated subject area(s) may also serve in qualifying an individual to serve the gifted population.

Sources of Evidence: -AIG staff meeting minutes and sign-in sheets

-AIG specialists schedules

-PD rosters

-AIG Clusters

-PD presentations

-List of participants (spelling/geography bee, math/science/technology fair)

-PD logs of AIG specialists

-List of licensed AIG personnel

-Collaborative planning meetings

-Assessment Wall/Data discussion meetings

Standard 4: Comprehensive Programming within a Total School Community

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all classroom environments, grade levels, and settings.

District Response: Asheboro City Schools provides a variety of programming services K-12 for gifted learners including cluster group options, special pull-out classes, small learning communities, mentorships, dual enrollment, special counseling services to address students' academic and psychosocial needs.

AIG specialists collaborate regularly during grade level or content level meetings with AIG cluster classroom teachers, school counselors, and other support staff to plan and deliver service options for AIG students. Students are clustered in elementary and middle school in order to for the AIG specialist to offer flexible grouping and/or co-teaching to meet academic needs of AIG students.

In order to meet the social and emotional needs of gifted learners, K-12 school counselors and AIG specialists collaborate to provide additional support as needed to teachers, administrators, parents and/or individual students or groups of students. School counselors and AIG specialists meet regularly to discuss trends and issues associated with gifted learners to build a partnership in addressing social and emotional needs.

AIG specialists may enlist the help of K-12 school counselors to address the social and emotional needs of AIG students. AIG specialists may provide professional development support to school counselors, teachers, parents, students and/or administrators that may include specific meetings, book studies, articles and websites, etc.

Children who are gifted form a diverse group with a variety of needs that require a range of service options. According to the survey, only 36% of teachers indicated they understood how to meet the social and emotional needs of AIG students. Parents felt the AIG program contributed to their child's academic growth but only 52 %of parents agreed that their child's social and emotional needs are addressed through the guidance program or counseling. Therefore, Asheboro City Schools needs to focus on meeting the social and emotional needs of gifted learners while continuing with our comprehensive academic and intellectually gifted program.

4/28/2016

Practice B

Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

District Response: It is important for all aspects of the Academically and/or Intellectually Gifted Program to reflect the vision and mission of the AIG program as well as the vision and mission of Asheboro City Schools. Our program focuses on the philosophy that students should demonstrate annual growth in achievement in reading and mathematics – "a year's worth of growth for a year's worth of school." This means that high-performing students, like all other students, must continue to make academic progress from year to year. Gifted students need challenging new learning opportunities each year in order to continue their academic growth.

The Asheboro City Schools Plan for Academically and/or Intellectually Gifted is supported by, and connected to, numerous other system-wide initiatives and programs. AIG services in reading and math align with our district's goals and resources as outlined in the Asheboro City Schools 2016 - 2019 Strategic Plan and individual School Improvement Plans. (See attachment 8--need new draft of strategic plan-this will be added when ready)

AIG services are determined by students' area(s) of identification. Service options are also aligned with the individual school's improvement plan. We align the AIG program and services with each area of AIG identification, goals of the program, and resources of the LEA as a maintained practice.

The following list includes some of the system initiatives linked to meeting the needs of gifted students:

- Advancement Via Individual Determination (AVID)
- Advanced Placement/Honors Courses
- Accelerated Classes
- College and Career Readiness Opportunities
- Focus on Multiple Forms of Student Assessment
- Asheboro High School Small Learning Communities
- Career and Technical Education Offerings
- Cluster Grouping
- Collaborative Planning
- Project Based & Problem Solving Learning Opportunities

Practice C

Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

4/28/2016

District Response: Services for children who are gifted must be part of our overall educational program that supports excellence for all students. This excellence must include opportunities for advancement opportunities for AIG students. The AIG program integrates and connects with the total instructional program of Asheboro City Schools through numerous system-wide initiatives that are connected to meeting the needs of gifted students.

Asheboro City Schools Strategic Plan encompasses the following goals:
(will be added when draft is ready. . .)

The AIG specialists collaborate and consult with the regular classroom teachers to deliver services that are integrated with the instructional programs of the district. The Asheboro City Schools AIG Plan is supported by, and connected to, numerous other system-wide initiatives and programs.

Asheboro City Schools is committed to expanding opportunities for AIG students at all levels through expansion of accelerated and advanced level courses. ACS will continue to explore high school courses being offered during middle school and to develop the Pre-AP and AP program at the middle and high school levels. Starting in the 2016-2017 school year, students at Asheboro High School will have the course option of AP Capstone. This two course option explores research and seminar skills needed for AP classes and other college courses.

Practice D

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

District Response: AIG specialists strive to inform all stakeholders about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, the local AIG program and AIG plan through various methods and forums. This occurs during the annual Differentiated Education Plan (DEP) meeting for parents and annual review of AIG plan and services for staff members during a school staff meeting. Brochures, English and Spanish, highlighting differentiated services and instructional strategies are distributed to AIG parents at the annual DEP meeting and posted on the district website. School staff and parents serve on the AIG Advisory Board to provide feedback about services and instruction for AIG students.

AIG specialists will advocate for and communicate the principles of differentiated curriculum and instruction to match the distinct characteristics of gifted learners that may include revisiting the Differentiated Education Plan form and identification process, tracking specific data, and communicating with other specialist regularly.

4/28/2016

Practice E

Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

District Response: There is a need for ongoing communication between stakeholders in key transition years, especially for 5th to 6th and 8th to 9th, to ensure an effective continuity of K-12 AIG services in Asheboro City Schools. Due to the need to provide additional supports to both the AIG students and the staff who serve the AIG students at the high school level, AIG specialists collaborate to provide additional support to teachers, administrators, school counselors, parents and/or individual students, or groups of students.

The AIG district team reviews DEPs for all AIG students annually in order to ensure the effective continuation of services. Elementary AIG specialists collaborate with middle school specialists to develop AIG clusters for ELA and Math to ensure students' needs. Middle school specialists collaborate with school counselors during registration in order to ensure AIG students are registering for classes that best fit their academic and social needs. Schedules of AIG students are monitored by the AIG specialists and school counselors to ensure students are engaged in rigorous and relevant courses.

AIG specialists monitor and communicate in ways that may include revisiting the Differentiated Education Plan form and identification process, tracking specific data, communicating with other district specialists regularly, confirming appropriate scheduling by reviewing AIG students' schedules, and district Needs Determination Teams communicate regularly to ensure continuation of services as needed and/or qualification for differentiated services. AIG specialists may provide various opportunities for stakeholders to increase their awareness of the unique expectations and services available at the elementary, middle school, and high school levels yearly.

Practice F

Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.

District Response: Survey data indicates that of certified staff need additional support to understand how to meet the social and emotional needs of AIG students. In addition only 44% of parents felt the social and emotional needs of gifted students are addressed through their school's counseling department. Therefore, there is a need to focus on addressing the social and emotional needs of AIG students through collaboration with key personnel.

AIG specialists collaborate with K-12 students, school counselors, teachers, administrators, and parents to understand and meet the social and emotional needs of AIG students. AIG specialists

4/28/2016

may develop and implement professional development for stakeholders. K-12 school counselors may provide counseling and guidance services specifically designed to address the specific needs of AIG students, and provide information and support to parents, teachers and administrators.

The Asheboro City Schools' school counselors and AIG specialists collaborate to provide additional support, as needed, for individual students or groups of students. Gifted students are provided additional assistance, as needed, for coping with their heightened sensitivity, perfectionism, peer relationships, situational stressors, and college and career planning. Asheboro City Schools has special education staff and a memorandum of agreement with a local mental health private provider (if needed) for gifted students with intensive emotional or behavioral difficulties related to learning disabilities, depression, underachievement, ADHD, or other symptoms that require extra support or intervention. In addition, AIG specialists share information on the social and emotional needs of AIG students to parents. The Asheboro City Schools' gifted specialists, in collaboration with other parent sponsored initiatives, will offer parent information concerning social and emotional needs of their gifted children. Asheboro City Schools will continue to survey both students and parents. The survey will include questions related to social and emotional issues in order to gather data in this area. This information will be used to expand the staff development and parent workshop topics.

Service options for gifted students include differentiated guidance services which target support and interventions for common concerns that specific groups of students share. As part of the differentiated program of counseling services, guidance personnel work collaboratively with the classroom teachers, gifted specialists, and administrators to support students' optimal learning and adjustment. The team will work collaboratively in a proactive approach to prevent social and emotional difficulties.

Practice G

Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

District Response: Children who are gifted learn at a faster rate and come to class with a higher level of base knowledge than other children. Therefore, they can often move through the curriculum at a developmentally appropriate accelerated pace. Because of their different learning and social needs, children who are gifted require time with like-minded and similar ability peers in order to establish relationships and promote growth. They may also require an alternate or compact academic course of study in order to facilitate learning growth. The Asheboro City Schools' Strategic Plan, the State Board of Education's Acceleration Policies, and our acceleration procedures are updated to articulate opportunities for various acceleration options.

AIG specialists may develop and implement professional development, provide support, and offer services to teachers of AIG students in order to create appropriate accelerative instructional and learning options. AIG specialists may also collaborate with key stakeholders to determine accelerated placement options for K-12 gifted learners.

Service delivery options may include:

Flexible Pacing Options: Flexible pacing is any provision that places students at an appropriate instructional level, creating the best possible match between student achievement and instruction and allows them to move forward in the curriculum as they achieve mastery of content and skills.

In-Class Flexible Grouping: Students in each class are assigned to a small group for instruction. These groups may be heterogeneously grouped according to skill level. To be effective, grouping should be flexible and fit the instructional purpose. It is important that each student be provided with tasks that are challenging and appropriate.

Cross-Grade Flexible Grouping in Specific Subjects: Depending on their skill level and performance, students are grouped within the school for specific subjects and/or purposes.

Learning Environment – Instructional grouping can be flexible – within and between individual classrooms or within and between teams/grade levels, enabling students to move in and out of groups based on their needs and performance.

Cluster Grouping within a regular class: A guideline for clustering gifted students in a regular course (4 to 8 elementary and 8 to 12 middle school students) is assigned to a regular heterogeneous class. The cluster group teacher receives extensive training in gifted education and works closely with a gifted specialist to design appropriate, differentiated curriculum for this group. This includes both resources and teaching strategies. This is an appropriate placement if the classroom is organized to meet individual needs so that flexible grouping occurs, and different abilities are valued and nurtured.

Cross Team/Subject Grouping with Collaboration: Two sections of the same subject are taught at the same time, allowing students to be grouped and regrouped between the classes for skills and enrichment. This might also involve a team teaching arrangement with an enrichment specialist.

Accelerative Options: Based on student(s) needs which may be recognized by teacher recommendation, demonstrated performance on a nationally normed test, composite score on individual IQ test, student interest and commitment, score on IOWA Acceleration Scale, and/or interview with parents and students.

Cluster Grouping within Teams: Students are assigned to teams heterogeneously. The academically able students within each team are reassigned to one or more teachers for a specific block of instructional time. Placement within this group is flexible, based on student performance, and teams meet on a regular basis to review student progress.

Resource Pull-Out: Resource pull-out classes offer enrichment and instructional opportunities in writing, technology, public speaking, and advanced topics in math and independent projects. This can be a small group of students with a need for enrichment and/or differentiation in an area.

Advanced Placement/CTE Courses: Advanced Placement (AP) and CTE courses that earn high school and/or college level credit and/or certification may be offered so that able students can accelerate their program of study.

4/28/2016

Subject Advancement: Based on student(s) needs which may be recognized by in various ways, students may test out and bypass specific subjects or skill levels. The State Board of Education's Acceleration Policy on Credit By Demonstrated Mastery (CDM) may be included in this option. Once begun care must be taken that such acceleration opportunities continue to be made to these students.

Grade Skipping: Students move ahead one or more years, skipping levels in the normal sequence of promotion. This has traditionally been used successfully with highly gifted students as a method of acceleration.

See Attachment 7 for specific criteria/content modification guidelines.

Practice H

Provides intentional programming for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: Some children who demonstrate giftedness may not be traditionally identified as gifted. This may be particularly true of students from under-served populations (culturally/ethnically diverse, economically disadvantaged, English Language Learners, highly gifted, and twice exceptional). For these students, additional consideration is needed to offer opportunities for identification and intentional, strategic support to promote success once identified. Asheboro City Schools implements a variety of practices to support traditionally under-represented AIG populations.

AIG specialists continue to research, develop, advocate for, and implement various intentional identification methods, services in support of traditionally under-represented AIG populations. Intentional programming options for traditionally under-represented AIG populations may include:

- TOPS forms for elementary students
- Professional development regarding under-represented populations in AIG and strategies to work with those students
- Collaborative meetings with support staff (EC, ESL, Title 1) to discuss service options and discuss referrals for differentiated services

Need more explicit examples here of intentional programming. . .

Practice I

Encourages extra-curricular programs and events that enhance and further develop the needs and

4/28/2016

interests of AIG students.

District Response: Currently, Asheboro City Schools offers a variety of extra-curricular programs and events to enhance and further develop the needs and interests of AIG students outside the traditional school day.

Many enrichment/talent development opportunities are available to students at the elementary, middle and high school levels. Student participation is based on student interest, motivation, teacher recommendation, and the ability of the student to complete required prerequisites for participation if applicable. Choices will vary within each school each year. The school planning team will develop, implement, and communicate the options to staff, students, and parents in collaboration with AIG specialists to best address and enhance needs of AIG students.

List of possible options:

Elementary School:

- Geography Bee
- Web Technology
- Speaking Day
- Literature Circles
- Expert Project
- Vocabulary Challenge
- Duke TIP
- Poetry Tea
- Biography Tea
- K-3 Grade Family Science Packs
- Spelling Bee
- Third Grade Science Day
- Seminars
- Family Math Night/Technology
- STEAM competition
- After school clubs
- Battle of the Books
- Science Olympiad

Middle School:

- Math Fair
- Science Fair
- Battle of the Books
- Foreign Language
- Geography Bee
- Junior Great Books
- Duke TIP
- Student Government
- Science Olympiad

4/28/2016

Math Olympiad

Beta Club

Project Based Learning

Socratic Seminars

Spelling Bee

Job Shadowing

Yearbook Staff

Extracurricular clubs

STEAM competition

High School:

National Honor Society

Art Club

ASHE-HI-CHAT

ASHE-HI-LIFE

Park Street Players

Youth Leadership Programs

Contests/Competitions

International Club

Quiz Bowl

J-ROTC

Fellowship of Christian Athletes

Governor's School

Governor's Page

SAT Preparation

Science Olympiad

Health Occupations Student Organizations

Service Projects

Key Club

Spanish Club

French Club

Latin Club

Mock Trial Team

Student Council

Teacher Cadets

Teenage Republicans

Interact Club

Internships in Community

Practice J

Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

4/28/2016

District Response: AIG specialists utilize intentional, flexible grouping to provide support, and offer services to teachers of AIG students in order to create appropriate instructional and learning options. AIG specialists may also collaborate with key stakeholders to determine placement options for K-12 gifted learners. AIG students are grouped flexibly based on a variety of factors, such as readiness, interest, and learner profile.

The following options are available for AIG students:

Flexible Pacing Options: Flexible pacing is any provision that places students at an appropriate instructional level, creating the best possible match between a student's achievement and instruction and allows them to move forward in the curriculum as they achieve mastery of content and skills.

In-Class Flexible Grouping: Students in each class are assigned to a small group for instruction. These groups may be heterogeneously grouped according to skill level. To be effective, grouping should be flexible and fit the instructional purpose. It is important that each student be provided with tasks that are challenging and appropriate.

Cross-Grade Flexible Grouping in Specific Subjects: Depending on their skill level and performance, students are grouped within the school for specific subjects and/or purposes.

Learning Environment – Instructional grouping can be flexible – within and between individual classrooms or within and between teams/grade levels, enabling students to move in and out of groups based on their needs and performance.

Cluster Grouping within a regular class: A cluster group of gifted students (4 to 8 elementary and 8 to 12 middle school students) is assigned to a regular heterogeneous class. The cluster group teacher receives extensive training in gifted education and works closely with a gifted specialist to design appropriate, differentiated curriculum for this group. This includes both resources and teaching strategies. This is an appropriate placement if the classroom is organized to meet individual needs so that flexible grouping occurs, and different abilities are valued and nurtured.

Cross Team/Subject Grouping with Collaboration: Two sections of the same subject are taught at the same time, allowing students to be grouped and regrouped between the classes for skills and enrichment. This might also involve a team teaching arrangement with an enrichment specialist.

Accelerative Options: Based on student(s) needs which may be recognized by teacher recommendation, demonstrated performance on a nationally normed test, composite score on individual IQ test, student interest and commitment, score on IOWA Acceleration Scale, and/or interview with parents and students.

Cluster Grouping within Teams: Students are assigned to teams heterogeneously. The academically able students within each team are reassigned to one or more teachers for a specific block of instructional time. Placement within this group is flexible, based on student performance, and teams meet on a regular basis to review student progress.

Resource Pull-Out: Resource pull-out classes offer enrichment and instructional opportunities in writing, technology, public speaking, and advanced topics in math and independent projects. This can

4/28/2016

be a small group of students with a need for enrichment and/or differentiation in an area.

AIG specialists collaborate regularly through grade level and content area planning to discuss AIG grouping practices and growth of AIG students. Topics covered during these collaborative sessions may include:

- Monitoring local and statewide assessment data
- Professional development for administrators and teachers(including regular education and AIG Specialists) and counselors to understand the following: data of AIG students, grouping practices for growth of students, instructional strategies for groups of advanced learners

Ideas to Strengthen the Standard: During the 2016-2019 cycle, Asheboro City Schools has the following goals related to Standard 4:

- To further develop extra-curricular programs to enhance both academic growth and encourage talent development in AIG students
- To research and explore additional options for advanced and accelerated classes for middle and high school students who demonstrate academic readiness for advanced coursework

Sources of Evidence: -Student enrollment lists: North Carolina Governor's School, AHS small learning communities, AP/Honors courses, etc.

- Roster of cluster groups
- Agendas and resources from professional development with school counselors, administrators and/or teachers
- Comprehensive progress monitoring (grades, common assessments, and benchmark assessments)
- Sign in sheet from DEP and other AIG meetings including parents, students, teachers, administrators and/or counselors
- Copies of Pacing/Curriculum Guides/Lesson plans
- AIG Data Spreadsheets
- Differentiated Education Plan
- Collaborative planning minutes
- District wide communication: Monday Musing, district website, newsletters, Connect Ed phone messages
- AIG quarterly newsletters
- AIG brochures
- AIG annual presentation materials for parents/staff
- PowerSchool and district AIG database
- Posted school offerings of enrichment opportunities in newsletters, parent letters, announcements, emails, phone calls, parent nights, open house, report card pickup and other forms of communication
- TOPS forms/USTARS packets
- AIG specialists' data spreadsheets

-Dual enrollment courses

Standard 5: Partnerships

The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:

- ◆ academic and intellectual
- ◆ social and emotional.

District Response: AIG specialists and school level personnel, in collaboration with the Director for Secondary Education, will conduct informational meetings for school staff, parents, and the local community. AIG school brochures with written, accurate information about the program options for gifted education and the AIG Plan will be located in each school and on the district website. A Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) will be developed annually for each currently identified student as well as newly identified students. Parents will be invited via multiple formats (email, letters, phone calls, etc.) to discuss this plan with the AIG specialist. Each school will host a meeting annually to inform parents of enrichment opportunities available during the school year. In addition to the DEP or IDEP conference, student/parent/classroom teacher conferences may be scheduled to focus on the individual student's needs and academic progress.

Information will be provided to parents about local workshops and opportunities sponsored by other organizations related to gifted issues. The Partners for the Advancement of Gifted Education (PAGE) group will be used as a resource for the dissemination of information regarding the AIG program, plan, and policies. PAGE membership is open to all interested parents. Regular meetings are held during the school year and focus on advocacy for parents, information sessions and planning. Collaboration between the school district and the Asheboro PAGE chapter will include dissemination of information, joint planning for some PAGE sponsored activities, and commitment to school activities for gifted children.

PAGE sponsored commitments or activities may include:

- Donation of appropriate materials and other types of support to elementary and middle schools
- Support of school activities
- 5th Grade Academic Excellence Awards
- Student enrichment trips or day activities
- College Campus visits

The Public Information Officer and district and school leadership will provide ongoing information regarding gifted education to the community through various methods including local media outlets, automated telephone messages, newsletters, Professional Development Notes, and school websites.

4/28/2016

Asheboro City Schools networks with families regarding their children's academic and social progress by communicating and working in partnerships with colleagues, administrators, school boards, students, families, and business and industry on behalf of gifted learners. Networks may include but are not limited to the following methods:

- Create communication vehicles that explain the programming services available to AIG students (as stated above).
- Locate a variety of resources to share with parents to support their gifted children at home.
- Develop activities to encourage parental and community involvement in the education of the gifted.
- Participate in professional organizations related to gifted and talented education to inform the school district of best practices.

Practice B

Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

District Response: The Director of Secondary Education, in collaboration with the AIG specialists, will conduct an informational meeting with Central Office personnel and school administrators. AIG specialists and school level personnel, in collaboration with the Director of Secondary Education, will conduct informational meetings for school staff, parents, and the local community. AIG school brochures with written, accurate information about the program options for gifted education and the AIG plan will be placed on the district website and distributed to all schools. A Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) will be developed annually for each currently identified student as well as newly identified students. Parents will be invited to discuss this plan with the AIG specialist. Each school will host a meeting annually to inform parents of enrichment opportunities available during the school year. In addition to the DEP or IDEP conference, student/parent/classroom teacher conferences may be scheduled to focus on the individual student's needs and academic progress. The AIG specialists will be a part of these parent/teacher conferences as their schedule allows.

The Partners for the Advancement of Gifted Education (PAGE) group will be used as a resource for the dissemination of information regarding the AIG program, plan, and policies. Collaboration between the school district and the Asheboro PAGE chapter will include dissemination of information, joint planning for some PAGE sponsored activities, and commitment to school activities for gifted children.

The Public Information Officer will provide ongoing information regarding gifted education to the community through the local media. The Public Information Officer and district and school leadership provide information through the automated telephone messages, district newsletters, Professional Development Notes, school websites, and Monday Musings.

An effort to increase communication across the district will continue during this plan year. In

4/28/2016

particular, efforts will be made to translate formal AIG communications into Spanish. The AIG district team is currently researching and planning new methods of communication such as social media outlets to reach our AIG learners and their parents.

Practice C

Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.

District Response: Asheboro City Schools develops an advisory team to review the existing gifted plan and assess the strengths and continuous improvement areas. This process involves school system staff, parents, students, administrative staff, and members of the community. The current team updated and revised the 2013-2016 AIG Plan which contained guidelines to identify potentially gifted students and establish procedures for providing appropriate educational services.

The current AIG Advisory Team met on November 17, 2015; February 2, 2016; and April 19, 2016 to make recommendations for the new AIG plan.

Asheboro City Schools Academically and/or Intellectually Gifted Program Advisory Team for 2015 included the following participants: Dr. Terry Worrell - Superintendent, Jennifer Smith - Associate Superintendent, Dr. Drew Maerz - Testing Coordinator, Dr. Julie Pack - Director of Secondary Education, Wendy Rich - Director of Elementary Education, Kristen McClosky - AIG Specialist, Tracey Foscue - AIG Specialist, Molly Lyons - AIG Specialist, Megan Smith - AIG Specialist, Candace Call - Principal, Brian Saunders -Principal, Jusmar Manness - Principal, Betsy Hammond - Instructional Facilitator, Chandra Manning - Instructional Facilitator, Kelly Hagood -teacher, Keri Hill - teacher, Sarah Trollinger - teacher, Donna Cabiness -school counselor, Deanna Wiles -Instructional Facilitator, Stephanie Wood -teacher, Sharon Peterson -teacher, Hilda DeCortez -parent, Jennifer Gold -teacher, Claudia Rodriguez -teacher/parent, Donna Hall -teacher, Melissa Belote -teacher, Lily Bossong -parent, Kristen Terry -parent, Laurie Johnson -Instructional Facilitator, Angie Berrier - school counselor, D'Vera Tune - school counselor, Brooke Forest -teacher, Hannah Lawton -teacher, Tiffany Conville -teacher, Laura King -teacher, Rebekah Hanson -teacher, Ella Kern - teacher, Beth Knott -Board Member and parent, and Misty Hildreth-parent.

The development of the AIG plan includes gathering the input of various stakeholders through the AIG Advisory Team meetings. Input from AIG students, parents, teachers, and administrators is gathered through online and paper/pencil surveys. Implementation and monitoring of the AIG plan is obtained by collecting parent, teacher, and administrator input on the AIG survey. The AIG Advisory Team meets annually to monitor and evaluate the effectiveness of Asheboro City Schools AIG plan.

4/28/2016

Practice D

Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

District Response: Asheboro City Schools will increase communication and understanding among stakeholders regarding opportunities available to AIG students on an on-going basis and in their native language. Currently, the district employs interpreters to relay information to parents in their native language for both written communication and verbally at district meetings. The AIG link on the district website will include updated opportunities for AIG students. AIG specialists create an AIG newsletter that is distributed along with student report cards each quarter. This newsletter is available in English and Spanish. Expanded use of technology such as email and social media will also be used to increase communication and understanding among stakeholders. AIG materials will be translated. Interpreters are present at Differentiated Education Plan meetings and all AIG events for parents. The AIG specialist attends curriculum nights and/or open house nights at their assigned schools in order to communicate with the parents on how the curriculum is being differentiated and enriched to meet the learning needs of the AIG students. AIG specialists collaborate with the regular education teachers to make home visits to students as needed. AIG specialists attend parent/teacher "Student Led Conferences" as their schedule permits.

Practice E

Forms partnerships with institutions of higher education, local business and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

District Response: Asheboro City Schools believes our partnerships with parents and community members are an essential component of student success. ACS will enhance support for AIG programs and services by maintaining and creating new partnerships with parents, institutions of higher education, and local business and industry.

The parent and community volunteers play an important role in our efforts to provide effective educational experiences for all students. The following events are district-wide initiatives that involve parents/families and community leaders in the support of gifted education:

- PAGE Organization
- Faith-based school volunteers
- Mentors and judges
- Math Fair judges
- Science Fair judges
- AHS Small Learning Communities
- 3rd grade science day

4/28/2016

- Career Day community volunteers
- Asheboro/Randolph Chamber of Commerce Student LIFT program
- Asheboro Rotary Club Student Leadership Program
- Randolph Arts Guild
- Randolph County Cooperative Extension and 4-H
- Communities in Schools
- Student Internships
- Institutions of Higher Education
- Asheboro Public Library
- Digital Expo
- STEAM Competition

Ideas to Strengthen the Standard: During the 2016-2019 cycle, Asheboro City Schools has the following goals related to Standard 5:

- To improve the community at large communication. We will increase face to face communication and literature online. The Asheboro City Schools AIG website will be updated with current plan information, pathways for identification and general information about the AIG program in Asheboro City Schools. A district AIG twitter-Instagram account will be maintained to include recent activities and information related to gifted learners.
- To increase partnerships with community members and Institutes of Higher Education to enhance the AIG program
- To develop an on-going Advisory Council that meets annually to monitor and evaluate the current AIG plan

Sources of Evidence: -Minutes from AIG Advisory Board meetings

- Copy of Differentiated Education Plan/Individual Differentiated Education Plans
- Sign-in sheets from trainings and events sponsored by PAGE
- AIG brochures for elementary and middle schools
- Monday Musings electronic district newsletter
- Roster of AIG informational meetings
- DEP/IDEP plans signed by parents
- Copy of newsletters
- Survey results from parents, students, teachers and principals
- Annual Differentiated Plan Group meetings conducted with parents of all AIG students with interpreter present when needed
- List of mentors and judges from Senior Project

4/28/2016

- List of Math Fair judges and organizers
- List of Tech Fair judges and organizers
- Pictures from Expert Project Fair
- List of Science Fair judges and organizers
- Presentation materials from events, web pages, rosters of club and event participants, programs from events

Standard 6: Program Accountability

The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. ♦ 115C-150.5-.8 [Article 9B]), which has been approved by the LEA♦s school board and sent to SBE/DPI for review and comment.

District Response: Asheboro City Schools submitted a 2013-2016 plan that was approved by the local board of education and sent to the NC State Board of Education for review. The feedback received from NCDPI in winter of 2014 indicated the local AIG plan submission was complete with many overall commendations and applauded ACS efforts in developing a local AIG plan that is comprehensive and aligns with NC AIG Program Standards.

The AIG plan outlines the identification process, service options, and delivery of services for AIG students in grades K-12. In accordance with the General Assembly passage of Article 9B, the Academically and/or Intellectually Gifted Students Amendment, a planning team, and an advisory team were formed to review the existing gifted plan and assess the strengths and continuous improvement areas. This process involved school system staff, parents, students, administrative staff, and members of the community. The team updated and revised the 2013-2016 AIG Plan which contained guidelines to identify potentially gifted students and establish procedures for providing appropriate educational services.

The result is an updated 7th Generation three-year plan for the Academically and/or Intellectually Gifted Education Program that is designed to meet the needs of gifted students and cultivate academically and/or intellectually gifted potential especially in under-served populations in accordance with the expectations of the North Carolina AIG Program Standards. The Director of Secondary Education and AIG specialists implement a comprehensive AIG program that demonstrates knowledge of state and national standards with comprehensive services for K-12 AIG students based on the standard course of study and best practices.

The 2016-2019 AIG 7th Generation Plan will be submitted to the Asheboro City Schools Board of Education for approval at their May 2016 meeting. Copies of the plan will be given to each AIG specialist, principal, and school board member. The district AIG plan will be located on the district website.

4/28/2016

Practice B

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

District Response: The plan for Academically and/or Intellectually Gifted Education is evaluated formatively and summatively. The plan insures that student assessments and services for academically and/or intellectually gifted students are aligned and comply with both state and federal accountability standards. A variety of data collection strategies are used both initially for baseline data and throughout the three years of this plan. Data collection instruments may include test data, grade level team meetings, written and oral questionnaires, and review of multiple performance indicators and student portfolios. All evaluation procedures are supervised by the AIG Specialists and Director of Secondary Education.

The AIG specialists meet weekly to collaboratively plan with their grade level teams at their assigned school sites. Regular AIG Team meetings with the AIG specialists and Director of AIG Services are held to discuss progress of the plan, to problem solve, and to make recommendations for improvement in AIG curriculum and instructional strategies. The AIG Year-at-a-Glance document is reviewed and amended at each monthly meeting and is a tool for monitoring the implementation of the AIG Plan. The Director of AIG Services and AIG coordinator collect documents from the AIG specialists that are included in the sources of evidence for each practice. The Director of AIG Services and AIG specialists have knowledge of the identification procedures for intellectually, academically, creatively, culturally diverse, and twice-exceptional gifted learners. AIG specialists analyze assessment and achievement data for individual students throughout the school year.

AIG specialists perform the following:

- Implement the district AIG identification procedures and interpret assessments to identify the unique needs of gifted students.
- Collaborate with classroom teachers to nominate students for gifted education programming services on an ongoing basis.
- Conduct meetings to inform parents and teachers of students' eligibility and district procedures for program placement and services.

Practice C

Uses and monitors state funds allotted for the local AIG program according to state policy.

District Response: Asheboro City Schools uses AIG state funds to pay for salaries, supplies and material for the local AIG program according to state policy.

The Director of AIG Services and district finance officer monitor expenditures of the AIG program through a budget spreadsheet. The director understands that gifted education funding should be part

4/28/2016

of the continuous budget planning process and should receive support comparable to similar efforts within the district and allocates adequate time, financial support, and personnel to implement the district's AIG Plan. AIG expenditures include supplies/materials, salaries, technology, and equipment for AIG specialists and students. In North Carolina the number of gifted education students funded by the state is currently capped at 4% of each school system's Average Daily Membership (ADM). This number does not reflect the total number of eligible students served in the district.

Practice D

Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

District Response: Asheboro City schools' district team uses disaggregated data to analyze the annual drop out data each school year to determine the percentage of AIG students who drop out. AIG specialists maintain data spreadsheets analyzing students achievement and growth through each school year and their overall school years. Data collected by specialists include: lexile, district benchmarks, EOG scores and EVAAS growth data for AIG students.

EVAAS (Education Value-Added Assessment System) data will be used to determine the amount of student growth from one year to the next of the AIG cluster of students. This data will be shared with principals and teachers in order to determine specific instructional changes that may need to be implemented. The Director of Testing and Accountability will share district benchmark data with AIG specialists, classroom teachers, and administrators. AIG student performance EOG data will be analyzed annually by AIG specialists and district stakeholders.

High school drop-out data will be reviewed monthly. Rationale for students' exits and withdrawals will be collected by interviewing students who have dropped out. This data will be shared with appropriate stakeholders.

Practice E

Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: The AIG specialists monitor local AIG data regarding the percentage of students in the AIG program by gender and race. Students can qualify for AIG services with a nonverbal score on the CoGat (Cognitive Abilities Test) as a cultural neutral assessment of general ability at the elementary and middle school levels. The district has accelerated options for the highly gifted students in middle school through CDM (Credit by Demonstrated Mastery) and high school course

4/28/2016

offerings in grade 8. High school students can take accelerated coursework through college transfer program at local community college, advanced placement courses, small learning communities and honors level classes.

Practice F

Maintains current data regarding the credentials of personnel serving AIG students.

District Response: The Human Resources office of Asheboro City Schools maintains a current database of AIG certified staff. Each year the Director of Secondary Education receives an updated list of the district personnel with AIG add-on licensure from the Human Resources Department. The Director of AIG Services individually meets with each principal to review the list of personnel at their school with the AIG add-on licensure and to discuss clustering the AIG students with the most appropriate teachers for the upcoming school year.

Practice G

Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

District Response: The district has an advisory team that consists of community members, parents, teachers of the gifted, AIG specialists, and central office staff who meet to review all aspects of the local AIG program. The AIG Advisory Team consists of diverse stakeholders from each school within the district. Surveys are given each year to parents, students and classroom teachers of AIG students. The data is analyzed by AIG specialists for continuous improvement and reviewed by this team. Participants on the Asheboro City Schools Academically and/or Intellectually Gifted Program Advisory Team are representative of the diverse population and interests within our district and oversee the continued implementation of the Academically and/or Intellectually Gifted Education Plan.

The district elicits regular feedback from stakeholders with the following:

- Annual parent survey at the Differentiated Education Plan (DEP) parent meetings or other school activities throughout the year
- Option to complete either a paper/pencil or online survey for parents; Parent surveys are available in English and Spanish

4/28/2016

- Elicit feedback from classroom teachers with the AIG cluster of students and administrators at grade-level planning meetings.
- School based Needs Determination Team (NDT) meet yearly at each elementary and middle school to discuss the local AIG program and student needs.

The regular feedback is gathered through implementing effective data management systems and accountability requirements for gifted students and district personnel and develops formative and summative evaluation of the gifted program that focuses on both quantitative and qualitative outcomes. This leads to ongoing revision of the strategies and instructional approaches used by teachers with gifted students.

Practice H

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

District Response: The local AIG plan is revised as mandated by the State Board of Education. Budget, staff development needs, number of AIG certified staff, number of identified students, AIG program standards and practices, student identification procedures, and other data sources are used in the revision process for continuous program improvement.

The Asheboro City Schools 6th Generation AIG Plan was developed by using the results of the AIG Self-Assessment document, survey data from students, parents, and staff, input from AIG Advisory Team, and continuous feedback from AIG specialists. Our district organizes the evaluation of the AIG program using formal and informal evaluation techniques including understanding how systematic gathering, analyzing, and reports of formative and summative data can be used to improve the existing program. AIG specialists gather information from all stakeholders using reliable and valid measures to determine AIG program effectiveness.

Practice I

Disseminates all data from evaluation of the local AIG program to the public.

District Response: The results of the AIG program evaluation are contained within the AIG Program Plan. The district AIG Program Plan is posted on the Asheboro City Schools AIG web page and the program evaluation results are also shared with stakeholders at the AIG Advisory Team meetings.

AIG specialists share the current AIG Plan with staff each year through school wide staff meeting and with parents at the yearly DEP meeting.

4/28/2016

Practice J

Safeguards the rights of all AIG students and their parents and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

District Response: The AIG plan is written and approved by the local school board and DPI. There is a clear process in place for student referrals, transfers from other LEAs and due process.

The AIG Program Plan contains due process procedures regarding the identification and service decisions for all students. These procedures are used to resolve disagreements between parents/guardians and the school/district when a child is either not identified for formal AIG services or there is a concern regarding the appropriateness of services. Copies of these procedures are shared with parents at the annual Differentiated Education Plan (DEP) meetings and are available for parents upon request from the district office or individual school.

Due process procedures regarding the identification and service decisions are in place. This is a procedure to resolve disagreements between parents or guardians and the local school administrative unit when a child is either not identified for differentiated services or there is a concern regarding appropriateness of services. The process begins in the school and, if not resolved, can proceed to the administrative level in the Central Office. Asheboro City Schools' due process procedures for academically and/or intellectually gifted identification services decisions are as follows:

If the student was NOMINATED by parents, but not IDENTIFIED as needing differentiated services by the NDT-AIG, inform parent/guardian of this decision by providing them with the following:

1. Copy of Multiple Criteria Pathways for AIG services (see attached)
2. Copy of Due Process Procedures Brochure (see attached)

If the student was IDENTIFIED and the NDT-AIG recommends a DIFFERENTIATED EDUCATION PLAN, inform parents/guardian of this decision by providing them with the following:

1. Copy of Multiple Criteria Pathways for AIG Services
2. Copy of Differentiated Education Plan
3. Copy of Due Process Procedures
4. Asheboro City Schools AIG Program brochure

If parent/guardian has disagreements regarding nomination, identification, or service options, they are guaranteed the due process procedures as follows:

- I. Parent requests in writing a conference with the Needs Determination Team (NDT) at the school for AIG education.
- II. The parent will request a conference with the school principal if the principal is not a

4/28/2016

member of the NDT.

III. The parent appeals the principal's decision to the Asheboro City Schools Director of AIG Services.

IV. The parent appeals the AIG Director's decision to the Assistant Superintendent or Superintendent of Asheboro City Schools.

V. The parent appeals the Superintendent's decision to the Asheboro City Schools Board of Education.

VI. The parent petitions the administrative law judge for a contested case hearing.

STEP I – NDT–AIG Conference

A. Parent/guardian may make a request for a conference with the NDT-AIG to discuss the concerns about the recommendation. A written request is required and kept by the AIG specialist.

B. NDT–AIG reviews the student's record and previous nomination, identification, and service delivery options decisions. The team may gather additional information about the student from teachers and/or parents as needed. The Individual Student Profile may be updated.

C. NDT-AIG grants the conference within ten (10) school days of request and responds to parent/guardian in writing within five (5) school days after the conference.

IF THE DISAGREEMENT IS NOT RESOLVED AT THE NDT-AIG CONFERENCE, THEN PROCEED TO STEP II - PRINCIPAL CONFERENCE (unless the principal of the school was on the NDT-AIG).

STEP II – Principal Conference - (If principal was part of NDT-AIG, proceed to STEP III.)

A. Parent may make a written request within thirty (30) calendar days for a conference with the principal after the written notification.

B. Principal reviews the recommendation with the NDT-AIG chairperson.

C. Principal grants the conference within ten (10) school days and responds in writing within five (5) school days after the conference.

IF THE DISAGREEMENT IS NOT RESOLVED AT THE PRINCIPAL CONFERENCE, THEN PROCEED TO STEP III – DIRECTOR OF AIG SERVICES

STEP III – Appeal to Director of AIG Services

A. Parent/guardian may appeal principal's decision in writing to the Director of AIG Services within five (5) school days of receiving the response from the school principal.

B. Director of AIG Services reviews the grievance within five (5) school days of receipt of appeal.

C. Director AIG Services responds in writing to the parent and principal concerning the outcome of

the review within ten (10) school days.

IF THE GRIEVANCE IS NOT RESOLVED AT STEP III, THEN PROCEED TO STEP IV – APPEAL TO ASSISTANT SUPERINTENDENT OR SUPERINTENDENT

STEP IV – Appeal to Assistant Superintendent or Superintendent

- A. Parent/guardian may appeal decision to the Assistant Superintendent or Superintendent within five (5) school days of receiving the response.
- B. Assistant Superintendent/Superintendent reviews the grievance within five (5) school days of receipt of the appeal.
- C. Assistant Superintendent/Superintendent responds in writing concerning the outcome within ten (10) days to the parent/guardian and principal.

IF THE GRIEVANCE IS NOT RESOLVED IN STEP IV, THEN PROCEED TO STEP V – APPEAL TO THE BOARD OF EDUCATION

STEP V – Appeal to Asheboro City Schools Board of Education

- A. Parent may appeal to the Board of Education in writing within ten (10) school days following the written response from Step IV.
- B. The Board shall offer a final written decision within thirty (30) calendar days.

IN THE EVENT THAT THE LOCAL GRIEVANCE PROCEDURE FAILS TO RESOLVE THE DISAGREEMENT, THEN THE STATE GRIEVANCE PROCEDURE WOULD BE IMPLEMENTED.

STEP VI – State Level Grievance Procedure

- A. Parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:

(i) whether the local school administrative unit improperly failed to identify the child as an academically and/or intellectually gifted student,

or

(ii) whether the local plan has been implemented appropriately in regard to the child.

- B. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

See Attachment 7 for Due Process Brochure

Ideas to Strengthen the Standard: During the 2016-2019 cycle, Asheboro City Schools has the following goals related to Standard 6:

-To increase communication to parents and community about AIG program (newsletter, parent sessions, etc.) and develop an executive summary to share with parents, community and staff.

-To plan and incorporate the Advisory team more frequently to help monitor the current plan. The Asheboro City Schools Advisory team will meet a minimum of once per year to provide stakeholder feedback.

Sources of Evidence: -2016-2019 AIG 7th Generation Plan

- Board of Education minutes/presentation
- Asheboro City Schools District Website
- AIG specialists data spreadsheets
- AIG specialists schedules
- Year at Glance document
- Budget spreadsheet of AIG expenses
- Purchase orders/invoices for AIG materials
- EVAAS data
- Exit interviews of AHS students
- School wide screening of achievement and ability
- TOPS forms
- AIG district database
- PowerSchool AIG rosters
- DEPs
- List of AIG certified staff
- Advisory team rosters, sign in sheets, minutes
- Survey data
- Self-assessment document
- AIG district team agenda and minutes
- Due Process Brochures

4/28/2016

Glossary (optional):

Acronyms:

AVID: Advancement Via Individual Determination

CogAT: Cognitive Abilities Test

CTONI: Comprehensive Test of Nonverbal Intelligence

DEP: Differentiated Education Plan

Duke TIP: Duke Talent Identification Program

EVAAS: Education Value - Added Assessment System

GRS: Gifted Rating Scale

ITBS: IOWA Test of Basic Skills NDT:

Needs Determination Team NNAT:

Naglieri Nonverbal Ability Test

PETS: Primary Education Thinking Skills

RIAS: Reynolds Intellectual Abilities Scale

TOPS: Teacher Observation of Potential in Students

UNIT: Universal Nonverbal Intelligence Test

U~STARS~PLUS: Using Science Talents and Abilities to Reach Students Promoting Learning in Underserved Students

WISC-IV: Weschler Intelligence Scale for Children

Appendix (optional):Standard 1 Attachment 6 Recommended Testing Procedures.docx (*Appendix - Standard 1*)Standard 1 Attachment 1 -Woodcock-Johnson Testing.docx (*Appendix - Standard 1*)Standard 1 Attachment 2 Attach 1a Multiple Criteria Grades K-3.docx (*Appendix - Standard 1*)Standard 1 Attachment 3 Criteria Grades 4-8.docx (*Appendix - Standard 1*)Standard 1 Attachment 4-Student Search Process.docx (*Appendix - Standard 1*)Standard 1 Attachment 5 Student Search & Service Options.docx (*Appendix - Standard 1*)Standard 4 Attachment 7 Matching Specific Criteria.docx (*Appendix - Standard 4*)Standard 6 Attachment 8 Due Process Brochures.docx (*Appendix - Standard 6*)

Multiple Criteria for Academically and/or Intellectually Gifted Program Identification 2016-2019
Grades 4-8
Reading/Language Arts and Mathematics

Pathways	Intelligence Test		Aptitude		Achievement – National Normed Test		Rating Scale
<p>One*</p> <p>Requires Individual Differentiated Education Plan (IDEP)</p> <p>* Intellectually Gifted (IG)</p>	<p>≥90% Composite</p>						
<p>Two</p> <p>Must have intelligence or aptitude and achievement in area under consideration</p>	<p>≥90% Composite</p>	O R	<p>≥90% Composite Or ≥90% Partial Composite Reading = V + NV V or NV</p> <p>Math = Q + NV Q or NV</p> <p>(average of standard age scores SAS converted to %)</p>	A N D	<p>≥90%</p> <p>Reading and/or Math</p>		
<p>Three</p> <p>Multiple Indicators Must have one standardized test and Rating Scale</p>	<p>≥90% Composite</p>	O R	<p>≥90% Composite Or ≥90% Partial Composite Reading = V + NV V or NV</p> <p>Math = Q + NV Q or NV</p> <p>(average of standard age scores SAS converted to %)</p>	O R	<p>≥90%</p> <p>Reading and/or Math</p>	A N D	<p>Rating Scale</p> <p>Score ≥ 60 on 4 of the 6 areas</p> <ul style="list-style-type: none"> • Intellectual Ability • Academic Ability • Creativity • Artistic Talent • Leadership • Motivation <p>Completed by classroom teacher and any other Grade 4-8 teacher.</p>

Multiple Criteria for Academically and/or Intellectually Gifted Program Identification
Grades K-3
Reading and/or Math

Pathways	Intelligence Test	Aptitude	Achievement – National Normed Test	Performance / Motivation	Portfolio
<p>One</p> <p>Must meet ALL criteria Requires Individual Differentiated Education Plan (IDEP)</p>	<p>98% - 99% Composite</p>		<p>98%-99%</p>	<p>Teacher recommendation based on Teachers Observation of Potential in Students (TOPS) Observation Form, checklists, and work samples.</p>	<p>Student Product – Exemplary Quality using Portfolio Rubric</p> <p>Must be reviewed by the Needs Determination Team</p> <p>Portfolio artifacts must be in area under consideration</p>

Asheboro City Schools
AIG Program

Woodcock-Johnson Testing

Reading Tests for AIG Placement Decisions

Test 9	Passage Comprehension
Test 17 A	Synonyms
Test 17 B	Antonyms
Test 17 C	Analogies

***The report gives a reading comprehension score.

ALSO, GIVE THESE TESTS to provide additional data for the Needs Determination Team

Test 1	Letter-Word Identification
Test 2	Reading Fluency
Test 13	Word Attack

Math Tests for AIG Placement Decisions

Test 5	Calculation
Test 6	Math Fluency
Test 10	Applied Problems

***The report gives a Broad Math score.

ALSO, GIVE THESE TESTS to provide additional data for the Needs Determination Team

Test 18 A and B	Quantitative Concepts 3
-----------------	-------------------------

**RECOMMENDED TESTING PROCEDURES FOR ACADEMICALLY
AND/OR INTELLECTUALLY GIFTED
SCREENINGS AND EVALUATIONS**

Group Tests

Group tests for achievement and aptitude are administered to all 3rd grade students. The CogAT and ITBS are the recommended group tests. These will be administered after the winter holiday break in January for the following grades:

CogAT 3rd
ITBS 3rd

A second testing opportunity for a group aptitude and group achievement test may be given to a screening pool of fifth grade students based on a student search*. The fifth grade students that meet at least one of the criteria below will be given the option to take these group assessments.

- Currently identified AIG, in Asheboro City Schools, for reading or math or both
- Scored at or above the 85th percentile on the third grade whole grade screening in either IOWA (reading or math) or CoGat (composite or subtest score)
- Scored at or above the 85th percentile on the 4th grade End of Grade (EOG) test in reading or math or both
- Parent or teacher referral (Must follow the ACS AIG guidelines for referring a student for AIG services)

*Students other than 5th graders may be included in the small group administration if they have received approval to test based on parent, student or teacher referral.

Group or Individualized Aptitude Test (> 90 th ile)	Individualized Achievement Test (> 90 th ile)	Additional Indicators of Gifted Performance, Motivation and Interest	Areas of Need for Differentiated Services
Partial Composite (Q & NV or Q & V) Composite	Math	Work samples, portfolios, checklists, rating scales	Math
Partial Composite (V & Q or V & NV) Composite	Reading	Work samples, portfolios, checklists, rating scales	Reading

*Service options are indicated by intensity of need

GROUP TESTS

Grade Level	ITBS		CogAT
3	Form K	Level 9	Level A
4	Form K	Level 10	Level B
5	Form K	Level 11	Level C
6	Form K	Level 12	Level D
7	Form K	Level 13	Level E
8	Form K	Level 14	Level F
9	None		Level G
10	None		Level H
11	None		Level I

No formal assessments are required for gifted program options at the high school.

**Asheboro City Schools
Personnel Transactions
June 9, 2016**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Burgess	Donna	NAMS	EC/Instructional Assistant	6/10/2016
Chaney	Kathryn	DLL	Art	6/10/2016
Clippinger	Tressa	AHS	EC/Instructional Assistant	5/23/2016
Gavin	Roberta	DLL	Media Specialist	6/10/2016
Jarrett	Susan	LP	Music	6/30/2016
Rice	Brad	CO	Assistant Superintendent of Support Services	6/30/2016

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Andrews	Chris	AHS	Social Studies	8/18/2016
Billups	Ian	CO	Summer Maintenance (Temporary)	5/13 - 8/19/2016
Brewer	Jordan	CO	Summer Maintenance (Temporary)	5/13 - 8/19/2016
Carrouth	Megan	AHS	English	8/18/2016
Little	Tracy	ECDC	Pre-K Itenerant	8/18/2016
Shipton	Jordan	NAMS	Agri-Science/BioTechnology	8/18/2016
Stone	Leslie	BAL	1st Grade	8/18/2016
Williams	Cody	CO	Summer Maintenance (Temporary)	5/13 - 8/19/2016
Wright	Brady	CO	Summer Maintenance (Temporary)	5/13 - 8/19/2016

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Lyons	Molly	NAMS to AHS	AIG Consultant to 9-12 English	8/18/2016

Asheboro City Schools
Personnel Transactions - Addendum
June 9, 2016

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Freemyer	Millie	BAL	Kindergarten	6/10/2016
Hardin	Sandy	CWM	Reading Specialist (PT)	6/10/2016
Mere	Cortney	SAMS	ELA	6/10/2016
Scott	Brianna	LP	Art	6/10/2016
Seabreeze	Zachary	AHS	Science	6/10/2016
Small	Stephanie	DLL	5th grade	6/10/2016
Williams	Marie	CO	Bus Driver	6/8/2016

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Badillo	Guadalupe	ECDC/DLL	Custodian	7/5/2016
Brasswell	Jane	AHS	Cross Country Non-Faculty Coach	7/31/2016
Collmar	Shelbi	AHS	English	8/18/2016
Diaz	Marco	CO	Summer Maintenance (temporary, PT)	6/6 - 8/19/2016
Hoogkamp	Brett	SAMS	Mathematics	8/18/2016
Martinez	Richard	AHS	Softball Non-Faculty Coach	7/31/2016
O'Neal	Andrea	TBD	Speech Language Pathologist	8/18/2016
Scott	Robert	AHS	Cross Country Non-Faculty Coach	7/31/2016

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Bernhart	Elizabeth	BAL	Instructional Facilitator to teacher	8/18/2016
Silva	Prisila	ECDC/DLL to DLL	Custodian	7/5/2016

D. ADMINISTRATIVE TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Dixon	Ron	TBD to SAMS	Princippal	6/27/2016
Domally	Nikki	SAMS to LP	Assistant Principal to Principal	7/1/2016
Saunders	Brian	SAMS to AHS	Principal	7/1/2016

***E. ADMINISTRATOR CONTRACTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Freemyer	Carla	CO	Executive Director Human Resources	7/1/2016 - 6/30/2020
Maerz	Drew	CO	Director of Testing and Accountability	7/1/2016 - 6/30/2020
Rich	Wendy	CO	Director of Elementary Education	7/1/2016 - 6/30/2020

***F. LEAVES OF ABSENCE**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Lassiter	Reginald	SAMS	Instructional Assistant/ISS	8/15 - 12/18/2016

**Asheboro City Schools
Certified Appointments
June 9, 2016**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Andrews, Christopher	Appalachian State University B: Mathematics/Social Studies B: Physical Education/Health Education	6-9 Social Studies 6-9 Mathematics K-12 PE

Mr. Chris Andrews is recommended as a Social Studies teacher at Asheboro High School for the 2016-2017 school year. Mr. Andrews interned with Cove Creek School in Vilas and at Hardin Park School in Boone, and completed his student teaching at South Asheboro Middle School this spring. He has a heart for youth and has been an active supporter of the Central Boys and Girls Club in Asheboro and Western Youth Network in Boone. As a Blue Comet alumnus, Mr. Andrews is excited to begin his teaching career in Asheboro City Schools and is eager to inspire the students at Asheboro High School. Welcome Mr. Andrews!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Carrouth, Megan	UNC Greensboro B: English Grades 9-12	English 9-12

Ms. Megan Carrouth is recommended to teach English at Asheboro High School for the 2016-2017 school year. Ms. Carrouth comes to us from Southeast High School in Guilford County where she has been a Reading Specialist and has taught English 9 since 2013. Ms. Carrouth has also served as a cheerleading coach and she is eager to get involved at Asheboro High School. We are pleased to welcome Ms. Carrouth and we look forward to her positive influence on the students and staff at Asheboro High School!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Little, Tracy	UNC Greensboro B: Birth Through Kindergarten English As A Second Language (K-12)	B-K ESL

Ms. Tracy Little is recommended as the Pre-K/EC Itinerant at ECDC for the 2016-2017 school year. Ms. Little previously taught in the ACS system from 2003-2014 serving students at CWM, BAL and ECDC before leaving the ACS system to join Randolph County Partnership for Children. Currently, Ms. Little is pursuing her M.Ed Educational Leadership, Policy and Advocacy in Early Childhood

from UNC Wilmington. We are pleased to welcome Ms. Little back to Asheboro City Schools and the Early Childhood Development Center. Welcome back Ms. Little!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Shipton, Jordan	NC State B: Agricultural Education	AgriScience/CTE

Ms. Jordan Shipton is recommended as the AgriScience/BioTech teacher at North Asheboro Middle School for the 2016-2017 school year. Ms. Shipton will be a first year teacher with Asheboro City Schools. Ms. Shipton interned at the Iredell Extension Office in Statesville and at the Rowan County Extension Office in Salisbury. She then completed her student teaching at Wake Forest High School in Wake Forest, NC. Ms. Shipton is eager to join our District and to begin making a positive impact on the students at North Asheboro Middle School. Welcome Ms. Shipton!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Stone, Leslie	UNC Charlotte B: Elementary Education Gardner-Webb University M: C&I Elementary Education	Elementary

Ms. Leslie Stone is recommended as a First Grade Teacher at Balfour Elementary for the 2016-2017 school year. Ms. Stone comes to us as a second year teacher from Wolf Meadow Elementary School, Concord, NC where she has taught first grade for the 2015-2016 school year. Ms. Stone completed her K-12 education in the Asheboro City Schools and she is looking forward to returning here to teach. She is eager to become a member of the Balfour Bulldogs and be a positive impact on the students there. We are very pleased to welcome Ms. Stone to Asheboro City Schools!

Asheboro City Schools
Certified Appointments - Addendum
June 9, 2016

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Collmar, Shelbi	East Carolina University B: Psychology, English M: Secondary English Education	9-12 English

Ms. Shelbi Collmar is recommended as an English teacher at Asheboro High School for the 2016-2017 school year. Ms. Collmar will be a first year teacher at Asheboro City Schools. Ms. Collmar served as a Secondary English Intern at DH Conley High School in Pitt County, and comes highly recommended by her university supervisor and cooperating teacher who both agree that she is highly motivated, hard-working, thoughtful and dedicated to making a difference in the lives of the students she teaches. We are very pleased to welcome Ms. Collmar to Asheboro City Schools!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Hoogkamp, Brett	Southern Wesley University B: Business Administration Elizabeth City University Teacher Certification	6-9 Mathematics 6-9 Social Studies Physical Education

Mr. Brett Hoogkamp is recommended as a math teacher at South Asheboro Middle School. Mr. Hoogkamp comes to us from Randleman High School where he has taught and coached since 2012. Mr. Hoogkamp is not only passionate about teaching, but also coaching, and will be serving as head baseball coach at Asheboro High School for the 2016-17 season. Mr. Hoogkamp's goals include motivating and instructing students/athletes in whatever position he holds. We are looking forward to having Mr. Hoogkamp on staff with Asheboro City Schools and to see the positive impact he will have on our students and athletes. Welcome Mr. Hoogkamp!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
O'Neal, Andrea	Salem College B: History & English Appalachian State University M: Speech-Language Pathology	Speech Language Pathology

Ms. Andrea O'Neal is recommended as the Speech Pathologist for Donna Lee Loflin Elementary School and North Asheboro Middle School. She previously served as the Speech Pathologist at Balfour Elementary School from 2011-2015 before leaving to work at Whitnel Elementary School in Lenoir. Ms. O'Neal was a valued team member at Asheboro City Schools in previous years and we are very pleased to welcome her back. With Ms. O'Neal's experience, dedication and familiarity with Asheboro City Schools, we expect this to be a smooth transition. Welcome back to your ACS home Ms. O'Neal!

RECEIVED JUN 06 2016

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

Group Making Request: student council School: SAMS & AHS

Destination: Mars Hill University Date of Trip: July 11-15, 2016

Number of Students Involved: 7 Percent of Total Group: 10%

Reasons for Students Not Attending: prior summer commitment, registration limit

Transportation Method: Activity Bus Charter Bus Private Automobile Other (_____)

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

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

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

Departure Time: 8:00 am Return Time: 4:00 pm Round Trip Miles (estimated): 400

Estimated Cost to the Student: \$325 7/11 7/15 NC Association of student council

Purpose(s) of the Field Trip: 5 day leadership retreat & workshop. Helps students develop & hone leadership skills to bring back to home schools plan & develop events for students & staff.

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

Carolyn Macaulay (SAMS)
Katie McCain (AHS)

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

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

emacaulay Sponsor (Group Responsible for Paying for the Trip) 6/6/16 Date

Approved: [Signature] Principal 6/6/16 Date

Approved: [Signature] Superintendent or Designee 6/7/16 Date

Transportation Scheduled: _____ Transportation Supervisor _____ Date _____

Special Comments/ Response: _____

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

Group Making Request: Student Council School: Asheboro High School
Destination: Mars Hill University Date of Trip: July 11-15
Number of Students Involved: 6 Percent of Total Group: 86%

Reasons for Students Not Attending: _____

Transportation Method: Activity Bus Bus Charter Automobile Private Other (_____)

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

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

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

Departure Time: 11:00 AM Return Time: 2:00 PM Round Trip Miles (estimated): 408 miles

Estimated Cost to the Student: \$325

Purpose(s) of the Field Trip: 57th annual NCASC Summer Leadership Workshop at Mars Hill University

Students learn and develop personal leadership skills and group skills

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

Katie Bunch and Carolyn Macaulay

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

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

Kateland B.L. - Student Council 5-23-16
Sponsor (Group Responsible for Paying for the Trip) Date

Approved: [Signature] 6-3-16
Principal Date

Approved: [Signature] 4/7/16
Superintendent or Designee Date

Transportation Scheduled: _____
Transportation Supervisor Date

Special Comments/ Response: _____

Safe schools are critical to creating a learning environment in which students can succeed. Staff and students share the responsibility for taking reasonable precautions and following established safety measures to create and maintain safe schools. The following safety measures must be implemented at each school.

A. SUPERVISION OF STUDENTS

Students must be reasonably supervised while in the care and custody of the school system. This supervision must occur throughout school hours, including during class, between classes, on the playground, and during recess or lunch periods; during authorized school field trips; and on school buses. Reasonable precautions should be taken to protect the safety of students on school grounds and on buses before, during and after school.

Students who are subject to policy 4260, Student Sex Offenders, and are receiving educational services on school property must be supervised by school personnel at all times.

B. SUPERVISION OF VISITORS

School administrators shall strictly enforce policies 5015, School Volunteers, and 5020, Visitors to the Schools.

C. SAFETY OF SCHOOL BUILDINGS AND GROUNDS

The superintendent and each building principal shall comply with all duties set out for their respective positions in G.S. 115C-288(d) and G.S. 115C-525 to minimize fire hazards. The principal is required to inspect school buildings, playgrounds, and equipment for health, fire, and safety hazards on a regular basis, as required by law, and to notify the superintendent immediately of unsanitary conditions or repairs needed to meet safety standards.

Any employee who observes any potential hazards must notify the principal or the employee's supervisor immediately.

All warning systems must meet building and equipment codes required by law and must be properly maintained. When necessary, proper signs indicating potential hazards or recommended safety precautions must be posted.

D. ESTABLISHING PROCESSES TO ADDRESS POTENTIAL SAFETY CONCERNS AND EMERGENCIES**1. Responding to Student Altercations and Other Threats to Safety**

All school system employees have a duty to be alert at all times to situations that

may pose a threat to the safety of students, employees, or visitors on school property, at school events, or in other situations in which the students are under the authority of school employees. Even an employee who does not have responsibility for supervising students is expected to make an immediate report if the employee observes or has reason to suspect that a situation poses a threat to safety and no administrator, teacher, or other supervisory employee is present and aware of the potential threat.

Teachers, teacher assistants, coaches, and other employees with responsibility for supervising students will use appropriate student behavior management techniques to maintain order and discipline on school property, at school events, and anywhere that students are under the employees' authority. Such employees must enforce the Code of Student Conduct and address student behavior in accordance with the school plan for management of student behavior (see policy 4302, School Plan for Management of Student Behavior).

When employees with responsibility for supervising students have personal knowledge or actual notice of a student altercation or other situation that poses an immediate threat to safety, they shall use their professional judgement to determine how best to address the situation to protect the safety of everyone in the vicinity. Emergency procedures identified in a student's Behavior Intervention Plan shall be followed to the maximum extent possible under the circumstances. For minor threats or altercations or altercations involving young children, the employee shall intervene directly to end the fight or address the safety threat if the employee can do so safely. An employee who encounters a situation that cannot be managed safely and effectively by that employee immediately shall request assistance from other employees or administrative staff and shall take steps to remove bystanders from the area. Only the degree of force or physical control reasonably necessary shall be used to re-establish a safe environment.

Employees should take further action as appropriate in accordance with any response protocols established by the principal or superintendent. All employees are responsible for knowing and following such protocols to the fullest extent reasonable under the circumstances at the time.

2. School Rules

The principal or designee shall develop rules to help prevent accidents in school buildings, on school buses, and on school grounds.

3. Training for Staff and Students

Staff training must include detailed instruction on how to respond to a variety of emergency situations. In addition, staff should be able to recognize and respond to behavior, information, and related indicators that warn of impending problems.

School personnel must teach and review with students (1) safety procedures, including fire safety procedures; (2) precautions for handling chemicals or potentially dangerous equipment; and (3) appropriate responses to threats to school safety.

4. Safety Equipment

School employees shall provide students with safety equipment as required by law and shall enforce school rules pertaining to wearing safety equipment. School employees shall wear and use appropriate safety equipment as required for the safe performance of their specific job assignments.

5. Planning for Emergencies and Conducting Fire Drills and Other Emergency Drills

The board, in coordination with local law enforcement and emergency management agencies, will adopt a school risk management plan relating to incidents of school violence for each school in the school system. The superintendent must provide the Department of Public Safety's Division of Emergency Management (Division) with emergency response information it requests for the school risk management plan and updated emergency response information when such updates are made. The superintendent must also provide the Division and local law enforcement schematic diagrams, including digital schematic diagrams, of all school facilities and updates of the schematic diagrams when the school system makes substantial facility modifications, such as the addition of new facilities or modifications to doors or windows. Schematic diagrams must meet any standards established by the Department of Public Instruction for the preparation and content of the diagrams. In addition, the superintendent shall provide local law enforcement with (1) either keys to the main entrance of all school buildings or emergency access to key storage devices for all school buildings and (2) updated access to school buildings when changes are made to the locks of the main entrances or to the key storage devices.

At least one school-wide tabletop exercise and drill that meets the requirements of state law and is based on the procedures documented in the school risk management plan will be held annually at each school. Principals shall also conduct fire drills as required by law.

6. Reporting Suspicious Behavior

Students should notify any staff member of any acts of violence, harassment, or bullying or any other unusual or suspicious behavior that may endanger safety. Ongoing student education efforts will aim at minimizing any fear, peer pressure, embarrassment, or other impediments to students reporting potential problems.

Maintaining a safe school environment that is conducive to learning requires staff to be proactive in dealing with violence, harassment, and bullying. Staff members must report immediately to the principal any information regarding unusual or suspicious behavior or acts of violence, harassment, or bullying.

Every principal is required to investigate and act upon any report of such behavior, including, when appropriate, reporting criminal activities to law enforcement, the State Board, and the superintendent or designee (see policies 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying, 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure, and 4335, Criminal Behavior).

7. Potential Threats of Registered Sex Offenders

The principal of each school shall register with the North Carolina Sex Offender and Public Protection Registry to receive e-mail notification when a registered sex offender moves within a one-mile radius of the school.

8. Student Behavior Standards

Students are expected to meet behavior standards set forth in board policies.

Legal References: G.S. 14-208.18; 115C-36, -47, -81.4, -105.49, -105.53, -105.54, -166, -288, -289.1, -307, -390.3, -391.1, -521, -524, -525; State Board of Education Policies HRS-A-000, TCS-P-005

Cross References: Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), School Improvement Plan (policy 3430), Student Sex Offenders (policy 4260), Student Behavior policies (4300 series), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Weapons and Explosives Prohibited (policy 5027/7275), Public Records – Retention, Release, and Disposition (policy 5070/7350), Relationship with Law Enforcement (policy 5120), Occupational Exposure to Hazardous Chemicals in Science Laboratories (policy 7265), Staff Responsibilities (policy 7300), Security of Facilities (policy 9220)

Other Resources: *Practical Information on Crisis Planning: A Guide for Schools and Communities*, U.S. Department of Education Office of Safe and Drug-Free Schools (January 2007), available at <http://www2.ed.gov/admins/lead/safety/crisisplanning.html>

Adopted: July 14, 2011

Revised: June 13, 2013; April 10, 2014; May 14, 2015

PROHIBITION AGAINST RETALIATION

Policy Code: **1760/7280**

Board members and employees are expected to be honest and ethical in the performance of their duties and to comply with applicable federal, state, and local laws, policies, and regulations. The board encourages employees to report possible financial improprieties, ethical violations, and other illegal practices and intends that employees who report such matters in good faith will not be subject to retaliation or other adverse employment consequences.

If an employee reasonably believes that (1) there has been a violation of federal, state, or local law, policy, or regulation, public policy, or an individual's ethical duties and (2) the violation is due to a practice, policy, act, or omission of the board of education, an individual board member, a school system employee, or an entity/person with whom the school system has a business relationship, the employee should report that matter in accordance with policy 1750/7220, Grievance Procedure for Employees, or policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure. Any complaint alleging a violation by the superintendent or the board should be filed with the board chair for investigation. The board chair will report the complaint to the board, and the board will authorize a prompt and thorough investigation or other action as necessary.

The board prohibits and will not tolerate any form of reprisal, retaliation or discrimination against any employee who (1) in good faith, has made or intends to make a report of wrongdoing described in this policy; or (2) has refused to carry out a directive which may constitute a violation of federal, state, or local law, policy, or regulation, or poses a substantial or specific danger to public health and safety.

To be protected by this policy, employees who report violations or suspected violations must be acting in good faith based on a reasonable belief that the reported information represents an unlawful activity, policy, or practice. The protection extends to those whose allegations are made in good faith but prove to be mistaken. The board reserves the right to discipline employees who know or have reason to believe that the report is inaccurate. Further, except as otherwise required by law, the provisions of this policy apply only to those situations in which an employee brings the alleged unlawful activity, policy or practice to the attention of school officials or the board and provides school officials or the board with a reasonable opportunity to investigate and correct the alleged unlawful activity. If necessary, school officials or the board may specify reasonable steps to protect the complaining employee from retaliation.

Each employee will receive a copy of this policy and sign a statement verifying his or her receipt and understanding of this policy.

Legal References: Sarbanes-Oxley Act, 18 U.S.C. 1513(e); G.S. 115C-335.5; 126-5(c5), -84, -85, -86, -87, -88

Cross References: Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Grievance Procedure for Employees (policy 1750/7220), Code of Ethics for School Board Members (policy 2120), Board Member Conflict of Interest (policy 2121), Ethics and the Purchasing Function (policy 6401), Staff Responsibilities (policy 7300), Employee

Conflict of Interest (policy 7730)

Adopted: October 9, 2008

Revised: July 12, 2012

School trips designed to stimulate student interest and inquiry may be appropriate classroom extensions and may enhance learning in the classroom. School trips may help meet educational goals and objectives by connecting learning with experiences outside of the classroom environment.

All eligible students will be given an opportunity to participate in school trips. No student will be denied participation because of economic hardship or because the student has a disability.

A. AUTHORIZATION OF SCHOOL TRIPS

A school trip occurs when a student or group of students leaves a school campus under the sponsorship of the school and under the supervision of school employees to extend the educational experiences of that student or group. This includes such trips taken by extracurricular groups but does not include trips by athletic teams to participate in athletic events or competitions that are part of the team's regular season or playoffs. The principal must approve all school trips in advance. School trips that involve travel out of state and/or an overnight stay must also receive prior approval from the superintendent or designee and the board. School trips that require travel outside of the continental United States are prohibited.

To be approved, a school trip must:

- (1) provide an effective method for accomplishing curriculum objectives;
- (2) be consistent with the educational goals of the board; and
- (3) keep to a minimum any disruptions of other educational programs and/or loss of instructional time.

The superintendent shall develop procedures for the request and approval of school trips.

B. PARENTAL NOTICE AND CONSENT

All students who participate in a school trip must provide signed parental consent forms to participate, unless a student is officially emancipated, in which case the student can consent on his or her own behalf. A student who fails to provide a signed consent form may be denied participation in the trip. No student's grade may be lowered or raised based on parental consent to participate in the school trip. The superintendent or designee shall develop procedures to ensure parents are given proper notice of trip details and that parents provide signed authorization and consent regarding their child's participation and care during the trip.

C. COSTS

Pursuant to policy 4600, Student Fees, and any corresponding fee waiver or reduction procedures, any fees imposed for school trips will be waived or reduced for students who demonstrate real economic hardship. The superintendent shall establish procedures to review requests for fee waivers or reductions and to notify students and parents of the availability of and the process for requesting a waiver or reduction of fees.

D. STUDENT SAFETY AND DISCIPLINE

Policy 1510/4200/7270, School Safety, applies to all students, school employees, and volunteers while they are taking part in school trips. Students are also subject to the student behavior policies in the 4300 series, the Code of Student Conduct, and all school rules while participating in a school trip. The superintendent shall develop any additional regulations necessary to ensure student safety, provide adequate supervision, and clarify student behavior standards.

E. TRANSPORTATION AND OTHER ACCOMMODATIONS

Policy 6320, Use of Student Transportation Services, applies to the use of vehicles for all school trips. Policy 6315, Drivers, applies to all drivers of school buses and activity buses but does not apply to drivers of charter buses who are not subject to school board authority, aside from any agreed upon provisions in the contract with the charter company.

Any contracts with outside companies to provide transportation, lodging, or other accommodations related to a school trip must be approved in accordance with policy 6420, Contracts with the Board.

The superintendent or designee shall develop any necessary additional regulations governing transportation on school trips.

F. CHAPERONES AND VOLUNTEERS

All chaperones and volunteers accompanying students on school trips must meet the standards established by policy 5015, School Volunteers. The superintendent or designee shall develop any necessary additional regulations governing chaperones and volunteers on school trips.

G. NON-SCHOOL SPONSORED TRIPS

A non-school sponsored trip is a trip or tour organized and sponsored by (1) an individual teacher or group of teachers acting as private citizens and not as school employees, (2) a travel agency, or (3) any other individual or association not employed by, sponsored by, or under contract with the board. The board and the school system assume no responsibility or liability for non-school sponsored trips.

Non-school sponsored trips may be promoted or advertised in the schools only in accordance with policy 5240, Advertising in the Schools. Promotional materials may be displayed or distributed in the schools only in accordance with policy 5210, Distribution and Display of Non-School Material. All promotional materials for non-school sponsored trips must prominently state that the trip is not sponsored or endorsed by the school or school system. Moreover, any employee who sponsors or recruits students for a non-school sponsored trip shall notify the students and their parents or guardians that the trip is not sponsored or endorsed by the school or school system and shall obtain a signed acknowledgement from each parent that the trip is not school-sponsored.

School employees shall not engage in any planning or administrative tasks associated with a non-school sponsored trip during the employee workday. School employees who want to use school facilities to hold a meeting concerning a non-school sponsored trip must follow the process set forth in policy 5030, Community Use of Facilities, and any corresponding regulations. School employees must use eligible leave for any time missed from work during a non-school sponsored trip.

School employees are prohibited from participating in non-school sponsored trips that conflict with instructional school days or are scheduled fewer than 10 school days prior to final exams or other state-mandated assessments.

Students will not be required to participate in any non-school sponsored trip. Students are discouraged from participating in non-school sponsored trips that conflict with instructional school days or are scheduled fewer than 10 school days prior to final exams or other state-mandated assessments. Absences for non-school sponsored trips will be designated as excused or unexcused in accordance with policy 4400, Attendance.

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

Cross References: School Safety (policy 1510/4200/7270), Goals and Objectives of the Educational Program (policy 3000), Student Behavior Policies (4300 series), Attendance (policy 4400), Student Fees (policy 4600), School Volunteers (policy 5015), Community Use of Facilities (policy 5030), Distribution and Display of Non-School Material (policy 5210), Advertising in the Schools (policy 5240), Use of Student Transportation Services (policy 6320), Contracts with the Board (policy 6420)

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

Revised: September 12, 2002, February 10, 2005, October 9, 2014, July 9, 2015

Administrative Procedure: Yes

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 GCS-J-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 use individual growth plans as required in policy 3405, Students at Risk of Academic Failure, to address the needs of students who are not making adequate academic progress.

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

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

- a. K-5 Portfolio, including writing samples

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

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

2. Grades 3-5

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

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

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

3. Grades 6-8

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

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

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

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

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

The End of Course (EOC), End of Grade (EOG) and North Carolina Final Exam results shall count as twenty percent (20%) of a student's final grade in each middle school course for which such a test is administered. To earn high school credit for a course with an EOC assessment, in grades 6 through 8, a student must demonstrate College and Career Readiness by performing at achievement level 4 or 5. Students not demonstrating College and Career Readiness, performing below achievement level 4, shall retake the course. 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.

5. High School End of Course Tests

The End of Course (EOC) assessment, North Carolina Final Exam and vocational post assessment results shall count as twenty percent (20%) of a student's final grade in each high school course for which such a test is administered. This requirement does not apply for students following the Future Ready Occupational Course of Study (State Board of Education Policy GCS-C-003). All other high school courses are also required to administer a final exam which shall count as twenty percent (20%) of a student's final grade.

6. Diploma Standards

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

D. INTERVENTION FOR STUDENTS UNLIKELY TO MEET PROMOTION STANDARDS

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

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

1. Intervention Plans

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

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

2. Intervention Strategies

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

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

E. REVIEW OF STUDENT PROMOTION STANDARDS

1. Previous retentions

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

2. Review Process

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

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

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

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

F. APPEALS OF PROMOTION DECISIONS

1. Appeal to the Superintendent

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

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

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

2. Appeal to the Board of Education

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

G. 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.

H. 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.

I. 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 middle school may earn credit by demonstrated mastery for high school courses offered in middle school. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the State Board of Education and any additional standards established by the superintendent.

J. REPEATING A COURSE FOR CREDIT

1. Repeating a Previously Failed Course

As provided in State Board of Education policy GCS-M-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. Beginning with the 2015-16 school year, 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.

K. 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).

L. 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.

M. 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.

N. 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, -83.7, -83.8, -83.9, 83.10, -105.21, -174.11, -288(a), -407.5; State Board of Education Policy GCS-J-002, GCS-C-031, GCS-M-001

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and Objectives of the Educational Program (policy 3000), Concurrent Enrollment and Other Curriculum Expansions (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), Students At Risk of Academic Failure (Policy 3405), Assignment to Classes (policy 4155), Fiscal Management Standards (policy 8300)

Other Resources: *Guidelines for Testing Students Identified as Limited English Proficient*, N.C. Department of Public 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

Updated: August 8, 2013, January 9, 2014, October 9, 2014, March 12, 2015

EXTRACURRICULAR ACTIVITIES AND STUDENT ORGANIZATIONS

Policy Code:

3620

The board recognizes the value of interscholastic athletics and extracurricular activities in promoting leadership and team skills, practicing democratic principles, and encouraging the lifelong learning process. Students are encouraged to participate in opportunities available at the school, including interscholastic athletics and student organizations. All activities are open to all students attending that school unless a restriction is justified and has been approved by the principal. The principal shall ensure that students and parents are notified of the various opportunities for participation in extracurricular activities. The principal shall establish any rules necessary for school- and student-initiated extracurricular activities.

A. EXTRACURRICULAR ACTIVITY REQUIREMENTS

Participation in extracurricular activities, including student organizations and interscholastic athletics, is a privilege, not a right, and may be reserved for students in good academic standing who meet behavior standards established by the board and the school. Participation in extracurricular activities may be restricted if a student (1) is not performing at grade level as provided in policy 3400, Evaluation of Student Progress; (2) has exceeded the number of absences allowed by policy 4400, Attendance; (3) has violated the student conduct standards found in the 4300 series of policies; or (4) has violated school rules for conduct or (5) has not passed the required physical examination. In addition, in order to be eligible for interscholastic athletics participation, students must have been in daily attendance 85 percent of the previous semester and must meet all eligibility standards of the North Carolina High School Athletic Association, the North Carolina Department of Public Instruction, and any locally established requirements for interscholastic athletics participation.

School administrators choosing to exercise the authority to restrict participation based upon any of the reasons provided in the previous paragraph shall provide this policy and any additional rules developed by the superintendent or the principal to all parents or guardians and students. The grievance procedure provided in policy 1740/4010, Student and Parent Grievance Procedure, may be utilized by parents or students who believe that a student has been aggrieved by a decision made pursuant to this policy.

B. SPECIAL CIRCUMSTANCES

1. Extracurricular activities may be used as a component of an at-risk student's intervention plan. The intervention plan may include providing for or restricting the student's participation in extracurricular activities. If the plan restricts the student's participation, the plan must include other intervention strategies designed to improve student performance.
2. Students with disabilities must be accorded the legal rights required by federal and state law.

3. School administrators shall facilitate the inclusion and participation of transitioning military children in extracurricular activities, to the extent they are otherwise qualified, by:
 - a. providing information about extracurricular activities to transitioning military children; and
 - b. waiving application deadlines.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12132, 28 C.F.R. pt. 35; Equal Access Act, 20 U.S.C. 4071-4074; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 115C art. 9, 115C-47(4), -391, -407.5; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy GCS-D-000; N.C. High School Athletic Association Handbook; Middle/Junior High School Athletic Manual, available at <http://www.ncpublicschools.org/curriculum/healthfulliving/athletics/>

Cross References: Parental Involvement (policy 1310/4002), Student and Parent Grievance Procedure (policy 1740/4010), Evaluation of Student Progress (policy 3400), Student Promotion and Accountability (policy 3420), School Improvement Plan (policy 3430), Children of Military Families (policy 4050), Student Behavior Policies (4300 series), Attendance (policy 4400), Community Use of Facilities (policy 5030)

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

Revised: February 12, 2009, July 9, 2015

The board of education requires all students to meet the eligibility requirements for school admission established by the State and the board, including immunization. The school will maintain on file immunization and health assessment records for all students, and these records may be inspected by officials of the county or state health departments in accordance with state and federal law. Each school principal shall file required reports with the Department of Health and Human Services and the Department of Public Instruction.

A. IMMUNIZATION

1. Requirements for Initial Entry

Within 30 calendar days of his or her first day of attendance in the school system, each student must show evidence of age-appropriate vaccination in accordance with state law and regulation, including the following vaccines as applicable:

- a. DTaP (diphtheria, tetanus, and pertussis);
- b. poliomyelitis (polio);
- c. measles (rubeola);
- d. rubella (German measles);
- e. mumps;
- f. Haemophilus influenzae, type b (Hib);
- g. hepatitis B;
- h. varicella (chickenpox); and
- i. any other vaccine as may be required by law or regulation.

The current required vaccination schedule is available from the N.C. Immunization Branch online at <http://www.immunize.nc.gov/>.

2. Additional Requirements

All students entering seventh grade or who have reached age 12, whichever comes first, are required to receive the following:

- a. a booster dose of Tdap (tetanus, diphtheria, and pertussis vaccine), if they have not previously received it; and
 - b. the meningococcal conjugate vaccine (MCV).
3. Certificate of Immunization
- a. Evidence of immunizations must be shown in the form of a certificate furnished by a licensed physician or by the health department. A student who received immunizations in a state other than North Carolina must present an official certificate that meets the immunizations requirements of G.S. 130A-154(b).
 - b. Principals are required to refuse admittance to any child whose parent or guardian does not present a medical certification of proper immunizations within the allotted time. If, following approved medical practice, the administration of a vaccine requires more than 30 calendar days to complete, upon certification of this fact by a physician, additional days may be allowed in order to obtain the required immunizations.
 - c. Exceptions to the immunization requirements will be made only for religious reasons or for medical reasons approved by a physician pursuant to state law and regulation.

B. HEALTH ASSESSMENT/VISION SCREENING

Within 30 calendar days of the first day of school entry, all kindergarten students and, beginning with the 2016-17 school year, all students entering public schools for the first time, regardless of grade level, must furnish to the principal a form that meets the requirements of state law indicating that the student has received a health assessment pursuant to G.S. 130A-440. A student who fails to meet this requirement will not be permitted to attend school until the required health assessment form has been presented. Such absences will not be considered suspensions, and the student will be given an opportunity to make up work missed during the absence as described below. The principal or designee shall, at the time of enrollment, notify the parent, guardian, or person standing in loco parentis that the completed health assessment form is needed on or before the child's first day of attendance. The date the student's health assessment form is received will be recorded in the student's official record, and the form will be maintained on file in the school.

The assessment must include a medical history and physical examination with screening for vision and hearing and, if appropriate, testing for anemia and tuberculosis. The health assessment must be conducted no more than 12 months prior to the date of school entry. Exceptions to the health assessment requirement will be made only for religious reasons.

Vision screening must comply with the vision screening standards adopted by the former Governor's Commission on Early Childhood Vision Care. Within 180 days of the start of the school year, the parent of the child must present to the principal or his or her designee certification that within the past 12 months, the child has obtained a comprehensive eye examination performed by an ophthalmologist or optometrist or has obtained a vision screening conducted by a licensed physician, an optometrist, a physician assistant, a nurse practitioner, a registered nurse, an orthoptist, or a vision screener certified by Prevent Blindness North Carolina.

Children who receive and fail to pass the required vision screening must obtain a comprehensive eye exam conducted by a duly licensed optometrist or ophthalmologist. The provider of the exam shall present to the parent a signed transmittal form, which the parent must submit to the school. If a member of the school staff has reason to believe that a child enrolled in kindergarten through third grade is having problems with vision, the staff member may recommend to the child's parent that the child have a comprehensive eye examination.

No child will be excluded from attending school for a parent's failure to obtain a comprehensive eye exam. If a parent fails or refuses to obtain a comprehensive eye exam or to provide the certification of a comprehensive eye exam, school officials shall send a written reminder to the parent of required eye exams.

Upon request, the teacher(s) of a student subject to an absence from school for failure to provide the health assessment form required by this section shall provide to the student all missed assignments, and to the extent practicable, the materials distributed to students in connection with the assignments. The principal or designee shall arrange for the student to take home textbooks and school-furnished digital devices for the duration of the absence and shall permit the student to take any quarterly, semester, or grading period examinations missed during the absence period.

C. HOMELESS STUDENTS

Notwithstanding the provisions of this policy, admissions for homeless students shall not be prohibited or delayed due to the student's inability to provide documentation of immunizations or health assessments. The homeless liaison shall work with the student, parent/guardian, school personnel or other agencies to obtain documentation of immunization and/or the health assessment or to arrange for such immunizations and/or

assessments in a timely manner.

D. CHILDREN OF MILITARY FAMILIES

The board acknowledges that immunization requirements for newly enrolling military children are governed by the Interstate Compact on Educational Opportunity for Military Children. Children of military families, as defined in policy 4050, Children of Military Families, will have 30 days from the date of enrollment or within such time as reasonably determined by the rules of the Interstate Commission to obtain any required immunization. For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the Interstate Commission.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 *et seq.*; G.S. 115C-390.2, -407.5; 130A-152 to -157, -440 to -443; 143B-216.75; 10A N.C.A.C. 41A .0401

Cross References: Children of Military Families (policy 4050), Homeless Students (policy 4125), Attendance (policy 4400)

Other References: N.C. Immunization Branch, available at <http://www.immunize.nc.gov/>

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

Updated: May 11, 2000, January 10, 2008, May 10, 2012, October 8, 2015

Unless provided otherwise in this policy, tuition will be charged to students admitted under policy 4130, Discretionary Admission, if the students (1) are not domiciled in the State or (2) are domiciled in the State and residing outside of the school system boundaries. Tuition will not exceed the local per pupil allocation for current expense as provided by the board of commissioners from the preceding year.

Tuition may be prorated or waived if a student meets one of the following criteria:

1. the student is admitted to the school system pursuant to an agreement between this board and another board of education, and the agreement specifies that the payment of tuition by the student will not be required;:-
2. the student resides on a military base within North Carolina;
3. the student demonstrates extraordinary financial hardship;
4. the student is a nonresident whose parents will move into the school administrative unit on or before December 1, and the student is approved for assignment at the beginning of the school year to the school serving the student's future domicile. Payment of tuition will be pro-rated according to the number of days these students are assigned to the school district's schools prior to the domicile change;
5. the student was domiciled within the school administrative unit at the beginning of the school year and remains enrolled in the school system for the duration of the school year after moving into another school administrative unit during the school year will be eligible for continued enrollment during the school year with the payment of tuition being pro-rated after the change in domicile; and
6. the student's parent(s) are employed by the school system.

In addition, no tuition will be charged to:

1. students residing on military bases within North Carolina where federal funds designed to compensate for the impact on public schools of military dependent students are provided to the school system in an amount not less than 50 percent of the total per capita cost for education, exclusive of capital outlay and debt service;; or
2. students who are domiciliaries of the State and who reside within the school administrative unit. However, the board may enter an agreement with the board of education of the student's domicile for payment of tuition by that board.

Legal References: G.S. 115C-366, -366.1

Cross References: Discretionary Admission (policy 4130)

Adopted: July 11, 2013

The board recognizes that concussions and other head injuries may be serious and potentially life threatening and that such injuries may result in serious consequences later in life if managed improperly. The board is committed to practices that reduce the potential for short-term or long-term effects from such injuries. In support of this commitment, the board directs school employees to comply with the concussion safety requirements for interscholastic athletic competition established by G.S. 115C-12(23) as amended in the Gfeller-Waller Concussion Awareness Act of 2011, and to implement and follow all concussion safety requirements set forth in State Board of Education rules and policies. The superintendent or designee shall develop plans consistent with state requirements and shall implement and monitor compliance with this policy. The superintendent is authorized to investigate the use of baseline testing for student-athletes and require that student-athletes undergo such testing prior to their participation in any interscholastic athletic competition.

A. DEFINITION OF CONCUSSION

A concussion is a traumatic brain injury caused by a direct or indirect impact to the head that results in disruption of normal brain function, which may or may not result in a loss of consciousness.

B. SCHOOL HEAD INJURY INFORMATION SHEET

Each year, all coaches, school nurses, athletic directors, first responders, volunteers, student-athletes, and parents of student-athletes must be provided with a concussion and head injury information sheet that meets the requirements of the State Board. Before any student, school employee, volunteer, or first responder will be allowed to participate in interscholastic athletic activities, including tryouts, practices, or competitions, he or she must sign the head injury information sheet and return it to the coach. Parents also must sign the sheet and return it to the coach before their children may participate in any interscholastic athletic activity. The principal of each school shall ensure that a complete and accurate record of the returned signed sheets is maintained in accordance with law and State Board policy.

C. REMOVAL FROM AND RETURN TO PLAY

Any student-athlete who is exhibiting signs or symptoms consistent with a concussion must be removed from athletic activity immediately. Further, the student-athlete must not be allowed to return to play or practice that day or on any subsequent day until he or she has been evaluated and has received written clearance for participation that complies with the requirements of G.S. 115C-12(23) and any other applicable law or State Board policy.

D. RETURN TO LEARNING

The superintendent or designee shall develop a plan that meets all the requirements of the

State Board of Education for addressing the needs of students in grades pre-K through 12 who suffer concussions. The superintendent or designee shall also arrange for information and professional development to be provided annually to all teachers and other school personnel on return-to-learn issues and other concerns related to concussion and brain injuries. Parents and students must be offered the opportunity annually to provide information related to any head injury or concussion the student may have incurred during the past year on the health history and emergency medical information update form.

E. EMERGENCY ACTION PLANS

Each principal or designee shall develop a venue-specific emergency action plan to respond to serious medical injuries and acute medical conditions in which the condition of the injured student may deteriorate rapidly. All such plans must include a delineation of roles, methods of communication, available emergency equipment, and a plan for emergency transport. The plans must be (1) in writing, (2) reviewed by an athletic trainer who is licensed in North Carolina, (3) approved by the principal if developed by a designee, (4) distributed, posted, reviewed, and rehearsed in accordance with G.S. 115C-12(23), and (5) compliant with any other requirements of state law and State Board policy.

F. ATHLETIC TRAINERS AND FIRST RESPONDERS

Each high school principal shall designate at least one licensed athletic trainer or first responder who meets the requirements of state law and State Board of Education policy. The principal shall monitor each athletic trainer's or first responder's compliance with the duties assigned to the position by the State Board and any additional duties assigned by the superintendent or designee, including, but not limited to, attendance at football games and practices and compliance with all applicable training and certification requirements. To the extent funding and resources are available, the superintendent shall work toward having a licensed athletic trainer or first responder available for all school practices and games of all high school and middle school sports.

G. RECORD KEEPING

The superintendent shall require each principal to maintain complete and accurate records of actions taken in his or her school to comply with this policy and applicable legal authority. Records shall include accounts of any education or training as may be required by law or State Board of Education policy.

The superintendent's annual report to the board on compliance with laws and policies related to student wellness shall include a report on the system's compliance with laws and policies related to concussions and head injuries. (See Section G of policy 6140, Student Wellness.)

Legal References: G.S. 115C-12(23); S.L. 2011- 147; Article 34 Chapter 90; State Board of

Education policies HRS-D-000 and HRS-D-003

Cross References: Student Wellness (policy 6140)

Other Resources: Matthew Gfeller Sport-Related TBI Research Center at UNC website http://tbicenter.unc.edu/MAG_Center/Home.html; *Report to the North Carolina General Assembly: Study of Sports Injuries at Middle School and High School Levels*, N.C. Department of Public Instruction (2011), available at <http://www.ncleg.net/documentsites/committees/JLEOC/Reports%20Received/Archives/2011%20Reports%20Received/Study%20of%20Sports%20Injuries%20at%20Middle%20and%20High%20School%20Levels.pdf>

Adopted: December 8, 2011

Updated: April 10, 2014

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

A. PROHIBITED BEHAVIOR

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

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

B. CONSEQUENCES

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

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

C. SERVICES FOR STUDENTS

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

D. NOTICE

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

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

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

Adopted: October 13, 2011

WEAPONS, BOMB THREATS, TERRORIST THREATS, AND CLEAR THREATS TO SAFETY

Policy Code:

4333

The board will not tolerate the presence of weapons or destructive devices, bomb or terrorist threats, or actions that constitute a clear threat to the safety of students or employees. Any student who violates this policy will be removed from the classroom or school environment for as long as is necessary to provide a safe and orderly environment for learning.

A. PROHIBITED BEHAVIOR

1. Weapons and Weapon-Like Items

Students are prohibited from possessing, handling, using or transmitting, whether concealed or open, any weapon or any instrument that reasonably looks like a weapon or could be used as a weapon. Weapons include, but are not limited to the following:

- a. loaded and unloaded firearms, including guns, pistols, and rifles;
- b. destructive devices, as described in subsection B.2 of this policy, including explosives, such as dynamite cartridges, bombs, grenades, and mines;
- c. knives, including pocket knives, bowie knives, switchblades, dirks, and daggers;
- d. slingshots and slungshots;
- e. leaded canes;
- f. blackjacks;
- g. metal knuckles;
- h. BB guns;
- i. air rifles and air pistols;
- j. stun guns and other electric shock weapons, such as tasers;
- k. icepicks;
- l. razors and razor blades (except those designed and used solely for personal shaving);

- m. fireworks;
- n. gun powder, ammunition, or bullets; ~~and~~
- o. any sharp pointed or edged instruments except unaltered nail files and clips and tools used solely for preparation of food, instruction, and maintenance-; and
- p. mace, pepper spray, and other personal defense spray that is (1) used for a purpose other than self-defense, as defined under G.S. 14-51.3., or (2) the principal or designee determines that the student intended to use it to harm, threaten harm, or create a disturbance.

Examples of other objects that may be considered weapons are box cutters and other types of utility blades and blowguns.

No student may knowingly or willfully cause, encourage, or aid another student to possess, handle, or use any of the weapons or weapon-like items listed above. A student who finds a weapon or weapon-like item, who witnesses another student or other person with such an item, or who becomes aware that another student or other person intends to possess, handle, or use such an item must notify a teacher or the principal immediately.

This section does not apply to board-approved and -authorized activities for which the board has adopted appropriate safeguards to protect student safety.

2. Bomb Threats

Students are prohibited from making, aiding, and/or abetting in making a bomb threat or perpetrating a bomb hoax against school system property by making a false report that a device designed to cause damage or destruction by explosion, blasting, or burning is located on school property.

No student may knowingly or willfully cause, encourage, or aid another student to make a bomb threat or perpetrate a bomb hoax. Any student who becomes aware that another student or other person intends to use a bomb, make a bomb threat, or perpetrate a bomb hoax must notify a teacher or the principal immediately.

3. Terrorist Threats

Students are prohibited from making, aiding, conspiring, and/or abetting in making a terrorist threat or perpetrating a terrorist hoax against school system property by making a false report that a device, substance, or material designed to cause harmful or life-threatening injury to another person is located on school property or at a school event.

No student may knowingly or willfully cause, encourage, or aid another student to make a terrorist threat or perpetrate a terrorist hoax. Any student who becomes aware that another student or other person intends to use a device, substance, or material designed to cause harmful or life-threatening illness or injury to another person, make a terrorist threat, or perpetrate a terrorist hoax must notify a teacher or the principal immediately.

4. Clear Threats to Student and Employee Safety

Students are prohibited from engaging in behavior that constitutes a clear threat to the safety of other students or employees. Behavior constituting a clear threat to the safety of others includes, but is not limited to:

- a. theft or attempted theft by a student from another person by using or threatening to use a weapon;
- b. the intentional and malicious burning of any structure or personal property, including any vehicle;
- c. an attack or threatened attack by a student against another person wherein the student uses a weapon or displays a weapon in a manner found threatening to that person;
- d. an attack by a student on any employee, adult volunteer, or other student that does not result in serious injury but that is intended to cause or reasonably could cause serious injury;
- e. an attack by a student on another person whereby the victim suffers obvious severe or aggravated bodily injury, such as broken bones, loss of teeth, possible internal injuries, laceration requiring stitches, loss of consciousness, or significant bruising or pain; or whereby the victim requires hospitalization or treatment in a hospital emergency room as a result of the attack;
- f. any intentional, highly reckless, or negligent act that results in the death of another person;
- g. confining, restraining, or removing another person from one place to another, without the victim's consent or the consent of the victim's parent, for the purpose of committing a felony or for the purpose of holding the victim as a hostage, for ransom, or for use as a shield;
- h. the possession of a weapon on any school property, including in a vehicle, with the intent to use or transmit for another's use or possession in a reckless manner so that harm is reasonably foreseeable;

- i. taking or attempting to take anything of value from the care, custody, or control of another person or persons, by force, threat of force, or violence, or by putting the victim in fear;
- j. any unauthorized and unwanted intentional touching, or attempt to touch, by one person of the sex organ of another, including the breasts of the female and the genital areas of the male and female;
- k. the possession, manufacture, sale, or delivery, or any attempted sale or delivery, of a controlled substance in violation of Chapter 90 of the North Carolina General Statutes;
- l. any behavior resulting in a felony conviction on a weapons, drug, assault, or other charge that implicates the safety of other persons; and
- m. any other behavior that demonstrates a clear threat to the safety of others in the school environment.

B. CONSEQUENCES

1. General Consequences

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

2. Specific Consequences Mandated by Law

As required by law, a student who brings or possesses a firearm or destructive device on school property or at a school-sponsored event must be suspended for 365 days, unless the superintendent modifies, in writing, the required 365-day suspension for an individual student on a case-by-case basis. The superintendent shall not impose a 365-day suspension if the superintendent determines that the student (1) took or received the firearm or destructive device from another person at school or found the firearm or destructive device at school, (2) delivered or reported the firearm or destructive device as soon as practicable to a law enforcement officer or school personnel, and (3) had no intent to use the firearm or destructive device in a harmful or threatening way.

For the purpose of this subsection, a firearm is (1) a weapon, including a starter gun that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive, (2) the frame or receiver of any such weapon, or (3) any firearm muffler or firearm silencer. A firearm does not include an inoperable antique firearm, a BB gun, a stun gun, an air rifle, or an air pistol. For the purposes of this subsection, a destructive device is an explosive, incendiary, or poison gas (1) bomb, (2) grenade, (3) rocket having a propellant charge of more

than four ounces, (4) missile having an explosive or incendiary charge of more than one-quarter ounce, (5) mine, or (6) similar device.

A student may not be suspended for 365 days for a weapons violation except in accordance with this subsection.

Legal References: Gun-Free Schools Act, 20 U.S.C. 7151; G.S. 14-17, -18, -27.2 through -27.5A, -32, -33, -34 through -34.2, -41, -51.3, -60, -69.1, -69.2, -87, -87.1, -132, -132.2, -202.2, -208.18, -269.2, -277.5; ch. 90 art. 5; 115C-47, -276(r), -288, -307, -390.1, -390.2, -390.10

Cross References: Student Sex Offenders (policy 4260), Student Behavior Policies (policy 4300), Integrity and Civility (policy 4310), Disruptive Behavior (policy 4315), Theft, Trespass, and Damage to Property (policy 4330), Assaults, Threats, and Harassment (policy 4331), Criminal Behavior (policy 4335)

Adopted: May 11, 2000

Updated: April 8, 2004, November 8, 2007, December 10, 2009, October 13, 2011, May 14, 2015

Criminal or other illegal behavior is prohibited. Any student who the principal reasonably believes to have engaged in criminal behavior on school premises or at school activities will be subject to appropriate disciplinary action, as stated in applicable board policies, and may be criminally prosecuted.

School officials shall cooperate fully with any criminal investigation and prosecution. School officials shall independently investigate any criminal behavior that also violates school rules or board policy.

A. STUDENTS CHARGED WITH OR CONVICTED OF CRIMINAL BEHAVIOR

The superintendent and principal may take reasonable or legally required measures to preserve a safe, orderly environment when a student has been charged or convicted with a serious crime, regardless of whether the alleged offense was committed on school grounds or was related to school activities. Depending upon the circumstances, including the nature of the crime or alleged crime, the child's age, and the publicity within the school community, reasonable or legally required efforts may include changing a student's classroom assignment or transferring the student to another school. Transfer to the alternative school may be made in accordance with the criteria established in board policy 3470/4305, Alternative Learning Programs/Schools. The student will continue to be provided with educational opportunities unless and until the student is found to have violated board policy or school rules and is suspended or expelled in accordance with procedures established in board policy.

B. REPORTING CRIMINAL BEHAVIOR

A school employee is permitted to report to law enforcement an assault by a student on a school employee. Principals or other supervisors shall not, by threats or in any other manner, intimidate or attempt to intimidate the school employee from doing so.

Principals must immediately report to law enforcement when they have personal knowledge or actual notice from school personnel that such acts have occurred on school property, regardless of the age or grade of the perpetrator or victim: (1) assault resulting in serious personal injury; (2) sexual assault; (3) sexual offense; (4) rape; (5) kidnapping; (6) indecent liberties with a minor; (7) assault involving the use of a weapon; (8) possession of a firearm in violation of the law; (9) possession of a weapon in violation of the law; and (10) possession of a controlled substance in violation of the law. A principal who willfully fails to make a required report to law enforcement will be subject to disciplinary action, up to and including dismissal.

The principal or designee shall notify the superintendent or designee in writing or by e-mail of any report made to law enforcement. Such notice must occur by the end of the

workday in which the incident occurred, when reasonably possible, but not later than the end of the following workday. The superintendent must inform the board of any such reports. In addition, the principal or designee must notify the parents or guardians of students who are alleged to be victims of any reported offenses.

Certain crimes must be reported to the State Board of Education in accordance with State Board of Education Policy HRS-A-000.

Legal References: Gun-Free Schools Act, 20 U.S.C. 7151; G.S. 14-17, -18, -27.21, -27.22, -27.24 through -27.27, -27.29, 27.30, -27.33, -32 through -34.10, -87, -202, -202.1, -202.2, -269.2; ch. 90 art. 5; 115C-47(56); -288(g); State Board of Education Policy HRS-A-000

Cross References: Alternative Learning Programs/Schools (policy 3470/4305), 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), School-Level Investigations (policy 4340)

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

Updated: May 11, 2000; September 9, 2004, March 12, 2009, July 15 2010, January 13, 2011, January 12, 2012, June 13, 2013

A short-term suspension is the disciplinary exclusion of a student from attending his or her assigned school for up to 10 school days. A short-term suspension does not include (1) the removal of a student from class by the classroom teacher, the principal or other authorized school personnel for the remainder of the subject period or for less than one-half of the school day, (2) the changing of a student's location to another room or place on the school premises, or (3) a student's absence under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school). A student who is placed on a short-term suspension will not be permitted to be on school property or to take part in any school function during the period of suspension without prior approval from the principal.

The principal or designee has the authority to determine when a short-term suspension is an appropriate consequence and to impose the suspension, so long as all relevant board policies are followed.

In accordance with G.S. 115C-390.6(e) and 115C-45(c)(1), a student is not entitled to appeal the principal's decision to impose a short-term suspension to either the superintendent or the board unless it is appealable on some other basis.

A. PRE-SUSPENSION RIGHTS OF THE STUDENT

Except in the circumstances described below, a student must be provided with an opportunity for an informal hearing with the principal or designee before a short-term suspension is imposed. The principal or designee may hold the hearing immediately after giving the student oral or written notice of the charges against him or her. At the informal hearing, the student has the right to be present, to be informed of the charges and the basis for the accusations against him or her, and to make statements in defense or mitigation of the charges.

The principal or designee may impose a short-term suspension without first providing the student with an opportunity for a hearing if the presence of the student (1) creates a direct and immediate threat to the safety of other students or staff or (2) substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school. In such cases, the principal or designee shall give the student notice of the charges and an opportunity for an informal hearing as soon as practicable.

B. STUDENT RIGHTS DURING THE SUSPENSION

A student under a short-term suspension must be provided with the following:

1. the opportunity to take textbooks home for the duration of the suspension;
2. upon request, the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connection with such

assignments; and

3. the opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.

C. NOTICE TO PARENT OR GUARDIAN

When imposing a short-term suspension, the principal or designee shall provide the student's parent or guardian with notice that includes the reason for the suspension and a description of the student conduct upon which the suspension is based. The principal or designee must give this notice by the end of the workday during which the suspension is imposed when reasonably possible, but in no event more than two days after the suspension is imposed. If English is the second language of the parent, the notice must be provided in English and in the parent's primary language, when the appropriate foreign language resources are readily available. Both versions must be in plain language and easily understandable.

The initial notice may be by telephone, but it must be followed by timely written notice. The written notice must include all of the information listed above and may be sent by fax, e-mail, or any other method reasonably designed to give actual notice. School officials also shall maintain a copy of the written notice in the student's educational record.

Multiple short-term suspensions for a student with disabilities will be addressed in accordance with the *Policies Governing Services for Children with Disabilities* and other applicable state and federal law.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12131 *et seq.*, 28 C.F.R. pt. 35; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 115C art. 9; 115C-45 (c); -47, -276(r), -288, -307, -390.1, -390.2, -390.5, -390.6; 130A-440; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy GCS-D-000

Cross References: School Safety (policy 1510/4200/7270), School Plan for Management of Student Behavior (policy 4302), School-Level Investigations (policy 4340), Parental Involvement in Student Behavior Issues (policy 4341), Removal of Student During the Day (policy 4352)

Adopted: October 13, 2011

Updated: June 12, 2014

A. DEFINITIONS

1. Superintendent

For purposes of this policy, superintendent includes the superintendent and the superintendent's designee.

2. Principal

For purposes of this policy, principal includes the principal and the principal's designee.

3. Long-Term Suspension

A long-term suspension is the disciplinary exclusion of a student from attending his or her assigned school for more than 10 school days. Disciplinary reassignment of a student to a full-time educational program that meets the academic requirements of the standard course of study established by the State Board of Education and that provides the student with the opportunity to make timely progress toward graduation and grade promotion is not a long-term suspension requiring the due process procedures set out in this policy, nor is an absence under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school).

Upon the recommendation of the principal, the superintendent may impose a long-term suspension on a student who willfully engages in a serious violation of the Code of Student Conduct and the violation either (1) threatens the safety of students, staff or school visitors, or (2) threatens to substantially disrupt the educational environment. The principal may recommend long-term suspension for a minor violation if aggravating circumstances justify treating the student's behavior as a serious violation.

If the offense leading to the long-term suspension occurred before the final quarter of the school year, the exclusion must be no longer than the remainder of the school year in which the offense was committed. If the offense leading to the long-term suspension occurred during the final quarter of the school year, the exclusion may include a period up to the remainder of the school year in which the offense was committed and the first semester of the following school year.

4. 365-Day Suspension

A 365-day suspension is the disciplinary exclusion of a student from attending his

or her assigned school for 365 calendar days. The superintendent may impose a 365-day suspension only for certain firearm and destructive device violations, as identified in policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety.

5. Expulsion

An expulsion is the indefinite exclusion of a student from school enrollment for disciplinary purposes. Upon the recommendation of the superintendent, the board may expel a student who is 14 years of age or older for certain types of misbehavior as provided in policy 4325, Drugs and Alcohol, policy 4330, Theft, Trespass and Damage to Property, policy 4331, Assaults, Threats and Harassment, and policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety, if the student's continued presence in school constitutes a clear threat to the safety of other students or employees. Additionally, a student who is subject to policy 4260, Student Sex Offenders, may be expelled if the student's continued presence in school constitutes a clear threat to the safety of other students or employees. During the expulsion, the student is not entitled to be present on educational property and is not considered a student of the school system.

B. DETERMINATION OF APPROPRIATE CONSEQUENCE

1. Principal's Recommendation

The principal may impose a short-term suspension or any other consequence that is consistent with policy 4351, Short-Term Suspension, policy 4302, School Plan for Management of Student Behavior, and the Code of Student Conduct. If the principal determines that a suspension of more than 10 days (either long-term or 365-day) or an expulsion is an appropriate consequence, the principal shall propose the disciplinary penalty based upon a review of the student's culpability and dangerousness and the harm caused by the student, plus any other mitigating or aggravating factors the principal finds relevant.

- a. Culpability of Student – In assessing the culpability of the student for his or her behavior, the principal may consider criteria such as:
 - 1) the student's age;
 - 2) the student's ability to form the intent to cause the harm that occurred or could have occurred; and
 - 3) evidence of the student's intent when engaging in the conduct.
- b. Dangerousness of the Student – In assessing the dangerousness of the student, the principal may consider criteria such as:

-
-
- 1) the student's disciplinary or criminal record related to anti-social behavior or drugs and alcohol;
 - 2) whether a weapon was involved in the incident and if a weapon was involved, whether the student had the ability to inflict serious injury or death with the weapon;
 - 3) evidence of the student's ability to cause the harm that was intended or that occurred; and
 - 4) whether the student is subject to policy 4260, Student Sex Offenders.
- c. Harm Caused by the Student – In assessing the severity of the harm caused by the student, the principal may consider criteria such as whether any of the following occurred:
- 1) someone was physically injured or killed;
 - 2) someone was directly threatened or property was extorted through the use of a weapon;
 - 3) someone was directly harmed, either emotionally or psychologically;
 - 4) educational property or others' personal property was damaged; or
 - 5) students, school employees or parents were aware of the presence of a weapon or of dangerous behavior on the part of the perpetrator.

After considering the above factors, the principal shall make a recommendation to the superintendent, stating the nature of the offense, the substance of the evidence involved and the length of suspension recommended. The principal also must consider and make a recommendation as to whether any alternative education services, counseling or other programs should be part of the consequence for violating board policy, the Code of Student Conduct, school standards or school rules.

If the principal recommends a 365-day suspension, he or she must identify the type of firearm or destructive device involved and the evidence substantiating that the student brought it to school grounds or to a school activity or possessed it on school grounds or at a school activity.

If the principal recommends an expulsion, he or she shall identify the basis for

determining that there is clear and convincing evidence that the student's continued presence in school constitutes a clear threat to the safety of other students or employees.

2. Notice to the Student's Parent

The principal must provide to the student's parent written notice of the recommendation for long-term suspension, 365-day suspension or expulsion by the end of the workday during which the long-term suspension or expulsion is recommended when reasonably possible or as soon thereafter as practicable. The notice must be written in plain English and, when appropriate language resources are readily available, also in the parent's native language. The notice must contain the following 10 elements:

- a. the notice type, i.e., notice of long-term suspension, 365-day suspension or expulsion;*
- b. a description of the incident and the student's conduct that led to the recommendation;
- c. the specific provision(s) of the Code of Student Conduct that the student allegedly violated;
- d. the specific process by which the parent may request a hearing to contest the decision and the deadline for making the request;*
- e. the process by which the hearing will be held, including all due process rights to be accorded the student during the hearing;
- f. notice of the right to retain an attorney to represent the student in the hearing process;
- g. notice that an advocate, instead of an attorney, may accompany the student to assist in the presentation of the appeal;
- h. notice of the right to review and obtain copies of the student's educational records prior to the hearing;
- i. a reference to policy 4345, Student Discipline Records, regarding the expungement of disciplinary records; and
- j. the identity and phone number of a school employee whom the parent may call to obtain assistance in receiving a Spanish translation of the English language information included in the document.*

*This information must be provided on the notice in both English and Spanish.

3. Superintendent's Decision

The student or student's parent may request a hearing before the superintendent within five days of receiving notice from the principal of the recommendation for long-term suspension, 365-day suspension or expulsion. Any hearing held will follow the hearing procedures outlined in Section A of policy 4370, Student Discipline Hearing Procedures. A decision will be rendered before the long-term suspension is imposed.

If the student or parent makes a timely request for a hearing, the superintendent shall confirm that the charges against the student, if substantiated, could warrant the recommended disciplinary action and shall give the student and parent reasonable notice of the time and place of the hearing.

If neither the student nor the parent appears for a scheduled hearing after being given reasonable notice of the time and place of the hearing, the student and parent are deemed to have waived the right to a hearing.

If the student and parent fail to make a timely request for a hearing or if they waive the right to a hearing by failing to appear for a duly scheduled hearing, the superintendent shall review the circumstances of the recommended long-term suspension. Following this review, the superintendent (1) may impose the long-term or 365-day suspension if it is consistent with board policies and appropriate under the circumstances, (2) may impose another appropriate penalty authorized by board policy or (3) may decline to impose any penalty.

If the student or parent requests a postponement of the hearing, or if the request for the hearing is untimely, the hearing will be scheduled, but the student does not have the right to return to school pending the hearing.

Based on substantial evidence presented at the hearing, the superintendent shall decide whether to uphold, modify or reject the principal's recommendation. The superintendent shall immediately inform the principal of the decision regarding the recommended disciplinary penalty of a long-term or 365-day suspension and, when applicable, of any modifications to the penalty recommended by the principal.

The superintendent shall send notice of the decision via certified mail to the student and parent. The notice must include:

- a. the basis of the decision, with reference to any policies or rules that the student violated;
- b. notice of what information will be included in the student's official record pursuant to G.S. 115C-402;

-
-
- c. notice of the student's right to appeal the decision and the procedures for such appeal;
 - d. if the decision is to suspend the student for 365 days, notice of the student's right to petition the board for readmission under G.S. 115C-390.12;
 - e. if applicable, notice that the superintendent or designee is recommending to the board that the student be expelled and any required notifications related to the expulsion if the student did not already receive such notice from the principal or designee; and
 - f. if the student is to be suspended, notice of the superintendent's or designee's decision on whether to offer alternative education services to the student during the period of suspension, and, as applicable, a description of the services to be offered or the reason justifying the superintendent's or designee's decision to deny such services.

Following issuance of the decision, the superintendent shall implement the decision by authorizing the student's return to school upon the completion of any short-term suspension or by imposing the suspension reflected in the decision.

The superintendent shall offer alternative education services to any student who receives a long-term or 365-day suspension unless the superintendent provides a significant or important reason for declining to offer such services. Alternative education services are part-time or full-time programs that provide direct or computer-based instruction to allow the student to progress in one or more core academic courses. Such services may include programs described in policy 3470/4305, Alternative Learning Programs/Schools.

The student may appeal to the board the superintendent's decision not to provide alternative education services, as permitted by G.S. 115C-45(c)(1). Any appeal to the board must be made in writing within five days of receiving the superintendent's decision. The superintendent shall inform the board chairperson of the request for an appeal and arrange in a timely manner a hearing before the board. In advance of the hearing, the superintendent shall provide to the student and parent and to the board a written explanation for the denial of services along with any documents or other information supporting the decision. The hearing will be conducted pursuant to policy 2500, Hearings Before the Board. The board will provide to the student and parent and to the superintendent written notice of its decision within 30 days of receiving the appeal.

If the superintendent determines that expulsion is appropriate, the superintendent shall submit to the board a recommendation and the basis for the recommendation along with any proposal for alternative education services.

-
-
4. Hearings Before the Board
 - a. Long-Term or 365-Day Suspensions

A student or his or her parent may appeal an imposed long-term or 365-day suspension. The student or parent must appeal to the board in writing within three days of receiving the superintendent's decision. The superintendent shall inform the board chairperson of the request for an appeal and shall arrange in a timely manner a hearing before the board. The suspension need not be postponed pending the outcome of the appeal. The hearing will be conducted pursuant to Section B of policy 4370, Student Discipline Hearing Procedures. The board will provide to the student and parent and to the superintendent written notice of its decision not more than 30 calendar days after receiving the appeal.

- b. Expulsions

The student or parent may request a hearing within five days of receiving notice of the superintendent's recommendation that the student be expelled. The hearing will be scheduled with the board within five days of the superintendent's receipt of the hearing request. The superintendent shall notify the student and parent of the date, time and place of the hearing. Any appeal of a long-term or 365-day suspension will be addressed in the same hearing. The hearing will be conducted pursuant to Section B of policy 4370.

If a hearing is not requested by the student or parent, the superintendent shall submit written evidence to support his or her recommendation to the board. The board may elect to request a hearing or to request additional records and documents.

When the board decides to expel a student, the board will document the basis for its determination that there is clear and convincing evidence that the student's behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or employees. The board also will consider and make a written determination of whether alternative education services are to be provided to the expelled student. Regardless of whether the school system provides alternative education services, the board expects school system administrators to work with other agencies to help the student and parent identify other types of services that may be of assistance to the student. The board will send via certified mail to the student's parent a copy of the decision, notification of what information will be included in the student's official record, the procedure for expungement of this information under G.S. 115C-402, and notice of the right to petition for readmission pursuant to G.S. 115C-390.12.

C. EDUCATIONAL SERVICES FOR STUDENTS WITH DISABILITIES DURING LONG-TERM SUSPENSION, 365-DAY SUSPENSION OR EXPULSION

Students with disabilities recognized by the Individuals with Disabilities Education Act will receive educational services during periods of suspension or expulsion to the extent required by *Policies Governing Services for Children with Disabilities* and state and federal law.

D. REDUCING SUSPENSION AND EXPULSION RATES

Though the board believes that suspension or expulsion may be an appropriate and necessary consequence in certain situations, the board also recognizes that excessive use of suspension and expulsion may have a negative impact on academic achievement and graduation rates. Thus, the board encourages school administrators to find ways to reduce suspension and expulsion rates in the schools.

Legal References: U.S. Const. amend. XIV, § 1; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; N.C. Const. art. I, § 19; G.S. 14-208.18; 115C art. 9; 115C-45(c)(2), -47(55), -276(r), -288, -390.1, -390.2, -390.7, -390.8, -390.9, -390.10, -390.11, -390.12, -402; 130A-440; State Board of Education Policy GCS-D-000; *Policies Governing Services for Children with Disabilities*

Cross References: Hearings Before the Board (policy 2500), Alternative Learning Programs/Schools (policy 3470/4305), Student Sex Offenders (policy 4260), School Plan for Management of Student Behavior (policy 4302), Drugs and Alcohol (policy 4325), 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), Criminal Behavior (policy 4335), School-Level Investigations (policy 4340), Student Discipline Records (policy 4345), Short-Term Suspension (policy 4351), Student Discipline Hearing Procedures (policy 4370)

Adopted: November 10, 2011

Attendance in school and participation in class are an integral part of academic achievement and the teaching-learning process. Regular attendance develops patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory: the State of North Carolina requires that every child in the State between the ages of seven (or younger if enrolled) and 16 years attend school. Parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily.

A. ATTENDANCE RECORDS

School officials will keep an accurate record of attendance, including accurate attendance records in each class. Attendance records will be used to enforce the Compulsory Attendance Law of North Carolina.

B. EXCUSED ABSENCES

When a student must miss school, a written excuse signed by a parent or guardian must be presented to the teacher or principal designee within 2 days after returning from an absence. Absences due to extended illness may also require a statement from a physician. An absence may be excused for any of the following reasons:

1. personal illness or injury that makes the student physically unable to attend school;
2. isolation ordered by the local health officer or by the State Board of Health;
3. death in the immediate family;
4. medical or dental appointment;
5. participation under subpoena as a witness in a court proceeding;
6. observance of an event required or suggested by the religion of the students or the student's parent(s);
7. participation in a valid educational opportunity, such as travel or service as a legislative or Governor's page, with prior approval from the principal;
8. pregnancy and related conditions or parenting, when medically necessary;
9. visitation with the student's parent or legal guardian, at the discretion of the superintendent or designee, if the parent or legal guardian (a) is an active duty member of the uniformed services as defined by policy 4050, Children of Military

Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.

Extended illnesses generally require a statement from a physician. Once a student has accumulated more than 15 absences in a school year (or more than five consecutive absences), a doctor's note, or other documentation approved by the principal, will be needed to excuse further absences. This standard does not apply to medically fragile students as defined in the North Carolina School Attendance and Student Accounting Manual and approved by the principal.

In the case of excused or unexcused absences, short-term out-of-school suspensions, and absences under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school), the student will be permitted to make up his or her school work. (See also policies 4110, Immunization and Health Requirements for School Admission, and 4351, Short-Term Suspension.) The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

C. SCHOOL-RELATED ACTIVITIES

All classroom activities are important and difficult, if not impossible, to replace if missed. It is the intention of the board of education that classes missed be kept to an absolute minimum through close scrutiny and a monitoring system on the part of the principal. The following school-related activities will not be counted as absences from either class or school:

1. field trips sponsored by the school;
2. job shadows and other work-based learning opportunities, as described in G.S.115C-47(34a);
3. school-initiated and scheduled activities;
4. athletic events requiring early dismissal from school;
5. Career and Technical Education student organization activities approved in advance by the principal; and
6. in-school suspension.

Assignments missed for these reasons will be completed by students. The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

D. EXCESSIVE ABSENCES

Class attendance and participation are critical elements of the educational process and may be taken into account in assessing academic achievement. Students are expected to be at school on time and to be present at the scheduled starting time for each class.

The principal will notify parents and take all other steps required by G.S. 115C-378 for excessive absences.

If a student is absent from school for five or more days in a semester, the principal or a committee established by the principal shall consider whether the student's grades should be reduced because of the absences. The principal or committee shall review other measures of academic achievement, the circumstances of the absences, the number of absences, and the extent to which the student completed missed work. A committee may recommend to the principal and the principal may make any of the following determinations:

1. the student will not receive a passing grade for the semester;
2. the student's grade will be reduced;
3. the student will receive the grade otherwise earned; or
4. the student will be given additional time to complete the missed work before a determination of the appropriate grade is made.

Students with excused absences due to documented chronic health problems are exempt from this policy.

Excessive absences may impact eligibility for participation in interscholastic athletics. See policy 3620, Extracurricular Activities and Student Organizations.

E. TARDIES

The principal is responsible for handling tardies and for establishing relevant school procedures that are in compliance with the NC School Attendance and Student Accounting Manual. Students are expected to be at school on time and to be present at the scheduled starting time for each class and be present for the entire school day.

Legal References: G.S. 115C-47, -84.2, -288(a), -378 to -383, -390.2(d), -390.2(l), -390.5, -407.5; 130A-440; 16 N.C.A.C. 6E.0102-.0103; State Board of Education Policies EEO-L-002, -003

Cross References: Extracurricular Activities and Student Organizations (policy 3620), Education for Pregnant and Parenting Students (policy 4023), Children of Military Families (policy 4050), Immunization and Health Requirements for School Admission (policy 4110), Short-Term Suspension (policy 4351)

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

Revised: April 10, 2008, May 14, 2009, September 10, 2009, November 10, 2011, June 13, 2013, July 9, 2015

The board is committed to the safety of students and other persons on school property. In order to maintain a safe school environment, the superintendent and all school personnel shall enforce the provisions of this policy at all times.

A. REGISTERED SEX OFFENDERS BANNED FROM ALL SCHOOL PROPERTY

In accordance with G.S. 14-208.18, all persons who (1) are required to register under the Sex Offender and Public Protection Program AND (2) have been convicted of (a) any offense in Article 7A of Chapter 14 of the General Statutes, (b) any federal offense or offense committed in another state, which if committed in this state, is substantially similar to an offense in Article 7A, or (c) any offense in which the victim was under the age of 16 years at the time of the offense are expressly forbidden to knowingly be present on any property owned or operated by the school system, including school buildings, athletic fields, playgrounds, parking lots, school buses, activity buses or other property of any kind for any reason, including attendance at sporting events or other school-related functions, whether before, during or after school hours. In addition, sex offenders subject to G.S. 14-208.18 may not attend or be present at any student function or field trip on or off school property that is (1) school-sponsored or (2) otherwise under the official supervision or control of school personnel. This policy applies to all covered sex offenders regardless of their relationship to or affiliation with a student in the school system. (Refer to the North Carolina Attorney General's publication The North Carolina Sex Offender & Public Protection Registration Program, p.13, for a description of which offenders are subject to G.S. 14-208.18 and thus, this policy.)

B. ENFORCEMENT

All school personnel must immediately report to a school administrator the presence or suspected presence of a known or suspected registered sex offender on school property. School administrators and other supervisory personnel shall report to the superintendent and law enforcement when they reasonably believe that a registered sex offender is or has been on school property or at a school event.

School administrators also shall notify the superintendent or designee of any known student or parent or guardian of a student at their school who is suspected to be a registered sex offender.

C. EXCEPTIONS

A person who is banned from school property under G.S. 14-208.18 may be on school property only under the following circumstances.

1. Students

Students who are subject to G.S. 14-208.18 may be on school property only in accordance with policy 4260, Student Sex Offenders.

2. Voters

Voters who are subject to G.S. 14-208.18 and are eligible to vote may be present on school property for the sole purpose of voting if the school property is being used as a voting place. The voter must notify the principal of the school that he or she is registered under the Registry Program and the voter must remain at all times in the portion of the school being used as the polling place. The voter must leave school grounds immediately after voting.

3. Parents or Guardians

a. An individual who is subject to this policy and is the parent or guardian of a student enrolled in school may be on school property only for the following reasons:

- 1) to attend a scheduled conference with school personnel to discuss the child's academic or social progress; or
- 2) at the request of the principal or designee, for any reason relating to the welfare or transportation of his or her child.

b. For each visit authorized by the principal in accordance with subsection (a) above, the parent or guardian must provide the principal with prior written notice of his or her registration on the Sex Offender Registry and notice of his or her presence at school. Notice of his or her presence at school includes the nature and specific times of the visit.

c. For each visit authorized by subsection (a) above, the parent or guardian must arrange to meet a staff member at the edge of school property, check in at the principal's office upon arrival and departure, and remain under the direct supervision of school personnel at all times. If school personnel are not available to supervise the parent or guardian during any visit, then the parent or guardian will not be permitted to enter or remain on school property.

d. For each visit authorized by subsection (a) above, the parent or guardian must comply with all reasonable rules and restrictions placed upon him or her by the principal, including restrictions on the date, time, location, and length of meeting.

D. CONTRACTUAL PERSONNEL

In order to ensure compliance with this policy, each contract executed by the board must include a provision that requires the other party to the contract to conduct an annual check of the State Sex Offender and Public Protection Program and the State Sexually Violent Predator Registration Program on all employees who may be sent to perform tasks on or deliver products to school property. Persons who are subject to section A of this policy may not be sent onto school property for any reason.

In addition, each time the board enters into any contract or agreement for contracted services that involve direct interaction with children, the contract must include a provision that requires the other party to the contract to conduct an annual check of the National Sex Offender Registry on all contracted employees who may have direct contact with children.

No contractor or employee of a contractor registered with the State Sex Offender and Public Protection Program, the State Sexually Violent Predator Program, or the National Sex Offender Registry may have direct interaction with children. This provision applies to contracts with a single individual.

Legal References: G.S. ch. 14, art. 7A, 14-208.18, -208.19; 115C-332, -332.1

Cross References: School Safety (policy 1510/4200/7270), Student Sex Offenders (policy 4260), Visitors to the Schools (policy 5020), Recruitment and Selection of Personnel (policy 7100)

Other Resources: North Carolina Department of Justice <http://sexoffender.ncdoj.gov>, The North Carolina Sex Offender & Public Protection Registration Programs, North Carolina Department of Justice (September 2014), available at <http://ncdoj.gov/Protect-Yourself/Find-Sex-Offenders/SexOffenderRegPrograms.aspx>

Adopted: January 8, 2009

Updated: April 10, 2014, September 10, 2015

The board of education is committed to providing a safe school environment that is free from violence, to the maximum extent possible. Employees, students, visitors, and other persons are prohibited from possessing, carrying, using, or threatening to use, or encouraging another person to possess, carry, use, or threaten to use, weapons or explosives on school property or while attending curricular or extracurricular activities sponsored by the school system. This policy applies to weapons or explosives carried openly or concealed.

Any employee who violates this policy will be subject to immediate termination. Any visitor or other person who violates this policy will be escorted from the premises and/or school activity immediately. The superintendent or principal shall immediately report any violation of this policy to law enforcement officials. Any employee who is aware that a weapon or explosive is present on school property or at a school event in violation of this policy must immediately report this information to the principal or designee or the school resource officer as appropriate.

Students who violate this policy are subject to discipline as provided in policy 4333, Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety.

A. WEAPONS AND EXPLOSIVES DEFINED

For purposes of this policy, a weapon includes, but is not limited to, any gun, rifle, pistol, or other firearm of any kind; any BB gun, stun gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors, and razor blades (except solely for personal shaving), or fireworks; any sharp-pointed or -edged instrument, except instructional supplies, unaltered nail files, and clips and tools used solely for the preparation of food, instruction, and/or maintenance on educational property, and mace, pepper spray, and other personal defense spray that is (1) used for a purpose other than self-defense, as defined under G.S. 14-51.3., or (2) the principal or designee determines that the student intended to use it to harm, threaten harm, or create a disturbance. For purposes of this policy, an explosive includes, but is not limited to, any dynamite cartridge, bomb, grenade, mine, or powerful explosive as defined in G.S. 14-284.1.

B. SCHOOL PROPERTY

For purposes of this policy, school property is any school building or bus, school campus, grounds, recreational area, athletic field, or other property owned, used, or operated by the board of education.

C. EXCLUSIONS

This policy does not apply to:

1. a weapon or explosive used solely for educational or school-sanctioned ceremonial

- purposes, or used in a school-approved program conducted under the supervision of an adult whose supervision has been approved by the school authority;
2. a person who has a concealed handgun permit that is valid under state law or who is exempted by state law from needing a permit to carry a concealed handgun, if any of the following conditions are met:
 - a. the person has a handgun in a closed compartment or container within the person's locked vehicle or in a locked container securely affixed to the person's vehicle (the person may unlock the vehicle to enter or exit the vehicle provided the handgun remains in the closed compartment at all times and the vehicle is locked immediately following the entrance or exit);
 - b. the person has a handgun concealed on the person and the person remains in a locked vehicle (the person may unlock the vehicle to allow another person to enter or exit); or
 - c. the person is within a locked vehicle and removes the handgun from concealment only for the amount of time reasonably necessary to move it to a closed compartment or container within the vehicle or to move it from the closed compartment or container to concealment on the person.
 3. firefighters, emergency service personnel, North Carolina Forest Service personnel, and any private police employed by the board of education, when acting in the discharge of their official duties; -
 4. law enforcement officers or other persons as provided in G.S. 14-269.2(g)(1a); or
 5. a volunteer school safety resource officer providing security at a school pursuant to an agreement as provided in G.S. 115C-47(61), provided that the volunteer school safety resource officer is acting in the discharge of his or her official duties and is on the educational property of the school that the officer was assigned to by the head of the local law enforcement agency.

Legal References: G.S. 14-51.3, -69.2, -269, -269.2, -284.1; 20-17; 115C-47(61), -288(g)

Cross References: Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety (policy 4333)

Adopted: May 11, 2000

Updated: March 12, 2009, April 10, 2014, January 21, 2016

The board believes that the appearance and the conduct of its employees are of supreme importance in establishing a positive climate for learning and for presenting a good example for students. Therefore, the board affirms its expectations that all personnel shall be cleanly, neatly, and appropriately attired for the work to be done. An employee's dress and appearance must not disrupt or distract from the educational process and must be in accordance with health and safety standards and practices.

Employee dress and appearance should be professional, and enhance rather than detract from the school climate. Dress and appearance should be appropriate, to a professional workplace based on the following factors:

- a. The nature and environment of the work;
- b. Consideration of health and safety factors;
- c. The employee's responsibility to foster good habits of dress and appearance and to display professional image to students, parents, and the community;
- d. The employee's interaction with students;
- e. The effect of inappropriate dress and appearance on school climate.

Based on these factors, the following requirements are established for all employees:

1. Employees shall be clean, neat, and appropriately attired. An employee's dress and appearance shall not disrupt the educational process or distract from a positive school climate.
2. The dress and appearance of employees should be appropriate to the type of work performed, with reasonable accommodation when the nature of an employee's work is unique.
3. Reasonable accommodations will be considered in accordance with all federal, state and local regulations.
4. Uniform dress may be required for certain categories of employees such as: food service and maintenance personnel.

Inappropriate Dress and Appearance:

The following are considered inappropriate for employees:

- a. Clothing that is inappropriately revealing –the midriff must be covered at all times, regardless of the activity or movement of the employee. The breasts and cleavage must be covered at all times, regardless of the activity or movement of the employee;

- b. Shirts with spaghetti straps, low-cut tops, or shorts or skirts that are shorter than mid-thigh in length;
- c. Flip-flops;
- d. Sweatpants;
- e. Clothing which displays inappropriate images or words;
- f. Clothing which reveals undergarments;
- g. Clothing which is tattered or ragged;
- h. Clothing that disrupts by being overly tight to the body;
- i. Jewelry affixed to the body other than to the ears;
- j. Body art which is distracting or obscene;
- k. Hats worn inside the building.

An employee's immediate supervisor shall make an initial determination of whether an employee's dress or appearance is a violation of this policy. If the supervisor determines that the employee's dress or appearance is inappropriate, detrimental to the work or learning environment, or hazardous to the health and safety of the employee or students, the supervisor shall counsel the employee regarding appropriate attire that is consistent with this policy and shall determine whether the employee is allowed to remain at work or must leave work to change his/her dress. Any failure to follow the supervisor's directive and/or blatant violation or repeated violations of this policy may subject the employee to disciplinary action.

Legal References: G. S. 115 – C (36), (47)

Cross References: Prohibition Against Discrimination and Harassment (policy 1710/7230)

Adopted: March 13, 2003

Administrative Procedure: None

Updated: October 8, 2009

INSTRUCTIONAL TIME OPPORTUNITY



- ▶ 185 Instructional Days OR Minimum of 1,025 Instructional Hours
- ▶ ACS = 180 days x 6 hours of instruction = 1,080 hours
(55 hours or 9.17 days extra)
- ▶ First instructional day (students) shall not be earlier than the Monday closest to August 26th.
- ▶ Last instructional day (students) shall be no later than the Friday closest to June 11

CALENDAR LAW

2014-2015

- ▶ 7 days (42 hours - weather)
 - ▶ 6 hours (delays)
 - ▶ 6 hours (early release)
- (54 hours)

2015-2016 (so far)

- ▶ 3 days (18 hours - weather)
 - ▶ 4 hours (weather delays)
 - ▶ 5 hours (early release)
- (27 hours)

LOST INSTRUCTIONAL HOURS



Asheboro City Schools Calendar 2016 - 2017

July 2016

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2016

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2016

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July

4
<u>August</u>
18
18,23-26
19,22
29

September

5
<u>October</u>
31

November

8
11,24,25
23

December

23,26,27
22,28,29,30

Holiday

Staff Reports

Mandatory Teacher Workday

Mandatory Prof. Develop.

Students Report

Holiday

Last Day of 1st Quarter

Mandatory Prof. Develop.

Holidays

Teacher Workday

Holidays

Annual Leave

January 2017

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2017

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2017

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

October 2016						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2016						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2016						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January
2,16
20
23
24
<u>February</u>
20

Holidays
Last Day of 2nd Quarter
Teacher Workday
Mandatory Prof. Develop.

March
29
<u>April</u>
14
17,18,19,20,21

Last Day of 3rd Quarter

May
29
<u>June</u>
9
9
12
13
14

Holiday
Annual Leave

Holiday

Last Day of 4th Quarter
Last Day for Students
Mandatory Prof. Develop.
Mandatory Teacher Workday
Teacher Workdays

April 2017						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2017						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2017						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- ▶ 2014-2015 = 42 Weeks
- ▶ 2015-2016 = 42 Weeks

- ▶ 2016-2017 = 41 Weeks
- ▶ 2017-2018 = 41 Weeks

STUDENT WEEKS



- ▶ ACS = 180 days x 6 hours of instruction = 1,080 hours
- ▶ 180 x 6:20 = 1,139.4 hours of instruction = 18.07
(114.4 hours or 18.07 days extra)

INCREASE LEARNING TIME =
INCREASED FLEXIBILITY

- ▶ Current Teacher Day
7:15-3:25 (8:10 hours)

- ▶ Current Student Day
7:55-2:25 (6:30)

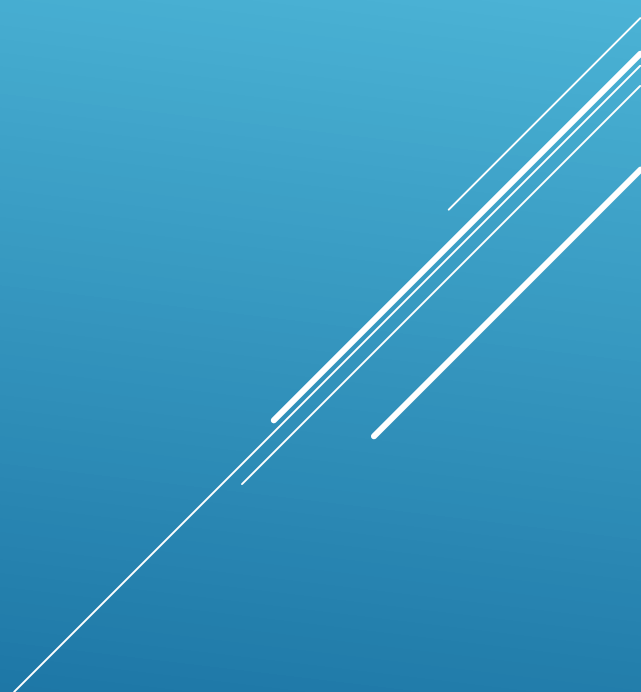
- ▶ Possible Teacher Day
7:15-3:15 (8 hours)

- ▶ Possible Student Day
7:45-2:35 (6:50)

IMPACT



SURVEY



GOOD EVENING,
THIS IS _____, PRINCIPAL OF _____. OUR SCHOOL IS CONSIDERING EXTENDING OUR INSTRUCTIONAL DAY BY 20 MINUTES FOR THE COMING SCHOOL YEAR. CURRENTLY ONE OF OUR ELEMENTARY SCHOOLS IS ALREADY OPERATING ON THIS SCHEDULE, 7:45AM TO 2:35PM, AND BELIEVE IT IS HAVING A POSITIVE IMPACT ON STUDENTS.

BEFORE MAKING THIS IMPORTANT DECISION, WE WANT FEEDBACK FROM OUR FAMILIES. NEXT WEEK YOU WILL HAVE THE OPPORTUNITY TO COMPLETE A SURVEY, BUT I WANTED YOU TO HAVE TIME TO THINK ABOUT HOW THIS MAY IMPACT YOUR FAMILY.

WE BELIEVE THE OPPORTUNITY TO EXPAND OUR INSTRUCTIONAL TIME WILL BE A BENEFIT TO EACH STUDENT AND LOOK FORWARD TO WORKING TOGETHER TO ENSURE THE BEST EDUCATIONAL EXPERIENCES POSSIBLE. IF YOU HAVE SPECIFIC QUESTIONS OR WOULD LIKE ADDITIONAL INFORMATION PRIOR TO THE SURVEY, PLEASE FEEL FREE TO CONTACT ME AT _____. THANK YOU.

GOOD EVENING,
THIS IS _____, PRINCIPAL OF _____. I'M CALLING IN ORDER TO HEAR YOUR FEEDBACK
ON EXTENDING OUR INSTRUCTIONAL DAY BY 20 MINUTES FOR THE UPCOMING
SCHOOL YEAR.

WE BELIEVE THE OPPORTUNITY TO EXPAND OUR INSTRUCTIONAL TIME WILL BE A
BENEFIT TO EACH STUDENT AND WE LOOK FORWARD TO WORKING TOGETHER TO
ENSURE THE BEST EDUCATIONAL EXPERIENCES POSSIBLE. PLEASE STAY ON THE LINE
FOR TWO SURVEY QUESTIONS. IF YOU HAVE SPECIFIC QUESTIONS OR WOULD LIKE
ADDITIONAL INFORMATION, PLEASE FEEL FREE TO CONTACT ME AT 336-000-0000.
THANK YOU.

1. ARE YOU IN FAVOR OF EXTENDING THE INSTRUCTIONAL DAY BY 20 MINUTES?
YES OR NO.

2. DO YOU BELIEVE 20 INSTRUCTIONAL MINUTES WILL BENEFIT OUR STUDENTS?
YES OR NO.

THANK YOU!

23 people responded to the survey.

TOP CONCERN

Parents did not want their children to get up earlier in the morning.

Response

Bus routes will start at the same time and drop-off at school will be the same time. Parent drop-off will also start at the same time.

- ▶ Questions Concerns
- ▶ Feedback

Feedback may be sent to:
calendar@asheboro.K12.Nc.Us

DISCRIMINATION, HARASSMENT, AND BULLYING COMPLAINT PROCEDURE

Policy Code: 1720/4015/7225

The board takes seriously all complaints of unlawful discrimination, harassment, and bullying. The process provided in this policy is designed for those individuals who believe that they may have been discriminated against, bullied, or harassed in violation of policy 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying or policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities. Individuals who have witnessed or have reliable information that another person has been subject to unlawful discrimination, harassment, or bullying also should report such violations to one of the school system officials listed in subsection C.1. of this policy. Reports may be made anonymously.

A. DEFINITIONS

1. Alleged Perpetrator

The alleged perpetrator is the individual alleged to have discriminated against, harassed, or bullied the complainant.

2. Complaint

A complaint is an oral or written notification made by a person who believes he or she is the victim of unlawful discrimination, harassment, or bullying.

3. Complainant

The complainant is the individual complaining of being discriminated against, harassed, or bullied.

4. Days

Days are the working days, exclusive of Saturdays, Sundays, vacation days, or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following receipt of the complaint. When a complaint is submitted on or after May 1, time limits will consist of all weekdays (Monday–Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

5. Investigative Report

The investigative report is a written account of the findings of the investigation conducted in response to a complaint.

6. Investigator

The investigator is the school official responsible for investigating and responding to the complaint.

7. Report

A report is an oral or written notification that an individual, other than the reporter, is a suspected perpetrator or victim of unlawful discrimination, harassment, or bullying.

B. REPORTING BY EMPLOYEES OR OTHER THIRD PARTIES

1. Mandatory Reporting by School Employees

Any employee who witnessed or who has reliable information or reason to believe that an individual may have been discriminated against, harassed, or bullied in violation of policy 1710/4021/7230 or policy 1730/4022/7231 must report the offense immediately to an appropriate individual designated in subsection C.1., below. An employee who does not promptly report possible discrimination, harassment, or bullying shall be subject to disciplinary action.

2. Reporting by Other Third Parties

All members of the school community including students, parents, volunteers, and visitors are also strongly encouraged to report any act that may constitute an incident of discrimination, harassment, or bullying.

3. Anonymous Reporting

Reports of discrimination, harassment, or bullying may be made anonymously but formal disciplinary action may not be taken solely on the basis of an anonymous report.

4. Investigation of Reports

Reports of discrimination, harassment, or bullying will be investigated sufficiently to determine whether further action under this policy or otherwise is necessary, and school officials shall take such action as appropriate under the circumstances, regardless of the alleged victim's willingness to cooperate. At the option of the alleged victim, the report may be treated as a complaint by the alleged victim under this policy.

C. COMPLAINTS BROUGHT BY ALLEGED VICTIMS OF DISCRIMINATION, HARASSMENT, OR BULLYING

1. Filing a Complaint

Any individual, who believes that he or she has been discriminated against, harassed, or bullied is strongly encouraged to file a complaint orally or in writing to any of the following individuals:

- a. the principal or assistant principal of the school at which either the alleged perpetrator or alleged victim attends or is employed;
- b. an immediate supervisor if the individual making the complaint is an employee;
- c. the assistant superintendent of human resources if the alleged perpetrator or alleged victim is an employee of the school system (or the superintendent if the assistant superintendent of human resources is the alleged perpetrator);
- d. the Title IX coordinator for claims of sex discrimination or sexual harassment (see policy 1710/4021/7230 for contact information);
- e. the Section 504 coordinator or the ADA coordinator for claims of discrimination on the basis of a disability (see policy 1710/4021/7230 for contact information); or
- f. for claims of other forms of prohibited discrimination, the applicable civil rights coordinator as established in policy 1710/4021/7230.

2. Time Period for Filing a Complaint

A complaint should be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the 30-day period may be investigated; however, individuals should recognize that delays in reporting may significantly impair the ability of school officials to investigate and respond to such complaints.

3. Informal Resolution

The board acknowledges that many complaints may be addressed informally through such methods as conferences or mediation. The board encourages the use of informal procedures such as mediation to the extent possible; however, mediation or other informal procedures will not be used to resolve complaints alleging sexual assault or sexual violence complaints by a student of sexual harassment perpetrated by an employee, or when otherwise inappropriate. Informal procedures may be used only if the parties involved voluntarily agree.

If an informal process is used, the principal or other designated personnel must (1) notify the complainant that he or she has the option to end the informal process

and begin formal procedures at any time and (2) make a copy of this policy and other relevant policies available to the complainant. Any informal process should be completed within a reasonable period of time, not to exceed 30 days unless special circumstances necessitate more time. If informal procedures fail to resolve the matter in a reasonable period of time or are inappropriate, or if the complainant requests formal procedures, the complaints will be investigated promptly, impartially, and thoroughly according to the procedures outlined in the remainder of this policy.

D. PROCESS FOR ADDRESSING COMPLAINTS OF ALLEGED INCIDENTS OF DISCRIMINATION, HARASSMENT, OR BULLYING

1. Initiating the Investigation

a. Whoever receives a complaint of discrimination, harassment, or bullying pursuant to subsection C.1. shall immediately notify the appropriate investigator who shall respond to the complaint and investigate. The investigator of a complaint is determined as follows.

- 1) If the alleged incident occurred under the jurisdiction of the principal, the investigator is the principal or designee, unless the alleged perpetrator is the principal, the assistant superintendent of human resources, the superintendent, or a member of the board. If the alleged perpetrator is any other employee, the principal or designee shall conduct the investigation in consultation with the assistant superintendent of human resources or designee.
- 2) If the alleged perpetrator is the principal, the assistant superintendent of human resources or designee is the investigator.
- 3) If the alleged incident occurred outside of the jurisdiction of a principal (for example, at the central office), the assistant superintendent of human resources or designee is the investigator unless the alleged perpetrator is the assistant superintendent of human resources, the superintendent, or a member of the board.
- 4) If the alleged perpetrator is the assistant superintendent of human resources, the superintendent or designee is the investigator.
- 5) If the alleged perpetrator is the superintendent, the board attorney is the investigator. (In such cases, whoever receives a complaint of discrimination, harassment, or bullying shall immediately notify the assistant superintendent of human resources who shall immediately notify the board chair. The board chair shall direct the board attorney to respond to the complaint and investigate.)

- 6) If the alleged perpetrator is a member of the board, the board attorney is the investigator. (In such cases, whoever receives a complaint of discrimination, harassment, or bullying shall immediately notify the superintendent who shall direct the board attorney to respond to the complaint and investigate. Unless the board chair is the alleged perpetrator, the superintendent shall also notify the board chair of the complaint.)
 - b. As applicable, the investigator shall immediately notify the Title IX, Section 504, ADA, or other relevant coordinator of the complaint, and, as appropriate, may designate the coordinator to conduct the investigation.
 - c. The investigator shall explain the process of the investigation to the complainant and inquire as to whether the complainant would like to suggest a course of corrective action.
 - d. Written documentation of all reports and complaints, as well as the school system's response, must be maintained in accordance with policy 1710/4021/7230.
 - e. Failure to investigate and/or address claims of discrimination, harassment, or bullying shall result in disciplinary action.
2. Conducting the Investigation
- a. The investigator is responsible for determining whether the alleged act(s) constitutes a violation of policy 1710/4021/7230 or policy 1730/4022/7231. In so doing, the investigator shall impartially, promptly, and thoroughly investigate the complaint. The investigator shall interview (1) the complainant; (2) the alleged perpetrator(s); (3) individuals identified as witnesses by the complainant or alleged perpetrator(s); and (4) any other individuals, including other possible victims, who may have relevant information. The investigation will include a review of all evidence presented by the complainant or alleged perpetrator.
 - b. The complaint and investigation will be kept confidential to the extent possible. Information may be shared only with individuals who need the information in order to investigate and address the complaint appropriately and those with a legal right to access the information. Any requests by the complainant for further confidentiality will be evaluated within the context of the legal responsibilities of the school system. Any complaints withdrawn to protect confidentiality must be recorded in accordance with policy 1710/4021/7230.
 - c. The investigator shall review the factual information gathered through the investigation to determine whether, based on a preponderance of the

evidence, the alleged conduct constitutes discrimination, harassment, or bullying, giving consideration to all factual information, the context in which the alleged incidents occurred, the age, and maturity of the complainant and alleged perpetrator(s), and any other relevant circumstances. The investigator shall submit a written investigative report to the superintendent and, as applicable, to the Title IX, Section 504, ADA, or other coordinator.

3. Notice to Complainant and Alleged Perpetrator

- a. The investigator shall provide written notification to the complainant of the results of the investigation within 15 days of receiving the complaint, unless additional time is necessary to conduct an impartial, thorough investigation. The investigator shall specify whether the complaint was substantiated and, if so, shall also specify:
 - 1) reasonable, timely, age-appropriate, corrective action intended to end the discrimination, harassment, or bullying, and prevent it from recurring;
 - 2) as needed, reasonable steps to address the effects of the discrimination, harassment, or bullying on the complainant; and
 - 3) as needed, reasonable steps to protect the complainant from retaliation as a result of communicating the complaint.
- b. If required by federal law, information regarding specific disciplinary action imposed on the alleged perpetrator(s) will be given to the complainant, such as when the information relates directly to the complainant (e.g., an order requiring the perpetrator not to have contact with the complainant). School officials are encouraged to consult with the superintendent and board attorney before releasing such information, however.
- c. If the investigator determines that the complaint was substantiated, the perpetrator(s) shall be subject to discipline or other corrective steps, as described in policy 1710/4021/7230. If the corrective steps involve actions outside the scope of the investigator's authority, the superintendent will be notified so that responsibility for taking the corrective steps may be delegated to the appropriate individual.
- d. Each alleged perpetrator will be provided with a written summary of the results of the investigation in regard to whether the complaint was substantiated, whether the alleged perpetrator violated relevant law or board policies by his or her actions, and what, if any, disciplinary actions or consequences will be imposed upon the perpetrator in accordance with

board policy. The perpetrator may appeal any disciplinary action or consequence in accordance with board policy and law. However, an appeal by the perpetrator of disciplinary action does not preclude school officials from taking appropriate action to address the discrimination, harassment, or bullying.

4. Appeal Report

- a. If the complainant is dissatisfied with the results of the investigation, he or she may appeal the decision to the superintendent (unless the alleged perpetrator is the assistant superintendent of human resources or the superintendent, in which cases the complainant may appeal directly to the board in accordance with the procedure described in subsection D.4.b below). The appeal must be submitted in writing within five days of receiving the notice of the results of the investigation. The superintendent may review the documents, conduct any further investigation necessary, or take any other steps the superintendent determines to be appropriate in order to respond to the complaint. The superintendent shall provide a written response within 10 days after receiving the appeal, unless further investigation is needed.
- b. If the complainant is dissatisfied with the superintendent's response, he or she may appeal the decision to the board within five days of receiving the superintendent's response. The board will review the documents, direct that further investigation be conducted if necessary, and take any other steps that the board determines to be appropriate in order to respond to the complaint. Upon request of the complainant, the board will hold a hearing pursuant to policy 2500, Hearings Before the Board. The board will provide a written response within 30 days after receiving the appeal, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

E. TIMELINESS OF PROCESS

The number of days indicated at each step of the process should be considered a maximum. Every effort should be made to expedite the process.

If any school official charged with investigating the complaint or reviewing the investigation fails at any step in the process to communicate a decision within the specified time limit, the complainant will be entitled to appeal the complaint to the next step unless the official has notified the complainant of the delay and the reason for the delay, such as the complexity of the investigation, review, or report. The school official shall make reasonable efforts to keep the complainant apprised of progress being made during any period of delay. Delays that interfere with the exercise of any legal rights are not permitted.

Failure by the complainant at any step in the process to appeal a complaint to the next step within the specified time limit will be considered acceptance of the decision at that step, unless the complainant has notified the investigator of a delay and the reason for the delay and the investigator has consented in writing to the delay.

F. GENERAL REQUIREMENTS

1. No reprisals or retaliation of any kind will be taken by the board or by an employee of the school system against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless the person knew or had reason to believe that the complaint or report was false or knowingly provided false information.
2. All meetings and hearings conducted pursuant to this policy will be private.
3. The board and school system officials will consider requests to hear complaints from a group, but the board and officials have the discretion to hear and respond to complainants individually.
4. The complainant may be represented by an advocate, such as an attorney, at any meeting with school system officials.
5. Should, in the judgment of the superintendent or designee, the investigation or processing of a complaint require that an employee be absent from regular work assignments, such absences shall be excused without loss of pay or benefits. This shall not prevent the superintendent or designee from suspending the alleged perpetrator without pay during the course of the investigation.

G. RECORDS

Records will be maintained as required by policy 1710/4021/7230.

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 *et seq.*, 34 C.F.R. pt. 110; Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*, 34 C.F.R. pt. 100; Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e *et seq.*, 29 C.F.R. pt. 1604; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. pt. 108; *Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance*, U.S. Department of Education, Office for Civil Rights (1994); *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties*, U.S. Department of Education, Office for Civil Rights (2001); *Notice of Non-Discrimination*, U.S. Department of Education, Office for Civil Rights (2010); *Gebser v. Lago Vista Independent School District*, 524 U.S. 274 (1998); *Davis v. Monroe County Board of*

Education, 526 U.S. 629 (1999); G.S. 115C-407.15 through -407.18

Cross References: Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Student and Parent Grievance Procedure (policy 1740/4010), Hearings Before the Board (policy 2500), Assaults, Threats, and Harassment (policy 4331)

Adopted: February 18, 2010

Updated: May 10, 2012, May 14, 2015

A. OPPORTUNITIES TO ADDRESS CONCERNS AND COMPLAINTS

The board is committed to providing an effective means for parents and the community to voice concerns and complaints. The board also strives to resolve concerns and complaints whenever possible. To this end, the board has established the following processes:

1. informal resolutions of specific concerns (see section B, General Process, below);
2. public hearings and public comments at board meetings on subjects of concern to parents and the community (policy 2310, Public Participation at Board Meetings);
3. a procedure for parental concerns regarding the curriculum (policy 3210, Parental Inspection of and Objection to Instructional Materials);
4. specific processes for addressing disciplinary consequences (policies in the 4300 series);
5. processes as provided by law for students with disabilities (policies 1730/4022/7231, Nondiscrimination on the Basis of Disabilities, 3520, Special Education Programs/Rights of Students with Disabilities, and 4307, Disciplinary Action for Exceptional Children/Students with Disabilities); and
6. grievance procedures for addressing concerns regarding specific decisions, especially when there are concerns that board policy or law has been misapplied, misinterpreted or violated, including discrimination claims on the basis of sex or disability (policies 1740/4010, Student and Parent Grievance Procedure, and 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure).

Numerous other policies provide opportunities for parental input, including policy 1310/4002, Parental Involvement.

B. GENERAL PROCESS

Complaints that are not specifically designated to be addressed in other policies should be addressed in the following manner.

1. The complaint should be received and addressed at the level closest to which the complaint originated. For example, a complaint regarding a classroom issue should be heard first by the teacher. A complaint regarding the school in general should be addressed first by the principal.

2. Any board member or employee receiving a complaint should verify that the complaint has been appropriately referred to him or her and if not, assist the complainant by identifying the appropriate personnel to receive the complaint.
3. Once appropriately referred, if the complainant is not satisfied with the response to the complaint, the complainant should be informed of the options for further review of the complaint.
4. A complaint or series of complaints that raise significant issues about the educational program or the operation of the schools is an opportunity to further examine the success of the school system in meeting its goals and objectives. When feasible, a group representing various perspectives and interests, such as teachers, administrators, students and parents, should discuss the issue and make recommendations to appropriate personnel or to the board.

The superintendent shall communicate the requirements in this policy to board members and employees on a regular basis.

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

Cross References: Parental Involvement (policy 1310/4002), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Nondiscrimination on the Basis of Disabilities Student (policy 1730/4022/7231), and Parent Grievance Procedure (policy 1740/4010), Public Participation at Board Meetings (policy 2310), Parental Inspection of and Objection to Instructional Materials (policy 3210), Special Education Programs/Rights of Students with Disabilities (policy 3520), Student Behavior Policies (4300 series), Disciplinary Action for Exceptional Children/Students with Disabilities (policy 4307)

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

Updated: February 12, 2009, July 12, 2012

Reviewed by Policy Committee: October 11, 2007

The board is committed to a sound, comprehensive health education program that provides students with accurate information and encourages them to be responsible for their own health and behavior. The board recognizes the primary role of parents in providing for the health and well-being of their children and seeks to involve parents as provided in this policy. The comprehensive health education program provided by the school system will meet the requirements of the Basic Education Program (BEP), G.S. 115C-81(e1), and aligned state-adopted standards. The board may, in its discretion, expand on the subject areas to be included in the program and on the instructional objectives to be met.

A. COMPREHENSIVE HEALTH EDUCATION PROGRAM

A comprehensive health education program must be taught to students from kindergarten through ninth grade. As required by law, the health education program must include age-appropriate instruction on bicycle safety, nutrition, dental health, environmental health, family living, consumer health, disease control, growth and development, first aid and emergency care, mental and emotional health, drug and alcohol abuse prevention, prevention of sexually transmitted diseases (STDs), including HIV/AIDS and other communicable diseases, and reproductive health and safety education.

As required by law and beginning in seventh grade, reproductive health and safety education will include age-appropriate instruction on sexual abstinence until marriage, STDs, the human reproductive system, preventable risks for preterm birth in subsequent pregnancies, effective contraceptive methods for preventing pregnancy, and awareness of sexual assault, sexual abuse, and sex trafficking prevention and awareness.

B. PARENTAL OPPORTUNITIES TO REVIEW MATERIALS AND WITHHOLD CONSENT FOR STUDENT PARTICIPATION

Each year before students participate in reproductive health and safety education or in other separate instruction on the prevention of STDs, including HIV/AIDS, or the avoidance of out-of-wedlock pregnancy, the principal or designee shall notify parents of the opportunity to review the materials and objectives that will be used in instruction. A copy of all objectives and materials will be available for review in the media center of each school where these subjects will be taught.

The principal or designee shall also notify parents of the right to withhold or withdraw consent for their child's participation in all reproductive health and safety education instruction or in specific topics such as STDs, the effectiveness and safety of contraceptive methods, awareness of sexual assault and sexual abuse, and sex trafficking prevention and awareness. Parents may also withhold consent to student participation in other separate instruction on the prevention of STDs, including HIV/AIDS, or the avoidance of out-of-wedlock pregnancy. Any parent wishing to withhold consent must

do so in writing to the principal.

C. STANDARDS FOR INSTRUCTION

For reproductive health and safety education, teachers shall follow the instructional objectives and only use the age-appropriate materials that have been made available to parents for review in accordance with this policy. Information conveyed during instruction will be objective and based upon scientific research that is peer reviewed and accepted by professionals and credentialed experts in the field of sexual health education or other field authorized by law.

A determination of what is an appropriate education for a student with disabilities must be made in accordance with the student's individualized education plan, following all procedures as provided in the North Carolina *Policies Governing Services for Children with Disabilities*.

Legal References: G.S. 115C art. 9; 115C-36, -81(e1); State Board of Education Policies GCS-D-000, GCS-F-007; *Policies Governing Services for Children with Disabilities*, available at <http://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities>

Adopted: August 12, 2010

Updated: April 10, 2014

The board recognizes that students may need to take medication during school hours. School personnel may administer drugs or medication prescribed by a doctor upon the written request of the parents. To minimize disruptions to the school day, medicines should be taken at home rather than at school whenever feasible. School personnel should not agree to administer any medication that could be taken at home.

A. STANDARDS FOR ADMINISTERING MEDICINES

1. School employees are authorized to administer drugs or medication when all of the following conditions have been met.
 - a. The student's parent or legal custodian has made a written request that school personnel administer the drug or medication to the student and has given explicit written instructions describing the manner in which the drug or medication is to be administered.
 - b. A physician has prescribed the drug or medication for use by the student (for over-the-counter medications as well as medications available only by a physician's prescription).
 - c. A physician has certified that administration of the drug or medication to the student during the school day is necessary (for over-the-counter medications as well as medications available only by a physician's prescription).
 - d. The employee administers the drug or medication pursuant to the written instructions provided by the student's parent or legal guardian and healthcare provider.
2. The superintendent shall develop procedures for the implementation of this policy. These rules and a copy of this policy must be made available to all students and parents each school year. The superintendent's procedures should be developed according to the guidelines listed below.
 - a. The health and welfare of the student must be of paramount concern in all decisions regarding the administration of medicine.
 - b. Students with special needs are to be afforded all rights provided by federal and state law as enumerated in the *Policies Governing Services for Children with Disabilities*. Students with disabilities also are to be afforded all rights provided by anti-discrimination laws, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

- c. No student may possess, use or transmit any drug or counterfeit drug prohibited by policy 4325, Drugs and Alcohol.
- d. The board generally encourages school personnel to administer medicine from a centralized location. However, in all instances, whether from a centralized location or multiple locations, any medicines kept at school for a student must be kept in a locked and secure place.
- e. All school personnel who will be administering medicines must receive appropriate training.
- f. Only drugs clearly prescribed or intended for the student may be administered by school personnel. At the time a parent or guardian brings a drug to school for administration, if school personnel have concerns regarding the appropriateness of a drug or dosage for a student, a confirmation should be obtained from the student's doctor or another doctor prior to administering the medicine or allowing a student to self-administer a medicine.
- g. Although efforts should be made not to disrupt instructional time, a parent has the right to administer medicines to his or her child at any time while the child is on school property.
- h. Written information maintained by school personnel regarding a student's medicinal and health needs is confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.

B. OVER-THE-COUNTER MEDICATION

Consistent with the above requirements, over-the-counter medications will only be given during school hours by school personnel if they are authorized by a physician and parent/guardian, complete with instructions. Parents/Guardians who want school personnel to administer over-the counter medication must provide the medication to school personnel pursuant to the requirements of this policy.

C. EMERGENCY MEDICATION

Students who are at risk for medical emergencies, such as those with asthma or severe allergies, must have an emergency health care plan developed for them to address emergency administration of medicine.

D. STUDENT SELF-ADMINISTERING EMERGENCY MEDICATIONS

The board recognizes that students with asthma, diabetes, and/or subject to anaphylactic reactions may need to possess and self-administer emergency medication on school property. The superintendent shall develop procedures for the possession and self-administration of emergency medication by students on school property, during the school day, at school-sponsored activities, and/or while in transit to or from school or school-sponsored events.

1. Before a student will be allowed to self-administer medicine pursuant to this section, the student's parent or guardian must provide to the principal or designee all of the documents listed below.
 - a. written authorization from the student's parent or guardian for the student to possess and self-administer asthma medication;
 - b. a written statement from the student's health care practitioner verifying:
 - 1) that the student has asthma, diabetes, and/or an allergy that could result in anaphylactic reaction;
 - 2) that he or she prescribed medication for use on school property during the school day, at school-sponsored activities, or while in transit to or from school or school-sponsored events; and
 - 3) that the student understands, has been instructed in self-administration of the emergency medication, and has demonstrated the skill level necessary to use the medication and any accompanying device;
 - c. a written treatment plan and written emergency protocol formulated by the prescribing health care practitioner for managing the student's asthma, diabetes, or anaphylaxis episodes and for medication use by the student;
 - d. a statement provided by the school system and signed by the student's parent or guardian acknowledging that the board of education and its agents are not liable for injury arising from the student's possession and self-administration of asthma medication; and
 - e. any other documents or items necessary to comply with state and federal laws.
2. Prior to being permitted to self-administer medicine at school, the student also must demonstrate to the school nurse, or the nurse's designee, the skill level necessary to use the emergency medication and any accompanying device.
3. Finally, the student's parent or guardian shall provide to the school backup emergency medication that school personnel are to keep in a location to which the

student has immediate access in the event of an emergency.

All information provided to the school by the student's parent or guardian must be kept on file at the school in an easily accessible location. Any permission granted by the principal for a student to possess and self-administer emergency medication will be effective only for the same school for 365 calendar days. Such permission must be reviewed annually.

A student who uses his or her prescribed emergency medication in a manner other than as prescribed may be subject to disciplinary action pursuant to the school disciplinary policy. No one may impose disciplinary action on the student that limits or restricts the student's immediate access to the emergency medication.

The board does not assume any responsibility for the administration of drugs or medication to a student by the student, the student's parent or legal custodian or any other person who is not authorized by this policy to administer medications to students.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12134, 28 C.F.R. pt. 35; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. -705(20), -794, 34 C.F.R. pt. 104; G.S. 115C-36, -307(c), -375.2; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy GCS-D-000

Cross References: Parental Involvement (policy 1310/4002), Drugs and Alcohol (policy 4325)

Revised: July 14, 2005, January 21, 2016

Vandalism is the willful destruction of school property, equipment or materials. The board will not tolerate vandalism and may seek criminal prosecution and take any legal action available for recovery of the loss.

All losses that may be due to vandalism will be reported and recorded in accordance with procedures established by the superintendent. The principal will notify the superintendent or designee immediately of any forceful entry that results in theft and/or damages to school property.

Board policies on student behavior apply to any student who has participated in vandalizing school property.

Legal References: G.S. 1-538.1; 14-127.1, -132, -132.2; 115C-100, -276(c), -288(f), -307(h), -398, -399, -523, -524, -526

Cross References: Security of Facilities (policy 9220)

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

Updated: December 10, 2015

The board recognizes the importance of incorporating current technology tools, including new methods of electronic communication, into the classroom to enhance student learning. It further recognizes the importance of employees, students, and parents engaging, learning, collaborating, and sharing in digital environments as part of 21st Century learning. The board strives to ensure that electronic communication tools incorporated into the school curriculum are used responsibly and safely. As practicable, the board will provide access to secure social media tools and board approved technologies for use during instructional time and for school-sponsored activities in accordance with policies 3220, Technology in the Educational Program, and 3225/4312/7320, Technology Responsible Use.

The board acknowledges that school employees may engage in the use of social media during their personal time. School employees who use social media for personal purposes must be mindful that they are responsible for their public conduct even when not acting in their capacities as school system employees. All school employees, including student teachers and independent contractors shall comply with the requirements of this policy when using electronic social media for personal purposes. In addition, all school employees must comply with policy 4040/7310, Staff-Student Relations, when communicating with individual students through other electronic means, such as through voice, email, or text-messaging.

A. DEFINITIONS**1. Social Media**

For the purposes of this policy, “social media” refers to the various online technology tools that enable people to communicate easily over the Internet to share information and resources. It includes, but is not limited to: personal websites, nonsystem-related website, blogs, wikis, social networking sites, online forums, virtual worlds, video-sharing websites, and any other Internet-based applications which allow the exchange of user-generated content. For purposes of this policy, it also includes any form of instant or direct messaging available through such applications. Examples of social media include, but are not limited to, Web 2.0 tools, Facebook, Twitter, LinkedIn, Flickr, YouTube Instagram, Google+, and social media components of learning management systems such as Moodle or Edmodo.

2. School-Controlled Social Media

“School-controlled social media” are social media networks, tools, or activities that are under the direct control and management of the school system and that create an archived audit trail.

3. Personal Social Media

“Personal social media” means any social media networks, tools, or activities that are not school-controlled.

B. SOCIAL MEDIA COMMUNICATIONS INVOLVING STUDENTS

Employees are to maintain professional relationships with students at all times in accordance with policies 4040/7310, Staff-Student Relations, and 7300, Staff Responsibilities. The use of electronic media for communicating with students and parents is an extension of the employee’s workplace responsibilities. Accordingly, the board expects employees to use professional judgment when using social media or other electronic communications and to comply with the following.

1. All electronic communications with students who are currently enrolled in the school system must be school-related and within the scope of the employees’ professional responsibilities, unless otherwise authorized by this policy or policy 4040/7310, Staff-Student Relations.
2. School employees may use only school-controlled social media to communicate directly with current students about school-related matters. (For information regarding communication with students through other forms of electronic communication, e.g., email or texts, see policy 4040/7310, Staff-Student Relations.)
3. Employees are prohibited from knowingly communicating with current students through a personal social media or personal websites without parental permission. An Internet posting on a personal social media network or personal website intended for a particular student will be considered a form of direct communication with that student in violation of this policy unless the parent has consented to the communication. However, an employee may communicate with a student using personal social media to the extent the employee and student have a family relationship or other type of appropriate relationship which originated outside of the school setting. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee’s child, or a member or participant in the same civic, social, recreational, sport or religious organization.
4. An employee seeking to utilize and/or establish a non-school-controlled social media website for instructional or other school-related purposes must have prior written approval from the principal and the superintendent or designee and must verify that the social media application’s terms of service meet the requirements of policies 3220, Technology in the Educational Program, 3225/4312/7320, Technology Responsible Use, and 3227/7322, Web Page Development. If the website collects personal information from students under the age of 13, the use will not be approved unless the applicable requirements of the Children’s Online Privacy Protection Act (COPPA) are met. The employee shall ensure that the

website does not include or link to the employee's personal social media footprint. The site must be used for school-related purposes only.

C. EMPLOYEE PERSONAL USE OF SOCIAL MEDIA

The board respects the right of employees to use social media as a medium of self-expression on their personal time. As role models for the school system's students, however, employees are responsible for their public conduct even when they are not performing their job duties as employees of the school system. Employees will be held to the same professional standards in their public use of social media and other electronic communications as they are for any other public conduct. Further, school employees remain subject to applicable state and federal laws, board policies, administrative regulations, and the Code of Ethics for North Carolina Educators, even if communicating with others concerning personal and private matters. If an employee's use of social media interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Employees are responsible for the content on their social media sites, including content added by the employee, the employee's friends, or members of the public who can access the employee's site, and for Web links on the employee's site. Employees shall take reasonable precautions, such as using available security settings, to restrict students' access to the employees' personal information on social media websites and to prevent students from accessing materials that are not age-appropriate.

School employees are prohibited from accessing social networking websites for personal use during instructional time.

D. POSTING TO SOCIAL MEDIA SITES AND PERSONAL WEBSITES

Employees who use social media or nonsystem-related website for personal purposes must be aware that the content they post may be viewed by anyone, including students, parents, and community members. Employees shall observe the following principles when communicating through social media:

1. Employees shall not post confidential information about students, employees, or school system business.
2. Employees shall not accept current students as "friends" or "followers" or otherwise connect with students on personal social media sites without parental permission, unless the employee and student have a family relationship or other type of appropriate relationship which originated outside of the school setting.
3. Employees shall not knowingly allow students access to their personal social media sites that discuss or portray sex, nudity, alcohol, or drug use or other behaviors associated with the employees' private lives that would be

inappropriate to discuss with a student at school.

4. Employees may not knowingly grant students access to any portions of their personal social media sites or personal websites that are not accessible to the general public without parental permission, unless the employee and student have a family relationship or other type of appropriate relationship which originated outside of the school setting.
5. Employees shall be professional in all Internet postings related to or referencing the school system, students or their parents, and other employees.
6. Employees shall not use profane, pornographic, obscene, indecent, lewd, vulgar, or sexually offensive language, pictures or graphics or other communication that could reasonably be anticipated to cause a substantial disruption to the school environment.
7. Employees shall not use the school system's logo or other copyrighted material of the system on a personal social media site without express, written consent from the board.
8. Employees shall not post identifiable images of a student or student's family on a personal social media site without permission from the student and the student's parent or legal guardian. Employees may post such images on a school-controlled social media site only with prior permission of the employee's supervisor and in accordance with the requirements of federal and state privacy laws and policy 4700, Student Records.
9. Employees shall not use Internet postings to libel or defame the board, individual board members, students, or other school employees.
10. Employees shall not use Internet postings to harass, bully, or intimidate students or other employees in violation of policy 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying, or state and federal laws.
11. Employees shall not post content that negatively impacts their ability to perform their jobs.
12. Employees shall not use Internet postings to engage in any other conduct that violates board policy or administrative procedures or state and federal laws.

E. CONSEQUENCES

School system personnel shall monitor online activities of employees who access the Internet using school technological resources. Additionally, the superintendent or designee may periodically conduct public Internet searches to determine if an employee has engaged in conduct that violates this policy. Any employee who has been found by

the superintendent to have violated this policy may be subject to disciplinary action, up to and including dismissal.

The superintendent shall establish and communicate to employees guidelines that are consistent with this policy.

Legal References: U.S. Const. amend. I; Children's Internet Protection Act, 47 U.S.C. 254(h)(5); 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.*; 20 U.S.C. 6777; G.S. 115C-325(e) (applicable to career status teachers), -325.4 (applicable to non-career status teachers); 16 N.C.A.C. 6C .0601, .0602; State Board of Education Policy TCP-C-014

Cross References: Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Technology in the Educational Program (policy 3220), Technology Responsible Use (policy 3225/4312/7320), Web Page Development (policy 3227/7322), Copyright Compliance (policy 3230/7330), Staff-Student Relations (policy 4040/7310), Student Records (policy 4700), Staff Responsibilities (policy 7300)

Adopted: December 15, 2011

Revised: August 29, 2012, December 12, 2013, March 12, 2015

NON-CAREER STATUS TEACHERS: NONRENEWAL

Policy Code:

7950

The board, upon recommendation of the superintendent, may refuse to renew the contract of any non-career status teacher for any cause it deems sufficient, so long as the cause is not arbitrary, capricious, discriminatory, prohibited by state or federal law, or for personal or political reasons.

If the superintendent decides to recommend nonrenewal of a non-career status teacher, the superintendent shall provide written notice of the recommendation no later than June 1. The teacher may, within 10 days of receipt of the superintendent's recommendation, request written notice of the reasons for the superintendent's recommendation for nonrenewal and the information that the superintendent may share with the board to support the recommendation for nonrenewal. If a teacher files a timely request, the superintendent shall provide the requested information, and the teacher will be permitted to submit supplemental information to the superintendent and board prior to the board's decision.

A non-career status teacher has the right to petition the board for a hearing no later than 10 days after receiving notice of the superintendent's recommendation for nonrenewal. If the teacher requests a hearing, the board chair and vice chair will confer and determine whether such a hearing will be granted. If the chair and vice chair cannot agree, a hearing will be granted. The board will notify the teacher of its decision whether to grant a hearing.

The board will notify the non-career status teacher whose contract will not be renewed for the next school year of its decision by June 15. If, however, a teacher is granted a hearing, the board will provide the nonrenewal notification within 10 days of the hearing or such later date upon the written consent of the superintendent and teacher.

In considering a recommendation of the superintendent to offer a teacher a new, renewed, or extended contract, the board may review any information that was in the teacher's personnel file at the time of the superintendent's recommendation. If the board determines that it needs additional information to reach a decision, it will notify the teacher of the board's concerns and of the additional information that it is considering and provide an opportunity for the teacher to respond to the additional information.

The board will notify the non-career status teacher whose contract will not be renewed for the next school year of its decision by June 15. If, however, a teacher is granted a hearing, the board will provide the nonrenewal notification within 10 days of the hearing or such later date upon the written consent of the superintendent and teacher.

Non-career status teachers may be demoted or dismissed during the terms of their contracts only in accordance with policy 7930, Professional Employees: Demotion and Dismissal.

Legal References: G.S. 115C-45(c), -325.1 *et seq.*

Cross References: Hearings Before the Board (policy 2500), Teacher Employment Contracts

(policy 7410), Professional Personnel Reduction in Force (policy 7920), Professional Employees: Demotion and Dismissal (policy 7930)

Adopted: March 8, 2012

Updated: January 9, 2014, June 12, 2014, February 12, 2015

**USE AND SELECTION OF ARCHITECTS,
ENGINEERS, SURVEYORS, AND CONSTRUCTION
MANAGERS AT RISK**

Policy Code:

9110

A. USE OF ARCHITECTS AND/OR ENGINEERS

To the extent required by North Carolina General Statute 133-1.1, a registered architect or registered engineer, or both, will be used to design and inspect school system buildings being repaired or constructed. In addition, architects and/or engineers may be used for services, such as:

1. preparing feasibility studies for additions, alterations, or renovations of existing facilities;
2. providing consulting services on technical matters;
3. providing services related to long-range planning or facility design; and
4. assisting in the preparation and submission of any documents requested by other governmental agencies.

B. SELECTION PROCESS FOR ARCHITECTURAL, ENGINEERING, SURVEYING, AND CONSTRUCTION MANAGEMENT AT RISK SERVICES

Procurement of architectural, engineering, surveying, or construction management at risk services for facility design, construction, and related services will be accomplished in accordance with the following requirements.

1. Projects with an Estimated Professional Fee of \$50, 000 or More
 - a. The superintendent shall solicit proposals from service providers for selection based upon qualifications using the following or similar criteria:
 - 1) training and experience of the service provider, especially in school-related projects;
 - 2) planning ability and promptness;
 - 3) experience in specification writing, including reputation for accuracy and sufficiency of detail;
 - 4) experience in the construction of K-12 buildings;
 - 5) reputation for quality of design and construction in appearance and

-
-
- utility;
- 6) history of thorough inspections and follow-through with jobs;
 - 7) timely completion of projects within the established budgets;
 - 8) relationships with contractors and designers; and
 - 9) any other factors the superintendent deems relevant.
- b. The superintendent shall provide a list of qualified service providers to the board for consideration and selection unless the estimated professional fee for the project is within the superintendent's authority to contract as provided in policy 6420, Contracts with the Board.
 - c. A North Carolina resident firm will be granted a preference over a nonresident firm if the home state of the nonresident firm has a practice of granting a preference to its resident firms over North Carolina resident firms. Any preference granted to a resident firm will be in the same manner, on the same basis, and to the same extent as the preference granted by the nonresident firm's home state. The solicitation documents must require that nonresident firms disclose and describe any construction contract preferences granted by the firm's home state.
 - d. Fees will be negotiated with the selected firm. If a fair and reasonable fee cannot be agreed upon, the board or superintendent will select the next best qualified firm and negotiate fees. The contract with the firm must be reviewed by the board attorney and meet all applicable laws and board policies. The contract must have board approval unless the board has delegated this authority to the superintendent in policy 6420.
2. Projects with an Estimated Professional Fee of Less than \$50,000
- a. The process established in subsection B.1. is not required unless otherwise directed by the board or superintendent for a specific project.
 - b. When the estimated professional fee for a project is estimated to be within the superintendent's authority to contract on behalf of the board as provided in policy 6420, Contracts with the Board, the superintendent shall have authority to select the firm. Board approval of the firm is not required. The contract with the firm must meet all applicable laws and board policies.
 - c. When the professional fee is estimated to exceed the superintendent's authority to contract on behalf of the board as provided in policy 6420, Contracts with the Board, the superintendent shall recommend one or

more firms to the board for consideration. The board will approve the selection of the firm. The contract with the firm must be reviewed by the board attorney, be approved by the board, and meet all applicable laws and board policies.

Legal References: G.S. 133, arts. 1 and 3; 143-64.31, -64.32

Cross References: Contracts with the Board (policy 6420), Site Selection (policy 9010), Facility Design (policy 9020)

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

Updated: June 12, 2014

The board strives to obtain high quality services at a reasonable price through the bidding process employed by the school system.

A. STANDARDS FOR PARTICIPATION IN CONSTRUCTION CONTRACTS

All contracts formally or informally bid will be awarded to the lowest responsible bidder, taking into consideration quality, performance, reliability and the time specified in the bids for performance of the contract. Contracts will contain a provision stating that the contractor and its contractor's subcontractors, if any, must comply with the requirements of G.S. Chapter 64, Article 2. Prior to bidding, contractors may be required to prequalify if the board has elected to use this process.

The board prohibits discrimination against any person or business on the basis of race, color, ethnic origin, sex, disability or religion. In addition, in accordance with G.S. 143-133.5, the board prohibits discrimination against a bidder or contractor for being party to, refusing to be party to, adhering to, or refusing to adhere to an agreement with a labor organization. The superintendent is required to conduct contracting and purchasing programs so as to prevent such discrimination.

The superintendent, on behalf of the board, must certify that good faith efforts have been made to increase the participation in construction contracts by minority-owned and female-owned businesses, as required by policy 9125, Participation by Women- and Minority-Owned Businesses.

The board will grant a North Carolina resident firm providing architectural, engineering, surveying, construction management at-risk service, design-build services, or public-private construction services a preference over a nonresident firm, if the home state of the nonresident firm has a practice of granting a preference to its resident firms over North Carolina resident firms. Any preference granted to a resident firm will be in the same manner, on the same basis, and to the same extent as the preference granted by the nonresident firm's home state. The school system's bid documents will require that nonresident firms disclose and describe any construction contract preferences granted by the firm's home state.

B. BIDDING METHODS

The board may request bids for contracts for building projects using either single prime, multi-prime (separate prime), construction management at-risk, dual bidding, design-build, design-build bridging, and public-private partnership methods, as permitted by law. The superintendent shall make a recommendation to the board as to the method(s) that should be used for a particular project.

If the superintendent believes the project cannot be reasonably completed under the

methods authorized by G.S. 143-128, the superintendent shall so inform the board and make the recommendation to the board that it approve the use of alternative methods. Upon board approval, the superintendent shall submit to the State Building Commission a request to use an alternative contracting method along with supporting documentation.

C. FORMAL BIDDING

Construction and repair work requiring the estimated expenditure of \$500,000 or more will be advertised for bid and will be awarded through formal bidding procedures. Dividing contracts to lower the expenditure amounts so as to evade these requirements is prohibited. The board authorizes the use of newspaper advertisement, electronic advertisement, or both for formal bids; however, the superintendent has the authority to determine which method will be used for a specific purchase or categories of purchases. The superintendent shall establish formal bidding procedures consistent with this policy and applicable law and make the procedures available to all bidders or potential bidders.

D. INFORMAL BIDDING

Informal bids will be obtained for construction and repair contracts between \$30,000 and \$500,000. Quotations from contractors may be solicited by telephone or in writing. Informal bids are recommended, but not required, for construction and repair work costing less than \$30,000.

Dividing contracts to lower the expenditure amounts so as to evade the informal bidding requirements is prohibited. The superintendent shall develop informal bidding procedures consistent with this policy and applicable law and make the procedures available to all bidders and potential bidders.

E. APPROVAL

All formally bid construction contracts must be reviewed by the board attorney and submitted by the superintendent to the board for approval.

The superintendent shall consult with the board attorney in developing standard form contracts for informally bid construction projects. Board approval of informally bid projects is not required, unless otherwise directed by the board on specific projects.

F. RECORDS AND REPORTING REQUIREMENTS

Records of all informal or formal bids received will be maintained and will be available for public inspection. Such records should include the date the bid is received, from whom it is received, and what project it is for. The records will document why the selected contractor was the lowest responsive, responsible bidder if the contractor was not the low bidder.

The superintendent must submit required reports to the State and provide reports to the

board on the progress being made towards reaching the board's goals.

G. DISPUTE RESOLUTION PROCESS

The board establishes the following dispute resolution process to resolve issues arising out of construction and repair projects or contracts related to such projects. The dispute resolution process may be used by any party involved in the construction project for those disputes in which the amount in controversy is at least \$15,000.

Prior to initiating litigation concerning a dispute, parties to the dispute must do the following: (1) submit the dispute for review by the superintendent or other designated school official and the project architect, as appropriate, and (2) participate in mediation, if the matter cannot be resolved by school officials and the architect. The cost of the dispute resolution process will be divided between the parties to the dispute. If the board is a party to the dispute, the board will pay at least one-third of the cost.

Legal References: G.S. 64, art. 2; 115C-521, -522; 143-64.31 and art. 8

Cross References: Prequalification of Bidders for Construction Projects, (policy 9115), Participation by Women- and Minority-Owned Businesses (policy 9125)

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

Revised: May 8, 2014, August 13, 2015

COMMITMENT TO ACCOMPLISHMENT

Asheboro's graduates are guaranteed!

Resolution

June 9, 2016

WHEREAS, the Asheboro City Schools' mission is to provide quality learning opportunities for all students in a safe and inviting environment so that our students can become successful lifelong learners and responsible, productive citizens, and

WHEREAS, the Asheboro City Schools are committed to preparing our graduates for the future, and

WHEREAS, the Asheboro City Schools are committed to preparing our graduates to successfully pursue post-secondary education or enter the workforce in Randolph County with the skills necessary to satisfactorily perform their job,

NOW, THEREFORE, BE IT RESOLVED the Asheboro City Board of Education hereby offers this guarantee to Randolph County employers until June 1, 2017:

If you hire a 2016 graduate of Asheboro High School and find that he or she lacks the basic skills in reading or mathematics needed to learn and perform satisfactorily on the job, we will take that graduate back.

If you are not satisfied with one of our 2016 graduates' basic skills in reading or mathematics, please call the superintendent at (336) 625-5104. The graduate will be contacted and offered free additional coursework.

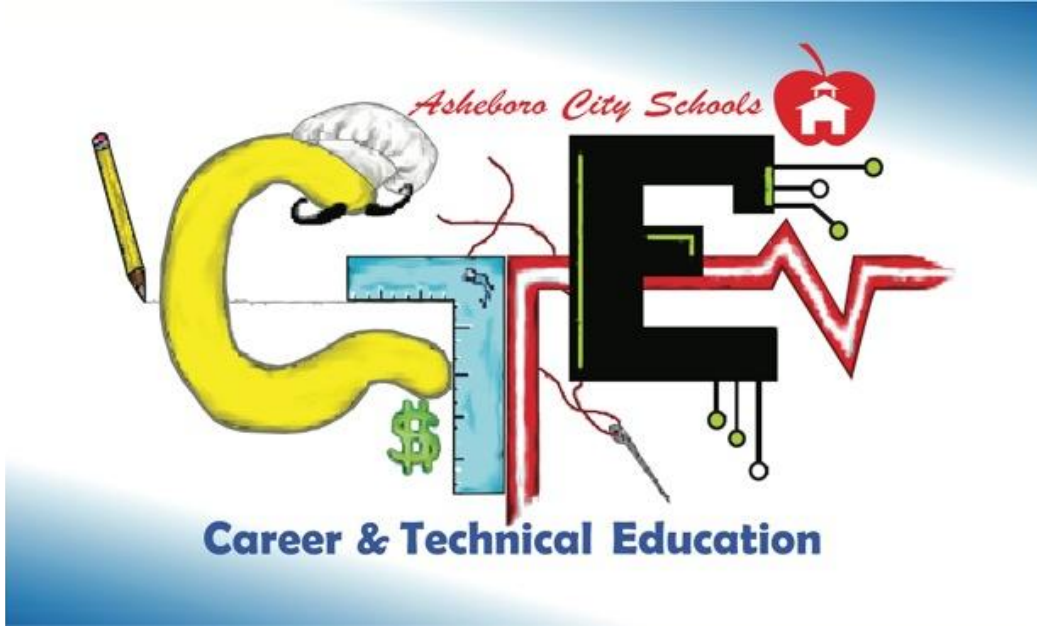
Terry W. Worrell, Ed.D.
Superintendent

Kyle Lamb
Board of Education, Chair



Asheboro City Schools

...110 years of excellence!



Local Plan Presentation

June 9, 2016



A learning community of excellence!

Vision

Asheboro City Schools will be a community of excellence where each student graduates globally competitive for college, careers, and citizenship.

Mission

We are committed to providing rigorous, individualized, and engaging learning opportunities for all students in a safe and inviting environment to ensure our students become successful lifelong learners, prepared for global citizenship.

Asheboro City Schools Local Planning Process

- Teacher developed and driven
- Aligned to ACS Strategic Plan and School Improvement Plan work
- Plan drives all CTE Work in the District
 - Professional Development
 - Budget
 - Program Decisions



Strategic Plan



CTE in Asheboro City Schools



Asheboro High School



AHS Zoo School

North Asheboro Middle



South Asheboro Middle



CTE in Asheboro City Schools--8 Program Areas

Agriculture: *Exploring Biotechnology in Agriculture; Exploring Animal & Plant Sciences; Exploring Agricultural Products & Issues; Agriscience Applications; Horticulture I & II; Environmental & Natural Resources I & II*

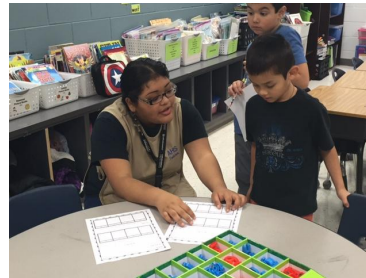


Business, Finance & Information Technology: *Keyboarding & Basic Microsoft Word Application; Microsoft Office Applications; Exploring Business & Entrepreneurship; Business Law, Principles of Business & Finance, Microsoft Word, PP, & Publisher; Microsoft Excel & Access; Multimedia & Webpage Design; Business Law; Personal Finance; Business Financial Planning, Entrepreneurship I, Computer Programming I & II*



Career Development: *Career Management, CTE Internship*

Family & Consumer Sciences: *Foods I, Foods II-Enterprise, Foods II-Technology, Parenting & Child Development, Early Childhood Education I & II, Apparel and Textile Production I & II, Interior Design, CTE Advanced Studies (Apparel & Textile Production)*



CTE in Asheboro City Schools--8 Program Areas

Health Sciences: *Exploring Careers in Biotechnology; Fundamentals of Biotechnology; Biotechnology & Health Science Careers; Health Team Relations, Biomedical Technology I & II, Health Science I & II; PLTW Principles of Biomedical Sciences, PLTW Human Body Systems, Pharmacy Technician; Nursing Fundamentals*



Marketing & Entrepreneurship: *Marketing, Sports Entertainment Marketing I & II, Hospitality & Tourism*

Technology Education: *Discovering Technology; Exploring the Engineering Design Process; Technological Systems; Technology Engineering & Design; Robotics I & II; Game Art Design I & II; Graphic Design & Animation I & II (Scientific Visualization), PLTW Computer Science and Software Engineering; PLTW Principles of Engineering; PLTW Introduction to Engineering Design*



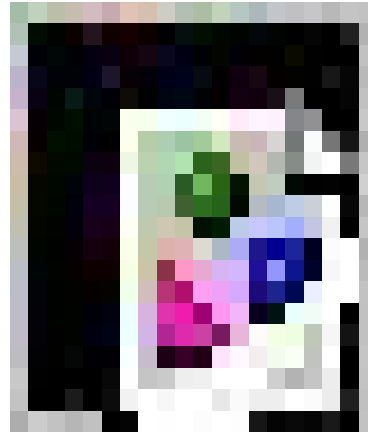
Trades & Industry: *Digital Media, Advanced Digital Media, Adobe Visual Design*



Partnerships

Our Partnerships enable us to have strong pathways and creative solutions for our programs and teachers. We partner with our community through:

- *Pathways to Prosperity collaborations
- *Advisory Councils
- *Resource/Expert Sharing
- *Small Learning Community
- *Internships



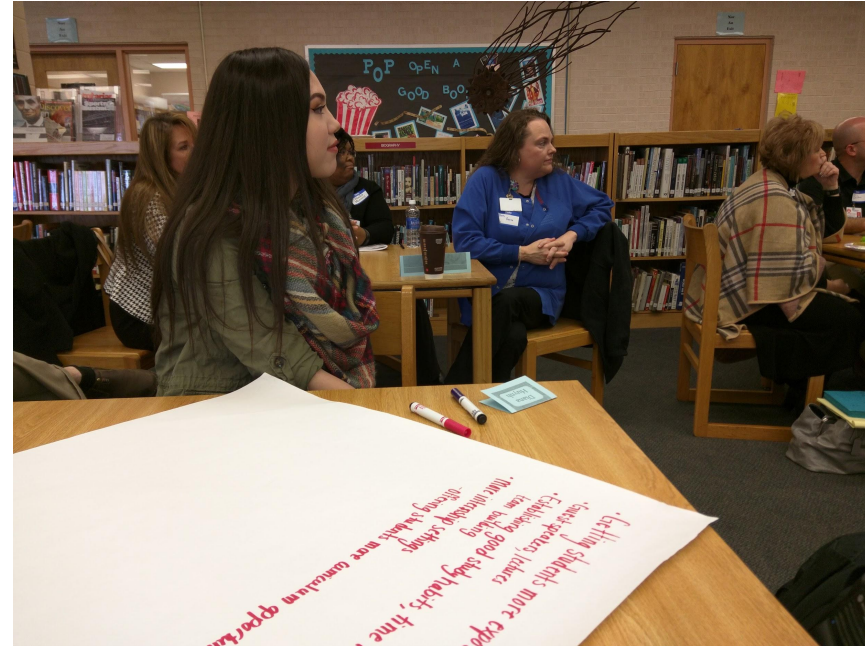
Advisory Councils

Evolution of Advisory Councils in ACS

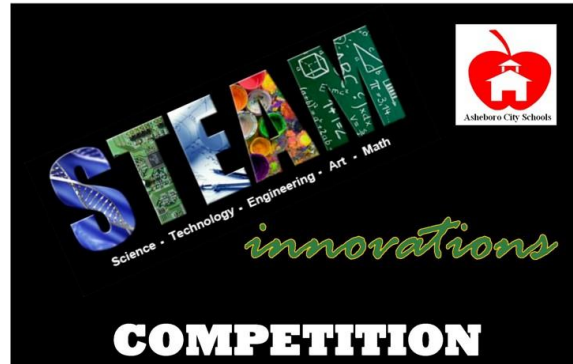
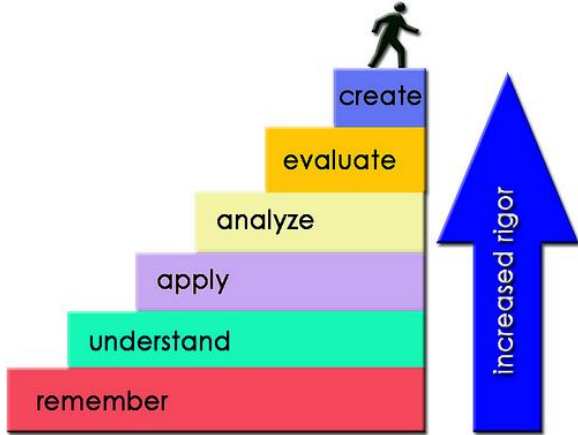
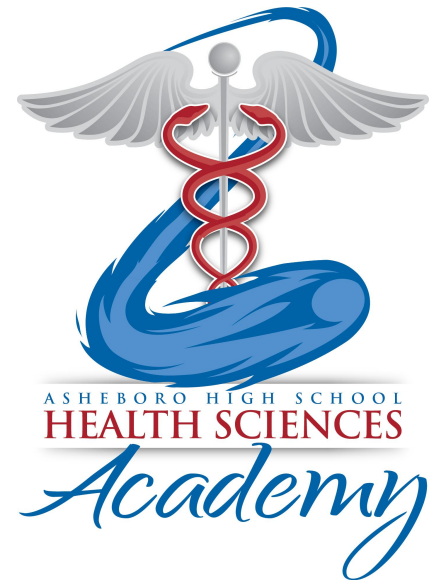
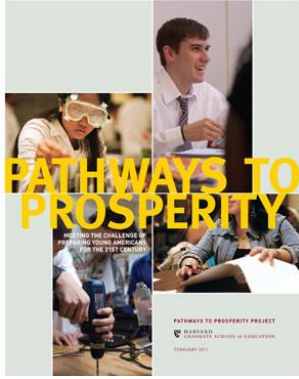
- District Advisory Council
 - Pathways to Prosperity Process
- Combined Advisory Councils with Randolph Community College
- Program Area Advisory Groups

Teacher Organized and Led

Stakeholders involved: Area Business & Industry Leaders and Labor; Parents; Students; Special Populations Representatives and Teachers



Major Thrusts in CTE





Game Art Design

Performance Evaluation



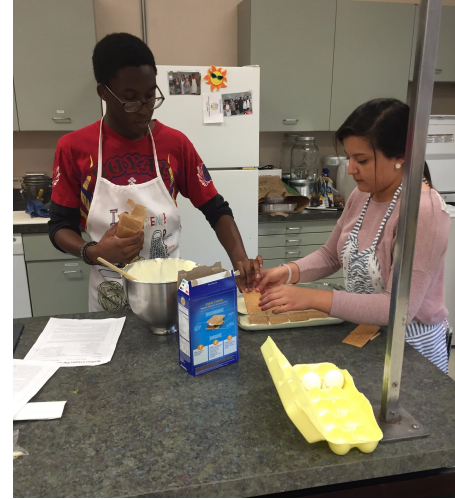
Performance Indicator 1S1: Literacy

Data Reflection

- 2014-2015 data reflect the first year of the new standards and the new assessment (English II)
 - -38.2 Points from 2013-2014

Highlighted Strategies

- Literacy Design Collaborative
- Vocabulary Emphasis
- Classroom Libraries



Performance Indicator 1S2: Numeracy

Data Reflection

- 2014-2015 data reflect the first year of the new standards and the new assessment (Math I)
 - Drop in all measured areas across the district as compared to state goal and district benchmark

Highlighted Strategies

- Math Design Collaborative
- Math Connections Campaign
- Math Visuals
- SIOP (Sheltered Instruction Observation Protocol) Lesson Plans



Performance Indicator 2S1: Technical Attainment

Data Reflection

- 2014-2015 data reflect 90% of state goal for Technical Attainment

Highlighted Strategies

- Vocabulary Instruction and Alignment
- Formative Assessment Focus
 - Student Assessment
- Comprehensive Curriculum Portfolios

Program Area:

- Trade & Industry Program Data
 - Drafting Program  Adobe Visual Design & Digital Media



Performance Indicator 3S1: Graduation Rate

Highlighted Strategies

- Career Cruising
- Registration Process
 - Involvement of Students Throughout the Process

100%

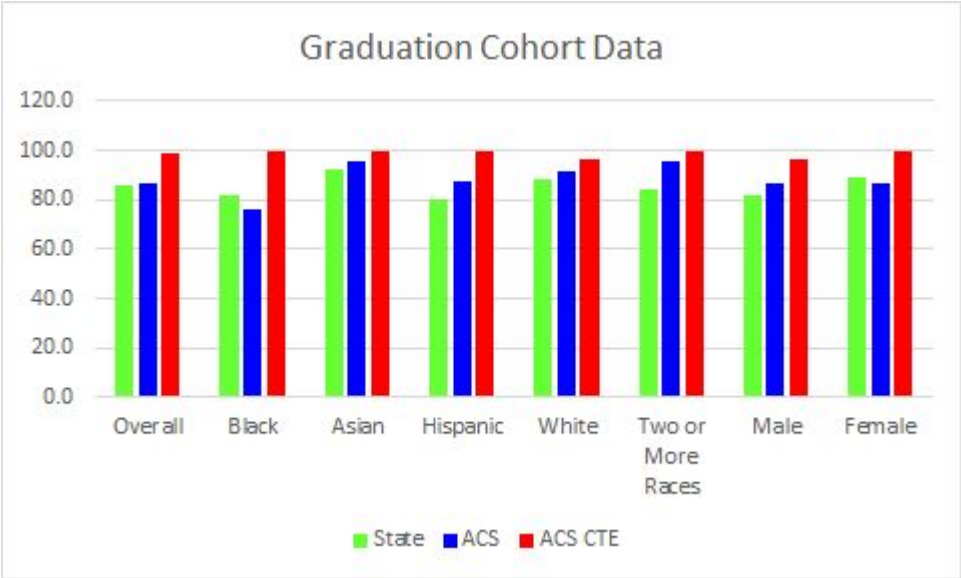
CTE WORKS!!

Challenge:

- Maintain focus and high rate



Performance Indicator 4S1: Graduation Cohort



Data Reflection:

- *Focus Group: Academically Disadvantaged Students*

Performance Indicator 5S1: Secondary Placement

Data Reflection

- 2014-2015 data reflect positive trend for last 3 years

Highlighted Strategies

- Curriculum Fair
- Etiquette Dinner
- College Visits
- ACS Concentrator Survey



Performance Indicator 6S1: Nontraditional Participation

Data Reflection

- Our 2014-2015 data indicate that primarily courses where males are the nontraditional gender are where we fall below the state goal.

Highlighted Strategies

- Removing barriers in registration process
- Marketing (eliminating bias)


Program Area Data

- Technology Engineering & Design and Trade & Industry: Females



Performance Indicator 6S2: Nontraditional Completion

Asheboro High School

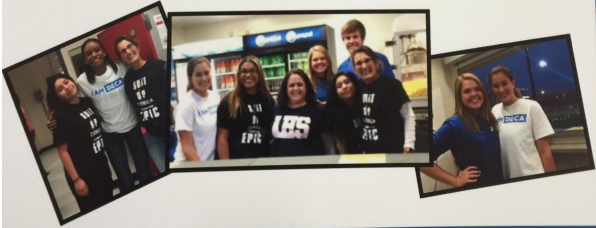
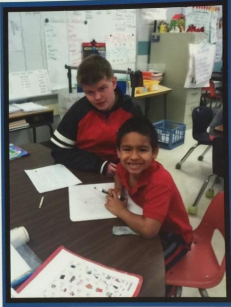


DECA™

80%

say that DECA helped them understand the importance of giving back to community

Tiger Time



Data Reflection

- 2014-2015 data reflect ACS above state goal in all measured categories except the Male subgroup

Highlighted Strategies

- CTSO Involvement
- Work-based Learning
- Start Early...Career Planning



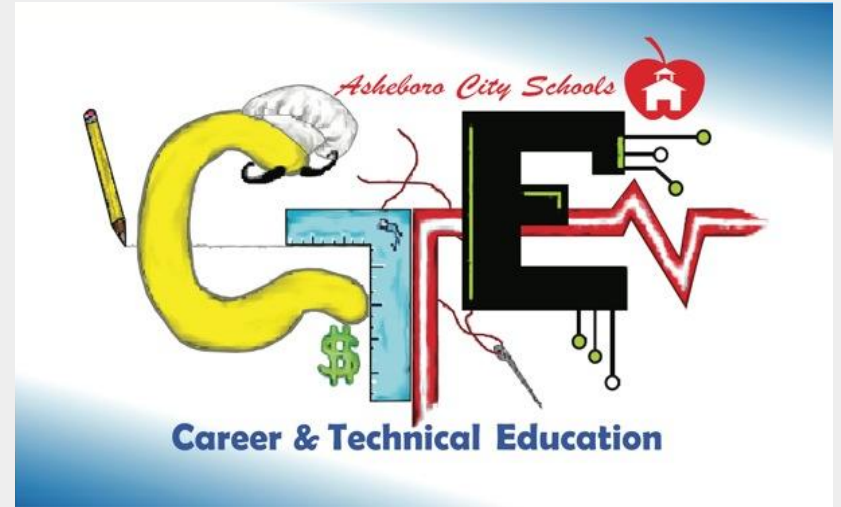
Professional Development

- Driven by the Local Plan Strategies and Strategic Plan
 - SIOP Lesson Planning
 - Formative Assessment
 - Vocabulary Strategies
 - Technology Integrations (Career Cruising)
- PRC 014 Budget
- Local, State, and National PD
 - Monthly District PLC
 - New Teacher Support
 - CTE Summer Conference
 - Summer Teacher Internship Program
 - Other Conferences



**Federal Programs meeting held annually*

**Thank You for
your support!**



Asheboro City Schools
Application for Career and Technical Education (CTE)
State/Federal Funding
Fiscal Year 2016-2017

Executive Summary

PURPOSE OF THE APPLICATION: The Local Planning System (LPS) is the vehicle for strategic planning, managing performance, and assuring accountability for CTE. Part I of the LPS is a system overview and strategic planning tool. Part II is designed to attain and maintain performance excellence, as defined by the Carl D. Perkins Career and Technical Education Act of 2006. LEAs can analyze measurable performance based on trend information; analyze system and subsystem performance based on relevant subcategories crucial to stakeholders and customers; set rational short and long-term benchmarks; develop strategies based on the greatest opportunities for improvement (OFIs); and allocate resources based on the greatest OFIs. Finally, the LPS incorporates the requirements of all applicable state and federal laws which govern CTE in North Carolina. This application must be submitted to the Department of Public Instruction in order to receive and use state and federal funds for career and technical education programs and services in grades 6-12 for the 2016-2017 fiscal year. The application describes the manner in which we propose to use these funds in accord with the purposes mandated by state and federal legislation.

PROGRAMS AND SERVICES OFFERED THROUGH THESE FUNDS: Career and technical education (CTE) is conducted in both middle schools and the high school in Asheboro City Schools. Supporting Asheboro City Schools' strong academic foundation is a diverse career and technical curriculum in which students are provided opportunities to make classroom instruction relevant to real world situations. Asheboro City Schools' career and technical education courses provide students with a variety of options to fulfill the requirements for high school diploma endorsements as well as the graduation requirements for the Future-Ready, the Occupational Course of Study, and the North Carolina Academic Scholars Program. Student credentialing and certification opportunities as well as work-based learning opportunities are available in selected program areas. Career and technical education student organizations are an integral part of our CTE program. The ultimate goal of CTE is for our graduates to become successful in a career and contributing members in society. CTE serves middle school students in a career and technical education program that includes health sciences, business education, and technology courses. CTE offers 53 high school course offerings in 13 career clusters. Selected CTE courses are eligible for honors credit for students who are on the standard course of study and meet the NC Honors Course Standards. Expanded CTE course offerings are available through a partnership with Randolph Community College under the Career and College Promise, which include an additional array of courses. Articulation agreements exist between the two institutions that allow certain high school Career and Technical Education courses to also qualify for college credit.

PROJECTED ACTIVITIES AND PRIORITIES: The major thrusts for CTE in Asheboro City Schools include providing appropriate high-demand career clusters opportunities for our region; offering credentialing for students and staff; meeting ESEA requirements; providing appropriate CTE courses for high school students from the North Carolina Standard Course of Study so that our students will be college and career ready; increasing career development activities and opportunities for students beginning in middle school; and strengthening alignment between industry and postsecondary opportunities through the Pathways to Prosperity partnership. We will be continuing our commitment to monitor student progress and achievement in technical competency and academic attainment within our career and technical education programs through our Instructional Management System. We will also be working to improve our performance relative to all state Performance Indicators adopted for career and technical education programs by the NC State Board of Education. We will continue to provide opportunities for professional growth for CTE staff and encourage and support National Board certification. Career and technical education will continue to support the Asheboro City Schools' Strategic Plan in our pursuit of excellence. Activities and priorities will support the mission of CTE which is to help empower students for effective participation in an international economy as world-class workers and citizens.

All programs, services, and activities administered through this local plan will be in accord with the assurances listed in Part IV, Assurances and Certification, of this application.

The plan in its entirety can be found at:

<http://ctelps.dpi.state.nc.us/>

Login as guest, password is guest

**2016-2017 LOCAL PLAN
APPLICATION FOR CAREER AND TECHNICAL EDUCATION (CTE)*
STATE/FEDERAL FUNDING FISCAL YEAR 2016-2017
FINAL SUBMISSION FOR OVERALL APPROVAL**

All programs, services and activities administered through this local plan will be in accord with the assurances listed in Part III of this application. The development of this application for state/federal aid for secondary career and technical education was coordinated by the director for career and technical education. This plan and the programs, services and activities offered are in accord with State and Federal guidelines. The information, data, and certifications included are accurate to the best of our knowledge and belief. The Assurances in Part III will be carried out.

Asheboro City Schools _____ **761** _____ **June 9, 2015** _____
Local Education Agency (LEA) **Number** **Date**

APPROVED BY:

Superintendent of Schools

Board of Education

Dr. Terry Worrell _____
Name

Kyle Lamb _____
Name of Chairperson

Signature

Signature

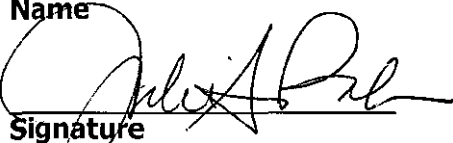
This Annual Application, when completed, approved by the local board of education and the superintendent of schools, becomes an agreement between the local board of education and the State Board of Education. This Annual Application is a necessary part of the State Board of Education's accountability to the General Assembly of North Carolina and the US Department of Education.

PREPARED BY:

Director, Career and Technical Education

Dr. Julie A. Pack _____
Name

336-625-5104 _____
Telephone Number

Signature 

*Career and Technical Education is the administrative name which encompasses vocational and technical education in North Carolina. In state and federal laws, however, the terms vocational and technical education are used. For the purposes of this plan, these terms are synonymous.

ASHEBORO CITY SCHOOLS

2016-2021 STRATEGIC PLAN TO ACHIEVE 100% GRADUATION

GOAL 1 – Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.

- Objective 1:** Align instruction with a guaranteed and viable curriculum, so that students master grade/course standards for career and college readiness.
- Objective 2:** Define and implement consistent grading practices, so that students and families have a clear understanding of performance.
- Objective 3:** Enhance the integration of technology with instruction, so that students use digital resources as tools for learning.
- Objective 4:** Establish transition plans for the district and individual students, so that each student makes continual progress toward graduation.
- Objective 5:** Expand opportunities for each student to utilize critical thinking, collaboration, communication, and creativity so that students develop skills necessary for further education and careers.
- Objective 6:** Provide each student service learning opportunities, so that all students will further develop their citizenship and contribute to their community.

GOAL 2 - Each student has a personalized education.

- Objective 1:** Implement a multi-tiered system of support (MTSS), so that all students are ensured equitable access to rigorous instruction aligned to their educational needs.
- Objective 2:** Increase the number of students who graduate with postsecondary credit, portable industry credentials, and work-based learning experiences, so that students are prepared for further education and/or employment.
- Objective 3:** Increase number of STEAM (science, technology, engineering, arts, and math) and global education experiences for all students, so that students are globally competitive.
- Objective 4:** Expand opportunities for personalized learning and engagement during and beyond the regular school day, so that student needs are met and personal interests are encouraged.
- Objective 5:** Cultivate partnerships with families and the community, so that student learning experiences are enhanced.
- Objective 6:** Expand opportunities for each student to experience the cultural arts, so that all students strengthen and develop their creativity and collaboration.

GOAL 3 – Each student has excellent educators every day.

- Objective 1:** Recruit, develop, and retain high quality professionals, so that students continue to learn, grow, and develop a lifelong love of learning.
- Objective 2:** Foster a culture of professional growth, so that all employees are supported in achieving high standards and increased student performance.
- Objective 3:** Celebrate, recognize, and cultivate excellence in the profession, so that faculty and staff feel supported, valued, and successful in order to maximize their full potential.

GOAL 4 – Asheboro City Schools will have up-to-date business, technology and communication systems to serve its students, families, and staff.

- Objective 1:** Provide access and up-to-date training on the use of technology and communication systems, so that students, families, and/or staff can effectively use these resources to support student progress.
- Objective 2:** Utilize technology-based data collection systems for the analysis of data, so that data-based decisions are made about instruction, programs, and operations to ensure continuous improvement throughout the district.
- Objective 3:** Develop and execute a comprehensive marketing plan, so that all stakeholders are informed about student outcomes, opportunities, quality educators, and the benefit of the district to the community.

GOAL 5 – Each student is healthy, safe, and responsible.

- Objective 1:** Design, implement, and evaluate a system-wide process to ensure students are connected to an adult advocate, so that each student collaborates regularly with a mentor or trusted adult.
- Objective 2:** Provide a system of support to ensure access to effective health and safety programs so that the physical, social, and emotional needs of students are met.
- Objective 3:** Design, implement, and evaluate a comprehensive continuum of behavioral supports, so that students, families, and staff have clear expectations for appropriate behavior and resources are available to meet student needs.
- Objective 4:** Expand community partnerships and resources that promote a healthy lifestyle, so that the wellness of our students, families, and staff is improved.



Date	Event	Time	Location	
Monday, June 06, 2016	Balfour Elementary 5th Grade Promotion Event	11:30 a.m.	Balfour Elementary School	
Tuesday, June 07, 2016	McCrary 5th Grade Promotion Event	9:30 a.m.	McCrary Elementary School	
Tuesday, June 07, 2016	Lindley Park 5th Grade Promotion Event	10:30 a.m.	Lindley Park Elementary School	
Wednesday, June 08, 2016	Teachey 5th Grade Promotion Event	8 a.m.	Teachey Elementary School	
Wednesday, June 08, 2016	Loflin 5th Grade Promotion Event	8:20 a.m.	Loflin Elementary School	
Wednesday, June 08, 2016	Last Day of School/Graduation	7:00 p.m.	Lee J. Stone Stadium	
Thursday, June 9, 2016	Retirement Breakfast	7:30 a.m.	AHS PAC	
Thursday, June 09, 2016	Board Committee Meetings & Regular Meeting	6 - 9 p.m.	PDC	
Thursday, July 14	Board of Education Meeting	7:30 p.m.	PDC	
Thursday, August 11	Board of Education Meeting	7:30 p.m.	PDC	
Friday, August 26	ACS Convocation	8:00 a.m.	AHS PAC	
Monday, August 29	First day for students	All Day	All	



Points of Pride Update

June 9, 2016

Student achievements:

- Maci Bunting, a junior at Asheboro High School has earned the state champion title for High Jump in North Carolina. Bunting, who stands 5'6 actually jumped 5'6 in the state competition. She will continue to compete next year as a senior.
- Three Asheboro High School students have been selected to study abroad this summer through the CIEE Summer Abroad Program. Hannah Clark will travel to the Dominican Republic to study service and leadership, Kelsey Walker will study global discovery in Seville, Spain, and Zoey Little will travel to Cape Town, South Africa to study service and leadership.
- At the annual Spring Sports banquet, all of the Blue Comet spring sports teams were honored, the Lee J. Stone Sportsmanship awards were presented, and the 2016 Mr. and Miss Blue Comets were named. The Lee J. Stone Sportsmanship award was presented to two female student athletes this year - Meredith Priest and Katy Cernava. And the male recipient of the Lee J. Stone Sportsmanship award was Sawyer Davidson. Salem Davidson was named Miss Blue Comet and Nick Coe was named Mr. Blue Comet.
- Six ACS students participated at the State Math Fair in Durham. From Balfour, Allie Pasillas and Rebecca Wilson; from NAMS, Rolando Hernandez and Jenna Graham; and from SAMS, Freddy Kelley and Taylor Hildreth participated in the math fair.

Staff recognition:

- Mr. Adam Reeder of Asheboro High School was named the Asheboro City Schools' 2016-2017 Teacher of the Year.

Parent involvement

- Lindley Park's Volunteer Committee hosted "Meal for Moms." This is an annual event that is hosted to show love to mothers, grandmothers, aunts, and sisters. This year there were over 200 ladies in attendance. The meal was supplied by Something Different Catering of Asheboro. Caroline Rush and Nicole Cox provided an opportunity for families to receive a copy of this year's annual and school spirit wear.

Events bringing community into our schools:

- Mayor David Smith, Sheriff Robert Graves, City Manager John Ogburn, and Reverend James Burroughs all attended one of the two days in which students and staff were served ice cream sundaes in celebration of reaching our 100,000 book goal as part of the Superintendent's Reading Challenge. The event also served as a kick off to our summer reading as well. Special thanks to Linda Cranford, Kyle Lamb, Beth Knott, Baxter Hammer, Joyce Harrington, and Jeni Martin for serving alongside of us during this event.
- McCrary Elementary hosted Letterland's National Sales Director, Cat Rutledge, writer, Lisa Holt, and Director of Marketing, Tom Wendon. The team met with Ms. Brady, the kindergarten teachers, and kindergarten students. The team was impressed with the rigor displayed in the classrooms, and with teacher and student engagement during Letterland time. They also made positive observations about the use of Letterland strategies throughout the kindergarten day.
- Teachey Tiger Fitness students completed their annual 5k, with over 70 students, staff, and parents participating.

BOARD OF EDUCATION GOALS 2015-16

STRATEGIC GOAL:

By 2016, **90 percent** or more of Asheboro City Schools' students will graduate with the skills needed as 21st century learners, workers, and citizens.

STRATEGIC OBJECTIVES:

1. Engage each student

- A. Teach the standards through the lens of the **4 C's (Critical Thinking, Collaboration, Communication, and Creativity)** using innovative teaching practices with community partner engagement.
 - Eighteen teachers from the three secondary schools are participating in the Literacy Design Collaborative and Math Design Collaborative with the Southern Regional Education Board (SREB). SREB is also training instructional facilitators and two district coaches to support the teachers in implementing the rigorous and innovative teaching practices.
 - Schools are using the ELEOT tool to discuss increasing rigor through collaboration, creativity, and critical thinking. There is a concerted effort to help classrooms become more student-centric! Much progress is being made in this area.

- B. Implement **global awareness** recommendations.
 - A recommendation has been made to Dr. Worrell to begin the first dual-language immersion program at an identified school in 2016-17. The Board of Education learned detailed information during the ACS Winter BOE Retreat on January 30, 2016.
 - A team from Visiting International Faculty and Jusmar Maness, Balfour principal, shared Information/plan for dual language immersion beginning at Balfour next year during the Winter BOE Retreat on January 30, 2016.

- C. Evaluate and engage in strategic problem solving and coaching support to strengthen **Positive Behavior Instructional Support** implementation at each school.
 - A survey will be conducted to assess current training needs. This data will be used in conjunction with 2014-15 implementation data to determine a training plan for the current year.
 - Schools that have earned PBIS recognition for the 2014-2015 school year were announced by Dr. McCamish. Seven of our schools earned recognition:
 - Exemplar (highest recognition) - Guy B. Teachey Elementary and South Asheboro Middle School
 - Model-Balfour Elementary, McCrary Elementary, Loflin Elementary, and North Asheboro Middle School
 - Green Ribbon-Lindley Park Elementary
 - Two representatives from each school attended the PBIS Recognition Celebration on November 17, 2015, at the Koury Convention Center.
 - Two assessment support meetings are scheduled to review new assessment requirements from NCDPI with the school teams and offer support for using the data to support improved implementation.
 - Three PBIS Coach meetings are scheduled to provide ongoing support for school teams to maintain and improve PBIS implementation. A meeting was held on 2/3/16 to support the

teams with completing PBIS assessments in the spring. PBIS Coach Meetings were held on 2/23/16, 3/17/16 and 4/7/16 to provide support for Supplemental Intervention Implementation, using data for problem-solving and action planning.

- Three sessions of new team member PBIS refresher training are being offered to school team members to ensure team members are knowledgeable about PBIS implementation. PBIS team member training sessions were held on 2/29/16, 3/21/16 and 4/14/16 to provide an intensive overview of Universal Supports.
- Each school completed the Tiered Fidelity Inventory and SET evaluation. The district average SET score, which measures Tier 1 implementation, is 87.5. The TFI Tier 1 district average is 84%, Tier 2 is 71% and Tier 3 is 45%. Seven out of eight schools are eligible to apply for NC DPI PBIS Recognition. This data suggests effective Tier 1 implementation and the need to continue developing and strengthening Tier 2 and 3 supports. Training and coaching will focus on these areas in the upcoming school year.

D. Implement district-wide program to prevent **bullying**.

- Staff trainings have occurred at all schools.

E. Implement updated lockdown and **crisis plan procedures**.

- Asheboro Police Department conducted Crisis response drills at Asheboro High School in August.
- Staff trainings have occurred in each school.
- The first lockdown drill has been completed.
- Dr. Rice & Dr. Worrell collaborated with the Emergency Services, Randolph County Government, Sheriff's Department and the Asheboro Police Department about current procedures for Law Enforcement Response to Lockdown Situations in Government and School Buildings.
- Participated in Strategic National Stockpile Exercise on 12/3/15.
- Collaborating with Randolph County in the development of the Hazard Mitigation Plan.
- Multi-Agency All-Hazards Drill conducted at AHS on 1/18/16.

F. Provide professional development on **digital teaching and learning** as directed from the Asheboro City Schools Professional Development Needs Survey.

- Digital teaching and learning professional development for the instructional facilitators two days each month to increase their knowledge and skills so that they can train teachers at their respective schools.
- A team of instructional facilitators along with the directors of elementary and secondary education will attend the NCTIES (NC Technology in Education Society) Conference March 3 and 4 to learn Instructional Technology strategies to share with the district.
- Each school is in the initial stages of developing a Maker Space. The IF team and media specialists visited the UNC-G Maker Space to get ideas and inspiration!

G. Implement support for the new **learning management system**, Canvas, in Grades 4-12 for students and for all staff.

- All Instructional Facilitators have attended a webinar and face-to-face professional development to support teachers in implementing the Canvas LMS.
- Nathan Craver provided professional development to Lindley Park 4th and 5th Grade teachers on August 20th
- Technical support staff and Nathan Craver attended Webinars to on 8/12 and 8/26 to support the back-end user support of Canvas LMS

- 65 Teachers at AHS have completed the Canvas Challenge Online Professional Development Course
- Staff Development has been offered at AHS, SAMS, NAMS, CWM, LP, and GBT
- All staff members at SAMS are entering lesson plans for feedback and review by instructional facilitators and administrators
- Administrative Leadership Team Meetings have gone virtual through the Canvas Web-Conference Tool, allowing assistant principals to remain in their buildings and still attend the meeting.
- CWM staff are participating in the blended PD course on Student-Centered Math Instruction

2. Assess for learning

A. **Align the core curriculum** with state testing specifications and **implement systematic progress monitoring system** (Benchmark Analysis, PEP process, Data Discussions, EVAAS, etc.)

- District pacing guides have been modified to identify power standards that are aligned to state testing specifications.
- The first round of benchmarks have occurred, teachers have analyzed the data, and students that have not mastered the standards are receiving interventions.
- Dr. McCamish, Ms. Rich, and Dr. Pack are working with IFs, administrators, and teachers to refine the PEP process to reflect the changes in the MTSS process and current legislation. The goal is for the new process to be piloted in several classes during the spring. The document and process will be revised based on feedback and input from teachers and administrators. Training and support will be provided to implement the revised process district-wide in the Fall 2016.
- The first round of benchmarks for semester and year-long courses was completed in October. Performance data has been analyzed by teachers, administrators, and instructional facilitators to improve instruction and support student learning. Teachers were able to see areas of strength and opportunities for improvement for students.
- The second round of cumulative benchmark assessments for year-long courses were conducted students in grade 3-8 in mid-December.
- Comprehensive benchmark assessments for Biology, English 2, and Math 1 were completed in December 2015. A cumulative benchmark has been scheduled for students in the Foundation of Math 1 course. Data from these benchmark assessments will guide the review and reteaching before the administration of the End-of-Course Assessments.
- Select K-8 teachers are piloting the ISP (Instructional Success Plan) which which will document instructional success for our students. Teachers will provide input to refine the CSP for the MTSS process in ACS.
- Elementary teachers provided feedback on the new CSP (Core Success Plan). Rebecca Kidd (K), Marlana Walker (1st), Katie Hill (2nd), Michelle Race (3rd), Melissa Belote (4th), and Brittany Roth (5th) all provided positive feedback to improve the document. All teachers appreciated the opportunity to provide feedback and are very excited about the new form! They feel it helps them become reflective practitioners and responsive to student needs based on concrete data. Revisions will be made based on this teacher feedback and training will be provided in the fall to all teachers on this new CSP form.

B. Encourage and support school-based **data driven strategies** to inform instruction and intervention.

- Preliminary data from 2014-2015 was shared with schools at the Administrative Leadership Retreat on July 20, 2015, with a focus on continuous improvement goal setting and data

- analysis.
- The North Carolina Department of Public Instruction released the 2014-2015 READY Assessment Data and results on the Federal Annual Measurable Objectives on September 2.
- School Leadership Teams have analyzed data and developed annual goals on their Continuous Improvement Plans. Each school has presented their Continuous Improvement Plan before the Board of Education at the October (elementary) and November (secondary and ECDC) meetings. These plans have been approved by the Board of Education.
- Subject and individual teacher growth reports have been shared with administrators and teachers through the Educational Value Added Assessment System (EVAAS). This data will populate Standard 6 for teachers and Standard 8 for administrators on individual summative evaluations.
- Asheboro High School completed the Roster Verification process for first semester courses.
- Continuous Improvement Plan progress monitoring visits have occurred with Dr. Worrell and members of the cabinet visiting with each school. Representatives from each school's leadership team shared current data to support progress toward achieving annual goals and supporting student learning.
- Students in Asheboro High School EOC courses completed a comprehensive benchmark at the beginning of the second semester. Pared with a comprehensive benchmark in May, this will allow for a pre/post-test analysis of student knowledge and learning.

3. Improve achievement

- Utilize the Asheboro City Schools' Literacy Plan as a road map to improve writing K-12.
 - Instructional Facilitators have reviewed the ACS Literacy Plan expectations with teachers and are planning writing instruction with teachers.
 - Progress monitoring at the elementary level includes analysis of written responses for comprehension questions to improve TRC reading levels and enhance reading achievement.
 - Secondary teams participating in the Literacy Design Collaborative (LDC) have completed two modules in their classes requiring students to write products using rich texts. Teachers will be creating their third module for implementation during the March work session with the SREB and local trainers.
- A. Expand implementation of **Letterland** as a **consistent phonics instructional approach** in pre-kindergarten and kindergarten classrooms at each school site.
- Letterland has been expanded into ALL kindergarten classrooms in the district for the 15-16 school year and into half of the pre-kindergarten classrooms.
 - McCrary Elementary is piloting Letterland for grades 1- 2 to gather data on implementation for the district.
 - McCrary was visited by the Letterland Company to observe implementation. They were very impressed with how Letterland was being utilized at McCrary and impressed with student progress. McCrary represented ACS well!
- B. Expand **Reading Foundations professional development** to secondary level teachers to increase reading content knowledge and enhance instructional skills as funding is available.
- Reading Foundations is being offered to a cohort of secondary teachers during the 2015-16 school year. First session was August 18, 2015. The second session was held Oct. 7, 2015.
 - Three elementary instructional facilitators will be completing their training to become state-level and district-level trainers. They will be assisting with the secondary PD this year to fulfill their training requirements.

- C. Develop and expand opportunities for students to **recover and enrich learning** beyond regular school hours.
- Asheboro City Schools' STEAM Camp was held in July at NC Zoo.
 - Health Science Academy Orientation Week began on August 10, 2015.
 - Asheboro City Schools held an Hour of Code event on Monday, December 7, 2015, for students and their families to participate in computer science activities. During the week of December 7, all schools in ACS will host Hour of Code activities in their buildings.
- D. Increase opportunities for students to **earn college credits and industry credentials**.
- We have added a Workplace Readiness credential for our students to earn through our Career Management course at Asheboro High School beginning with the 2015-16 school year. This credential indicates students' level of competence in soft skills that are critical for success in today's workplace.
- E. Develop district-wide implementation plan for **Multi-Tiered System of Supports [MTSS]** by assessing current implementation, readiness, developing timelines, coaching supports, professional development plans, and other district supports in order to ensure schools can implement with fidelity.
- District coach/coordinators have been identified and coordinate planning efforts with the district instructional team. Current efforts are focused on assessing district capacity and readiness.
 - The new draft of the MTSS plan was shared with selected teachers on December 10 for feedback. Principals will provide additional feedback at the December ALT meeting.
 - District has identified a district coordinator of MTSS.
 - District MTSS team members have been identified, and through core team membership and flexible grouping, the team met on 2/25/16 to complete the NC DPI MTSS Readiness Instrument and will submit it to NC DPI by March 6, 2016.
 - Additional meeting dates for the District MTSS team and the MTSS Implementation team will take place throughout the spring.
 - The March 2nd MTSS District Problem-Solving meeting focused on establishing protocol for communication, meeting norms, methods to organize future/current problem-solving efforts, determining consensus for decision making, and focus for team activities and actions.
 - The team met on 3/15/16 to review the referral form for adding items to the agenda and develop the communication plan for sharing information across stakeholders.
 - The team met on 4/4/16 and 4/11/16 to begin data collection and problem-solving on the issue of developing a district-wide professional development plan. The team will propose a draft to be provided to the C&I department after the 5/25/16 meeting.
 - The MTSS problem-solving team has applied for acceptance into MTSS Cohort 3, which will begin Fall 2016.
 - The MTSS problem solving team will continue planning to support professional development and coaching plans over the summer in preparation for the fall.

4. Create opportunities

- A. Increase opportunities for **parental involvement** through resources and events.
- We are developing a partnership with A&T University to create parent education modules with the Instructional Facilitators that will be delivered to parents throughout the year at

- the elementary schools.
 - A Parent Summit for families of students with disabilities will be held by the Exceptional Children's Services Department on 4/20/16. This event will provide a structured opportunity for engage in dialogue and gather feedback about ways to support and collaborate with families. The information gathered will be used to design future events and learning opportunities.
 - The Exceptional Children's Services Department hosted Tuesday Talks, a professional learning opportunity to discuss navigating the special education process with our parents on May 24, 2016.
 -
- B. Provide opportunities for **stakeholder engagement and improved communication** through social media, digital communications, and community partner events.
- Three strategic planning meetings have been held with over 70 community partners in attendance.
 - We continue to promote district events and news via our social media outlets and our number of likes and followers reflects an increase.
 - Use of Peachjar (electronic flyer) to generate interest and participation in our Hour of Code event.
 - Ongoing use at the school and district level of our Blackboard Connect telephone messaging system to promote events and increase communication with families.
 - The 2014-2015 North Carolina School Report Cards were released on December 1. Copies of each school's report card were printed and shared with parents/guardians.
- C. Actively seek **partnerships with the community, industry, and institutions of higher education** to create opportunities for students.
- The AIG Parent Advisory Team met on November 17, 2015 to begin the process of gathering feedback on the District AIG plan. The next scheduled meeting is February 2, 2015.
 - In November, the Pathways to Prosperity leadership team met to initiate the pathway process for Asheboro City Schools, Randolph County School System, and Randolph Community College in the area of Health Sciences.
 - The Pathways to Prosperity Strategic Planning Team for Health Sciences held their first meeting on February 16, 2016. The remaining meetings are March 24, April 26, and May 24.
 - The Student Services Department, EC Department, and select school sites continue exploring options for service provision with local mental health agencies for students.

5. Build capacity

- A. **Develop and promote professional development** options through Canvas learning management system and North Carolina Educator Effectiveness System.
- Asheboro City Schools' Administrative Leadership Team was introduced and had the opportunity to utilize the Canvas LMS system during the annual retreat in July.
 - Instructional facilitators have been given professional development on Canvas to support teachers in their buildings in learning to implement the learning management system in their classroom. The instructional facilitators are developing a plan to provide staff development to their teachers through a self-paced online course offered in Canvas LMS.
 - Over 70 staff members have participated in the Canvas Challenge Online Professional Development Course.
 - Dubraska Stines is developing a course on SIOP Training to be offered in a blended learning

environment through the Canvas LMS beginning November 20th.

- At the November Administrative Leadership Team meeting, administrators learned how to utilize the North Carolina Educator Effectiveness System (NCEES) to individualize professional development to meet teacher developmental needs.
- Implement Teacher Leadership Academy 2.0.
- TLA 2.0 met on July 21-22, 2015 - The focus was on Strategic Planning, AdvancED preparations.
- TLA 2.0 members had the opportunity to meet with Dr. Horatio Sanchez, Convocation keynote speaker, following Convocation.
- Plans are in the making for Cohort 6 TLA 2016-17.
- The application process for TLA Cohort 6 for 2016-17 opened in February. The next cohort participants will be notified in March.
- The application and selection process for TLA Cohort 6 began in February. Information was shared at the February ALT meeting.
- Maximize programs and initiatives to recruit and retain high quality teachers and administrators.
- New Teacher Orientations held August 10, 11, 13, 2015 - Orientation held for first-year teachers.
- Lead mentors assigned to all schools through Title II High Quality Teachers federal funding.
- New Employees Reception - Monday, August 31, 2015.
- All beginning teachers and several lead mentors had the opportunity to meet with Dr. Horatio Sanchez, Convocation keynote speaker, following Convocation.
- BT-1s met on Thursday, October 29 at the PDC. Delta Nu (Asheboro City/Randolph County educators) provided refreshments. BT-1s continued their professional development on “growth vs fixed mindsets” with the district BT Support Team and DRIVE Educational Consultants.
- Beginning stages of implementing the TeacherMatch online application process through the state HRMS database.
- Attended fall career fairs at ASU and UNC-Charlotte to identify December graduates to fill potential mid-year vacancies.
- Attended the Speech Pathologist Recruitment Fair at UNCG on 2/19/16.
- BT-1s met on Wednesday, January 20 at the PDC. Teachers received .5 days of continued professional development provided by DRIVE Educational consultants.

