

# ASHEBORO CITY BOARD OF EDUCATION

October 5, 2017

7:30 p.m.

Asheboro High School

Professional Development Center

5:00 p.m. - Board Orientation

6:00 p.m. - Policy Committee

6:45 p.m. - Finance Committee

## I. Opening

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – Jayda Salama, Student at North Asheboro Middle School
- \*D. Approval of Agenda

## II. Special Recognition and Presentations

- A. Community Partner Spotlight – Zeko’s Restaurant – Ms. Leigh Anna Marbert
- B. Board Spotlight – Randolph County Sportsmanship Award - North Asheboro Middle School Soccer Team – Ms. Candace Call
- C. Community Organization Collaboration Update – Mr. Lennitt Bligen, East Side Local Development Corporation
- D. Recognition of Congress of Future Medical Leaders Representative Jeremiah Yarborough – Mr. Brian Saunders, Principal of Asheboro High School
- E. Recognition of 2018 National Merit Scholarship Commended Student Benjamin Carroll – Mr. Brian Saunders, Principal of Asheboro High School

## III. Public Comments

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

## IV. \*Consent Agenda

- A. Approval of Minutes – September 14, 2017
- B. Budget Amendment CE-01
- C. Budget Amendment CO-01
- D. Comprehensive Continuous Improvement Plan (Title I – Part A, Title II – Part A, Title III – Part A)
- E. Overnight Field Trip Request for March 22-26, 2018, for Asheboro High School Band Trip to New York and Washington, D.C.
- F. Overnight Field Trip Request for September 30-October 1, 2017, for South Asheboro Middle School Student Council Trip to NC Student Council Middle Level Leadership Workshop
- G. Overnight Field Trip Request for March 8-9, 2018, for Lindley Park 5<sup>th</sup> Grade Trip to Camp Caraway
- H. Personnel

**V. Information, Reports and Recommendations**

- A. Teacher Turnover Summary – Ms. Carla Freemyer
- B. Policies Recommended for 30-Day Review – Dr. Drew Maerz
  - Policy 4001 – Equal Educational Opportunities
  - Policy 4210 – Release of Students from School
  - Policy 4240/7312 – Child Abuse – Reports and Investigations
  - Policy 5230 – Participation in Research Projects
  - Policy 6450 – Purchase of Services
  - Policy 9400 – Sale, Disposal and Lease of Board-Owned Real Property

**VI. Action Items**

- \*A. Continuous Improvement Plans for Secondary Education and the Early Childhood Development Center
  - Early Childhood Development Center – Ms. Holly White, Pre-School Director
  - North Asheboro Middle School – Ms. Candace Call, Principal
  - South Asheboro Middle School – Mr. Ron Dixon, Principal
  - Asheboro High School – Mr. Brian Saunders, Principal
- \*B. Policies Recommended for Approval – Dr. Drew Maerz
  - Policy 3470/4305 - Alternative Learning Programs
  - Policy 6524 - Network Security
  - Policy 7100 - Recruitment and Selection of Personnel
  - Policy 7130 - Licensure
  - Policy 7265 - Occupational Exposure to Hazardous Chemicals in Science Laboratories
  - Policy 7335 - Employee Use of Social Media
  - Policy 7405 - Extracurricular and Non-Instructional Duties
  - Policy 7410 - Teacher Contracts
  - Policy 7430 - Substitute Teachers
  - Policy 7510 - Leave
  - Policy 7635 - Return to Work
  - Policy 7810 - Evaluation of Licensed Employees
  - Policy 9020 - Facility Design

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

- A. Points of Pride - Leigh Anna Marbert
- B. Calendar of Events - Leigh Anna Marbert
- C. 2017-2018 Board Goals, October Update – Superintendent Terry Worrell

**VIII. Board Operations**

- A. Important Dates to Remember – Chairman Kyle Lamb

**X. 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.**

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

**ASHEBORO CITY BOARD OF EDUCATION**

**October 5, 2017**

**7:30 p.m.**

**Asheboro High School**

**Professional Development Center**

**Addendum**

**5:00 p.m. - Board Orientation**

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

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

**I. Opening**

**II. Special Recognition and Presentations**

**III. Public Comments**

**IV. \*Consent Agenda**

**H. Personnel Addendum**

**I. Overnight Field Trip Requests for Asheboro High School FFA to Indianapolis, IN,  
October 24-28, 2017**

**J. Signature Card – Donna Lee Loflin Elementary**

**K. Excess/Obsolete Items for Discard**

**V. Information, Reports and Recommendations**

**VI. Action Items**

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

**VIII. Board Operations**

**IX. Adjournment**

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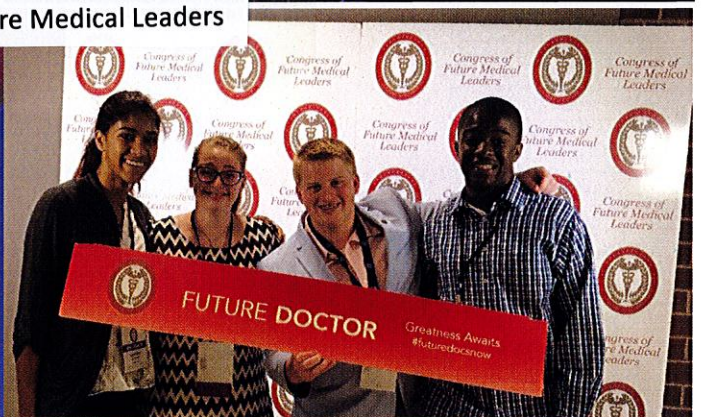


East Side Local Development Corporation Job Shadowing Participants (Spring 2017)





Jeremiah Yarborough  
Congress of Future Medical Leaders





**Board of Education Meeting  
September 14, 2017**

**Policy Committee**

Staff members present: Dr. Terry Worrell, Dr. Aaron Woody, Carla Freemyer, Dr. Sean McWherter, Harold Blair, and Dr. Drew Maerz

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

Mrs. Cranford called the meeting to order at 6:00 p.m. and referred to Dr. Maerz who began review of the agenda.

Policy 4001 – Equal Educational Opportunities

- Minor language updates throughout policy
- Updated legal references and cross references

Policy 4210 – Release of Students from School

- Minor language updates throughout policy
- Updated cross references

Policy 4240/7312 – Child Abuse – Reports and Investigations

- Language added to policy regarding interviews with social services and providing information to agencies
- Updated legal references and cross references

Policy 5230 – Participation in Research Projects

- Language added to policy regarding approvals for research participation
- Additional policies also referenced in order to assist with ensuring compliance with said policies

Policy 6450 – Purchase of Services

- Updated language and legal references throughout policy based on current federal and state laws

Policy 9400 – Sale, Disposal and Lease of Board-Owned Real Property

- Updated legal references based on current General Statute

All policies will go to the Board for 30-day review in October.

With no further business, the meeting was adjourned at 6:11 p.m.

### **Finance Committee**

The Finance Committee convened at 6:45 p.m. in the Professional Development Center conference room. The following board members were present:

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

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

Mr. Blair presented a revised Other Restricted Revenue Fund Resolution (Fund 8) and the 2017-2018 Occupational / Physical Therapist Salary Schedule. Mr. Blair reviewed the Bank Signature Cards for Balfour and South Asheboro Middle School.

Kristen Wright presented the 2017-18 Budget Resolution. The total budget for 2017-18 is just under 50 million dollars. The Current Expense budget includes a .5% supplement increase and a 1% local bonus to all employees. Also included in the Current Expense budget is funding for 6th and 7th grade Chromebooks as well as staff replacement computers. The Capital Outlay Budget includes \$500,000 in additional funding from the County Commissioners for architect fees.

Mr. Blair reviewed the contract from Smith Sinnett with fees of 10% for the Asheboro High School addition and 12% for the Asheboro High School renovation.

There being no further business, the meeting adjourned at 7:25 p.m.

### **Board of Education**

The Asheboro City Schools Board of Education met in open session at 7:31 p.m. in the Professional Development Center with the following members present:

Kyle Lamb, Chair	Phillip Cheek, Vice Chair	Gustavo Agudelo
Linda Cranford	Baxter Hammer	Joyce Harrington
Gidget Kidd	Dr. Beth Knott	Jeni Johnson
Archie Priest, Jr.	Michael Smith	
Scott Eggleston, Attorney		

Staff members present: Superintendent Terry Worrell, Harold Blair, Dr. Aaron Woody, Carla Freemyer, Dr. Julie Pack, Dr. Drew Maerz, Leigh Anna Marbert, Anthony Woodyard, Dr. Sean McWherter, Michael Mize, Dr. Wendy Rich, Dr. Cayce McCamish, Vanessa Brooks, and Robin Harris

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

Following a moment of silence, Azuri Greene, a Balfour Elementary School student, led the Pledge of Allegiance.



Upon motion made by Ms. Harrington, seconded by Mr. Agudelo, the Board unanimously approved the meeting agenda.

### **Special Recognition and Presentations**

**Community Partner Spotlight:** Leigh Anna Marbert, Public Information Officer, recognized First Baptist Church of Asheboro for their generosity in partnering with Asheboro City Schools. During the summer, apartments rented by the church at Coleridge and Lakeview Apartments were used as sites for summer camps. This allowed numerous students the opportunity to attend camps eliminating transportation boundaries.

**Board Spotlight:** Dr. Penny Crooks, Principal of Balfour Elementary School, recognized their Esteemed Club. This group teaches young girls confidence and positive self-image.

Elizabeth Pack, Asheboro High School agri-science teacher and FFA sponsor, made a presentation entitled *Increasing Rigor and Engagement in Agriculture Education through CASE Curriculum*.

### **Public Comments**

Chairman Lamb opened the floor to public comments. There were no requests to address the Board.

Leigh Anna Marbert, Vanessa Brooks, and Tena Lester recognized the many staff, students, and community members who volunteered at the Lakeview and Coleridge Road Apartments summer camps. Victoria Johnson, a senior at Asheboro High School, was honored as the recipient of the Superintendent's Service Leadership Award. Ms. Johnson volunteered over 30 hours in serving students attending summer camps.

### **Consent Agenda**

Upon motion by Mr. Hammer, seconded by Mr. Smith, the following items under the Consent Agenda were approved by majority vote. In accordance with Board Policy 7100, board member Jeni Martin Johnson recused herself from voting on items contained under the consent agenda as action concerning an individual of her immediate family member was included.

- A. Approval of Minutes – August 10, 2017 Board of Education meeting
- B. \*Over-Night Field Trip Request to Camp Hanes, King, NC, Lindley Park Elementary School, March 19-21, 2018
- C. \*Over-Night Field Trip Request to Washington, DC, South Asheboro Middle School, March 7-9, 2018
- D. \*2017-2018 Articulation Agreement Between Asheboro City Schools and Randolph Community College
- E. \*Charter Bus Services for 2017-2018
- F. \*Fund 8
- G. \*Occupational / Physical Therapist Salary Schedule for 2017-2018
- H. \*Bank Signature Cards
- I. \*Discard List of Obsolete Equipment
- J. \*Beginning Teacher Support Program Plan
- K. Personnel

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

<b>LAST</b>	<b>FIRST</b>	<b>SCH</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Domally	Marc	AHS	English	10/13/2017
Maye	Takirah	GBT	After school program assistant	8/25/2017
McLelland	Angela	DLL	Data Manager/Treasurer	9/22/2017
Miller	Stacey	AHS	Testing Coordinator/Office Support	9/29/2017
Rouse	Ratasha	NAMS	Agriculture Science (CTE)	9/22/2017
Showole	Teresa	BAL	Exceptional Children	8/18/2017
Young	Megan	CWM	Globetrotter Assistant	6/9/2017
McClelland	Angela	DLL	Data Manager/Treasurer	9/19/2017
Noack	Jamie	LP/D	Assistant Principal	11/7/2017

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Beck	Margaret	CO	Substitute (\$103/per dav)	8/28/2017
Clark	Derek	CO	Substitute Bus Driver	9/5/2017
Clayton	Justin	SAMS	Non-faculty Coach (Football)	8/23/2017
Fleming	Allison	GBT	Instructional Assistant	9/5/2017
Gary, II	Chester	NAMS	Non-faculty Coach (Football)	9/1/2017
Groseclose	Terry	NAMS	English Language Arts/Social Studies (part-time; temporary)	8/17/2017
Johnson	Perez	CO	Substitute Bus Driver	9/5/2017
Johnson*	Joseph	AHS	Instructional Assistant/Exceptional Children	9/5/2017
Lee, Jr.	Danny	SAMS	Non-faculty Coach (Football)	8/25/2017
Marsh	Leslie	LP	After School Program Assistant (part-time)	8/30/2017
Moore	Caryn	BAL	After School Program Assistant (part-time)	8/29/2017
Needham	Linda	GBT	After School Program Assistant (part-time; temporary)	8/28/2017
Neilson	Doris	GBT	After School Program Assistant (part-time)	8/28/2017
Quinn	Tom	CO	Child Nutrition Support (part-time; temporary)	9/1/2017
Ross	Moneka	CO	Bus Driver	8/21/2017
Smith	Amy	CO	Child Nutrition Support (part-time; temporary)	8/30/2017
Tinnin	Jessica	LP	After School Program Assistant (part-time)	8/25/2017
Williams	Sharon	NAMS	English Language Arts/Social Studies (part-time; temporary)	8/17/2017
Agudelo	Mariana	CO	Substitute \$80/day	9/18/2017
Apple	Sherry	CO	Substitute \$80/day	9/18/2017
Clodfelter	Karen	CO	Substitute \$80/day	9/18/2017
Davidson	Pat	AHS	Exceptional Children (part-time; temporary)	9/18/2017 - 3/29/2018
Davidson	Anna	CO	Substitute \$80/day	9/18/2017
Diaz	Jennifer	GBT	After School Program Assistant (part-time)	9/6/2017
Elliott	Pearl	CO	Substitute \$80/day	9/18/2017
Fulwood	Ancharitee	CO	Substitute \$80/day	9/18/2017
Kidd	Matthew	NAMS	Agriculture Science	9/25/2017
Kingston	Christopher	CO	Substitute \$103/day	9/11/2017
Lawson	Rebecca	CO	Substitute \$80/day	9/18/2017
McCaffery	Catherine	NAMS	Reading Intervention (part-time)	9/11/2017 - 5/29/2018
Mendez	Laura	DLL	After School Program Assistant (part-time)	9/7/2017
Mendez	William	CO	Substitute \$80/day	9/18/2017
Miller	Jennifer	CO	Substitute \$80/day	9/18/2017
Musci	Michelle	CO	Substitute \$80/day	9/18/2017
Nichols	Patsy	CO	Office Support, Transportation (part-time; temporary)	9/11 - 9/29/2017

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



**\*C. LEAVE OF ABSENCE**

<b>LAST</b>	<b>FIRST</b>	<b>SCH</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Robbins	Christian	CWM	Teacher-Grade Level TBD	8-28-17 – 6-13-18
Szabo	Emily	AHS	Exceptional Children	10-1-17 – 3-13-18

**\*D. TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCH</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Arellano	Marilu	BAL to BAL/ SAMS/NAMS	Parent Involvement Specialist to Interpreter	8/21/2017
Ridley-Jones	Ophelia	CO	Bus Driver, part-time to full-time	8/28/2017
Spinks	James	CO	Bus Monitor/Driver to Bus Monitor/Driver/Asst.	9/1/2017
Williams	Brian	AHS to SAMS	Instructional Assistant	9/5/2017

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

**Information, Reports and Recommendations**

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

- Policy 3470/4305 - Alternative Learning Programs, Minor language updates including policy title, Paragraph added addressing the assignment of students with disabilities to alternative programs, Section added covering the appeals process, Updated legal references and policy references
- Policy 6524 - Network Security, Updated legal references
- Policy 7100 - Recruitment and Selection of Personnel, Updated legal references
- Policy 7130 – Licensure, Updated legal references
- Policy 7265 - Occupational Exposure to Hazardous Chemicals in Science Laboratories, Minor and technical language updates, Updated legal references
- Policy 7335 - Employee Use of Social Media, Updated legal references
- Policy 7405 - Extracurricular and Non-Instructional Duties, Updated legal references
- Policy 7410 - Teacher Contracts, Updated legal references
- Policy 7430 - Substitute Teachers, Updated legal references
- Policy 7510 – Leave, Updated legal references
- Policy 7635 - Return to Work, Updated legal references
- Policy 7810 - Evaluation of Licensed Employees, Updated legal references
- Policy 9020 - Facility Design, Updated legal references

**Action Items**

**A. Following a 30-day review and upon motion made by Ms. Cranford, seconded by Ms. Kidd, the Board unanimously approved the following board policies:**

- Policy 1510/4200/7270 - School Safety, Updated legal references
- Policy 1610/7800 - Professional and Staff Development, Updated legal references
- Policy 4040/7310 - Staff-Student Relations, Updated legal references
- Policy 4100 - Age Requirements for Initial Entry, Updated legal references
- Policy 4120 - Domicile or Residence Requirements, Updated legal references
- Policy 4201/7271 - Injury and Loss Prevention, Updated legal references
- Policy 4270/6145 - Concussion and Head Injury, Updated legal references
- Policy 4307 - Disciplinary Action for Exceptional Children/Students with Disabilities, Updated legal references
- Policy 4335 - Criminal Behavior, Updated legal references
- Policy 4340 - School-Level Investigations, Updated language and terminology through policy, Updated legal references
- Policy 4351 - Short-Term Suspension, Updated legal references
- Policy 4353 - Long-Term Suspension, 365-Day Suspension, Expulsion, Updated legal references
- Policy 4400 – Attendance, Updated legal references
- Policy 6120 - Student Health Services, Updated legal references
- Policy 6125 - Administering Medicines to Students, Updated legal references

- Policy 6140 - Student Wellness, Statement added to policy regarding making policy available to school community and public, Minor wording clarification throughout policy, Updated legal references
  - Policy 6200 - Goals of Student Nutrition Services - Minor wording clarification and formatting updated throughout policy, Updated legal references
  - Policy 6230 - School Meal and Competitive Foods Standards, Updated legal references
  - Policy 6305 - Safety and Student Transportation Services, Updated legal references
  - Policy 6306 - School Bus Idling, Updated legal references
  - Policy 6315 – Drivers, Updated legal references
  - Policy 6320 - Use of Student Transportation Services, Minor wording updates, Updated legal references
  - Policy 6321 - Bus Routes, Updated legal references
  - Policy 6322 - Student Assignment to Buses, Statement added regarding students with special needs, Minor formatting updates, Updated legal references
  - Policy 6340 - Transportation Service/ Vehicle Contracts, Minor formatting updates, Updated legal references
  - Policy 7811 - Plans for Growth and Improvement of Licensed Employees
  - Policy 7930 - Professional Employees: Demotion and Dismissal, Added a statement of performance standards and other expectations for professional employees, Updated cross references.
- B. Upon motion made by Ms. Harrington, seconded by Mr. Hammer, the Board unanimously approved the 2017-2018 Budget Proposal as presented.

**Superintendent’s Report/Calendar of Events**

- A. Leigh Anna Marbert, Public Information Officer, shared the latest edition of *Points of Pride* and reviewed the *Calendar of Events* noting the next Board of Education meeting will be on October 5, 2017.
- B. Superintendent Worrell provided an update on the 2017-2018 Board Goals. Superintendent Worrell reported the current membership and class sizes and noted that all of our schools met or exceeded growth during 2016-2017.

**Board Operations**

- A. Chairman Lamb reviewed the calendar of upcoming events.

**Adjournment – Open Session**

There being no further business and upon motion made by Ms. Cranford, seconded by Mr. Agudelo, the Board unanimously approved to adjourn Open Session at 8:48 p.m. and reconvene in Closed Session.

**Closed Session**

Upon motion by Ms. Kidd, seconded by Ms. Harrington, the Board unanimously approved to convene in Closed Session at 8:57 p.m. to speak with the board attorney.

Upon motion by Mr. Hammer, seconded by Mr. Agudelo, the Board unanimously approved to adjourn the Closed Session at 9:40 p.m.

**Adjournment**

There being no further business and upon motion made by Mr. Agudelo, seconded by Mr. Cheek, the Board unanimously approved to adjourn at 9:41 p.m.

\_\_\_\_\_  
Chairman

\_\_\_\_\_  
Secretary



Budget Amendment  
Asheboro City Schools Administrative Unit  
Current Expense Fund

The Asheboro City Board of Education at a regular meeting on the 5th day of October, 2017, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2018.

REVENUE

2.4910.000	Fund Balance Appropriated	\$ <u>129,880</u>
		\$ <u><u>129,880</u></u>

EXPENDITURE

2.5110.028	Regular Instruction	\$ 6,902
2.5210.681	Special Instruction	3,185
2.5820.061	Support Services	4,700
2.6580.802	Maintenance Services	34,237
2.6910.801	Policy and Leadership Services	14,435
2.6932.801	Policy Services	46,000
2.6950.804	Policy and Public Relations Services	20,421
		\$ <u><u>129,880</u></u>

Total Appropriation in Current Budget	\$ 9,813,000
Total Increase/Decrease of above amendment	<u>129,880</u>
Total Appropriation in Current Amended Budget	\$ <u><u>9,942,880</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 5th day of October, 2017.

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Chairman, Board of Education

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Secretary

Budget Amendment  
Asheboro City Schools Administrative Unit  
Capital Outlay Fund

The Asheboro City Board of Education at a regular meeting on the 5th day of October, 2017 passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2018.

REVENUE

4.4910.999	Fund Balance Appropriated	\$	102,696
		\$	<u>102,696</u>

EXPENDITURE

4.9103.999.529.336	HVAC System - NAMS	\$	54,146
4.9108.999.529	Roofing Projects - District Wide		3,350
4.9108.999.529.321	Roofing Projects - DLL		<u>45,200</u>
		\$	<u>102,696</u>

Total Appropriation in Current Budget	\$	1,677,000
Total Increase/Decrease of above amendment		<u>102,696</u>
Total Appropriation in Current Amended Budget	\$	<u>1,779,696</u>

Passed by majority vote of the Board of Education of Asheboro City on the 5th day of October, 2017.

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Chairman, Board of Education

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Secretary



Budget

Asheboro City Schools (761) Regular Local School District - Randolph County - 2018 - Consolidated - Rev 0 - Title IA

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

All

Purpose Code	Object Code	Salaries 100	Employer Provided Benefits 200	Purchased Services 300	Supplies and Materials 400	Capital Outlay 500	Transfers 700	Total
5000 - Instructional Services		1,067,825.00	424,080.69	86,102.61	115,301.20	0.00	0.00	1,693,309.50
6000 - System-Wide Support Services		78,500.00	25,321.30	61,000.00	8,600.00	0.00	0.00	173,421.30
7000 - Ancillary Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
8000 - Non-Programmed Charges		0.00	0.00	69,106.37	0.00	0.00	0.00	69,106.37
<b>Total</b>		1,146,325.00	449,401.99	216,208.98	123,901.20	0.00	0.00	1,935,837.17
<b>Adjusted Allocation</b>								1,935,837.17
<b>Remaining</b>								0.00

Grant Details

Asheboro City Schools (761) Regular Local School District - Randolph County - 2018 - Consolidated - Rev 0 - Title IA

1. LEA Plan (SEC. 1112)

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

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

The LEA's Consolidated Plan development occurs through collaborates with all stakeholders. School administrators and leadership teams from across our district come together to develop plans based on comprehensive needs assessments that will serve all students and staff. School leadership teams, which include parent representation, conduct comprehensive needs assessments that drive the development of school continuous improvement plans. A Title I Plan is embedded in each Continuous Improvement Plan (CIP), where appropriate. The Superintendent and district leadership meet with School Leadership Teams (SLTs) on an ongoing basis to give feedback, monitor and evaluate CIPs with the assistance of NCStar. The district administers an annual professional development needs assessment survey to all stakeholders. Data from this survey is disaggregated by school. This enables the district to provide the schools individualized inservice based on their specific feedback.

Enter the date(s) for stakeholder meeting(s) (MM/DD/YYYY):08/16/2017

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

The LEA has a current LEA Parent and Family Engagement Policy posted on their website. Enter the URL (must be publicly accessible) for the LEA's written Parent and Family Engagement Policy:

[http://www.asheboro.k12.nc.us/UserFiles/Servers/Server\\_744237/File/Board%20Policies/1707%20Updates/1320-3560%20Title%201%20Parental%20Involvement.pdf](http://www.asheboro.k12.nc.us/UserFiles/Servers/Server_744237/File/Board%20Policies/1707%20Updates/1320-3560%20Title%201%20Parental%20Involvement.pdf)

3. Parent and Family Engagement - Use of Funds (SEC. 1116(a)(3)(D))

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

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

Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy. (SEC. 1116(a)(3)(D)(v))

#### 4. Carryover from Parent and Family Engagement

Funds not expended from the previous year's set-asides for parent and family engagement must be expended in the current project year and appropriately coded as such. List the amount of carryover for Parent and Family Engagement (Purpose Code 5880) that will be expended in addition to the current year's set-aside amount. Do not include in this section carryover funds other than those funds carried forward specifically for Parent and Family Engagement.

8,616.24 Parent and Family Engagement Carryover

#### 5. LEA Report Card

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

Asheboro City Schools provides the the Annual LEA Report Card on the district website in the the dominant languages of the school district population. The Report Card is also distributed in individual schools to student's families as well as the local media. All of our schools, share the information during Academic Family Teacher Team (AFTT) Meetings and Annual Title I Night Events with their various school communities. The superintendent communicates the district data while being accompanied by the Board of Education Chairperson and another member of the school board at the these early events held within the first thirty days of school.

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

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

The LEA calculates the per-pupil allocation (PPA) for each of our schools based on the Eligible Student Summary Report (ESSR). We utilized the June 2017 report for this year's calculation. Please see the Building Eligibility and School Allocation Reports. The Free/Reduced Price Lunch data, Meals Plus Student Eligibility Report, and Principals' Monthly Report were all viewed prior to completing the ESSR.

B. Explain how the Rank Order was determined. (SEC. 1113(A)(3))

The school with the greatest number of free and reduced eligible students were determined to have a greater need for a higher level of funding.

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

Describe equitable services provided to private school children, teachers and other instructional staff. (Upload (1) Affirmation of Consultation form within Consolidated Related Documents for each private school located within the LEA)

Check if you are a charter or do not have private schools within your LEA

Three attempts were made to meet with the private schools within our catchment area. Only one of the administrators replied to notify us that he would not be participating in the meeting as they were not interested in any of our services.

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

Describe the services the LEA will provide homeless children and youths.

\*transportation  
\*placement  
\*enrollment assistance  
\*advisement/support from school social workers  
\*food  
\*items of clothing and shoes  
\*school supplies

#### 9. Support, Coordination and Integration of Services in Early Childhood Education Programs (SEC. 1112(b)(8))



If applicable, describe how the LEA will support, coordinate and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Asheboro City Schools works closely with our own 5-Star, Early Childhood Development Center within our school district. We also meet frequently with the Randolph County Partnership for Children. The district holds transition events in the spring and summer to welcome new families to our schools in preparation for smooth and successful early learning opportunities for all. Literacy is promoted year round in numerous places throughout our community with strategically placed Little Free Libraries.

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

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

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

Asheboro City Schools has implemented a unique offering this year with two middle school nights for rising sixth grade families. This has been implemented to promote the magic of the middle school years. These events are taking place on September 27th and November 7th. Also, students have the opportunities to participate in higher level courses in preparation for Early College in Middle School. Students already take advantage of Credit by Demonstrated Mastery opportunities in order to take part in more rigorous course work.

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

Our district this through strategic planning listed here:

Objective 2. Increase the number of students who graduate with post-secondary credit, portable industry credentials, and work-based learning experiences, so that students are prepared for further education and/or employment.

a) All students in grades 7-8 will interact with Career Cruising to conduct an interest inventory to begin career exploration and individual career & course plans.

All eighth grade students are currently completing their 4-year plan through Career Cruising to plan for high school and careers.

The Early College Academy for ACS students has been implemented in collaboration with Randolph Community College.

The Asheboro High School Early College Academy was officially launched at the October 20th Board of Education meeting by Dr. Worrell and Dr. Shackelford. Students in eighth grade will have the opportunity to enroll in the Academy and graduate with both a high school diploma and an Associate's Degree from Randolph Community College.

Two Asheboro High School Early College Academy information sessions were held for parents and families on January 19th in the AHS Media Center. Applications for the Early College Academy were due March 3, 2017.

The third Pathway to Prosperity Process with Randolph Community College and Randolph County Schools was launched. Asset Mapping is being conducted to determine high need area.

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

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

Our district implements Positive Behavior Intervention and Supports (PBIS). This includes positive, proactive instruction for expected behaviors and evidence based behavioral interventions to support student needs. Asheboro City Schools (ACS) provides on-going district-wide support to implementing schools through professional development and coaching opportunities. All schools are provided monthly disciplinary data summaries to utilize to support problem solving behavioral challenges. ACS PBIS Coaches engage in district problem solving with discipline data to identify areas of concern and proactively plan for PD and interventions. Discipline data is disaggregated by grade, race, and Exceptional Children category and used to support problem solving.

## 12. Comparable Services

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

the school meets comparability requirements; and

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

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

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

### LEA Per Pupil Cost:

Calculate per pupil amount (PPA) based on inclusion of the schools listed below in Title I funds to be allotted to schools.

Name of School(s) to be skipped:

PPA Based upon Inclusion

PPA Based upon Inclusion

PPA Based upon Inclusion

PPA Based upon Inclusion

### Description of Comparable Funds:

Provide a description of the per pupil allocation of staff, curriculum materials, and instructional supplies provided for non-Title I schools compared to the school(s) eligible for Title I funds that the LEA proposes to skip.

### Description of Comparable Services:

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

the program serves only children who are failing, or most at risk of failing, to meet the State's challenging student academic achievement standards;

the program provides supplementary services designed to meet the special educational needs of the children who are participating in the program to support their achievement toward meeting the State's student academic achievement standards; and

the program uses the State's assessment system described in §200.2 of the Title I regulations to review the effectiveness of the program.

## 13. Targeted Assistance Schools (please make sure this aligns with ESSR) (SEC. 1115)

1. The LEA is utilizing the following Project Setting (check one or more):

Scheduled Elective

Pull out

In-class

Parent(s)

Add-on/Extended Learning (preferred)

**2. Grades Served:**

N/A  
All sites are school-wide models.

**3. Selection of students:**

All students and families are served in school-wide models.

**14. Title I Carryover**

Enter the estimated amount for Title I Carryover (do not include Parent and Family Engagement or School Allocation/PPA Carryover in this section):

388,364.93

Describe activities that will be implemented with carryover funds OTHER THAN Carryover/Additional Funds to be available for PPA (optional) (listed on the Set Asides page).

The funds will be allocated back to the schools. Also, funds may be used for summer school programs or beginning of school expenses.

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

Asheboro City Schools does not have any Unbudgeted Reserve as a Set Aside.

Building Eligibility

Asheboro City Schools (761) Regular Local School District - Randolph County - 2018 - Consolidated - Rev 0 - Title IA

Organization Code	School Name (8 Buildings)	Grade Span	Total Resident Children	Low Income Students		Total Low Income NPS Students	Sort Order (Asc)	Eligibility For Service	School Served	Grandfather Rule	Eligibility - Program Model
				Original Number	Final Number						
761320	Charles W McCrary Elementary	KG - 05	414	372	372	89.86 %		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
761312	Balfour Elementary	P3 - 05	550	482	482	87.64 %		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
761336	North Asheboro Middle	06 - 08	455	396	396	87.03 %		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
761321	Donna L Loflin Elementary	KG - 05	364	290	290	79.67 %		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
761332	Lindley Park Elementary	KG - 05	393	285	285	72.52 %		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
761304	Asheboro High	09 - 12	1328	879	879	66.19 %		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SW
761308	South Asheboro Middle	06 - 08	538	352	352	65.43 %		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
761328	Guy B Teachey Elementary	KG - 05	530	338	338	63.77 %		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
<b>Totals:</b>				4,572	3,394	74.23 %		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
						0					



**Set Asides - 100% Rule**

Asheboro City Schools (761) Regular Local School District - Randolph County - 2018 - Consolidated - Rev 0 - Title IA

<b>Totals</b>		<b>Amount</b>
Total Title I Planning Allotment		1,538,856.00
Private School Proportionate Share Amount		0.00
Title I Allotment for LEA use		1,538,856.00
<b>Set Asides</b>		<b>Amount</b>
Administrative (12% maximum)		182,527.67
School Improvement Interventions (Priority/CSI and/or Focus/TSI)		
Professional Development for Teachers in Title I Schools		46,383.76
Parent and Family Engagement (1% minimum for allocations above \$500,000)		24,026.24
Homeless Children and Youth Services (Section 1113(c)(3)(A) - comparable to Title I PPA)		60,000.00
Foster Care Transportation		
PreKindergarten Programs		
Neglected, Delinquent or At-Risk Services		
District-Wide Instructional Initiative		51,363.70
Unbudgeted Reserve (not to exceed 10%)		
<b>Total Set Aside</b>	\$	364,301.37
<b>Per Pupil Amount (PPA)</b>		<b>Amount</b>
All buildings served with at least 35% low-income.		

Total Title I Adjusted Allocation (Title I Allotment Remaining After Private School Proportionate Share less Set Asides)		1,174,554.63
Carryover/Additional Funds to be available for PPA (optional)	+	396,981.17
Total Allocation Amount	\$	1,571,535.80
Total LEA Number of Low-Income Students	÷	3,394
100% Factor	x	1.00
<b>Minimum PPA</b>	\$	<b>463.03</b>

School Allocations - PPA List - 100% Rule

Asheboro City Schools (761) Regular Local School District - Randolph County - 2018 - Consolidated - Rev 0 - Title IA

**School/Attendance Area Allocation**

Organization Code	School/ Attendance Area	Low Income		Min. Alloc	Actual Allocation	
		%	#		PPA	Total Amt
		B	C	D PPA x C	E	F E x C
761320	Charles W McCrary Elementary	89.86	372	172,247.16	624.87	232,451.64
761312	Balfour Elementary	87.64	482	223,180.46	624.87	301,187.34
761336	North Asheboro Middle	87.03	396	183,359.88	624.87	247,448.52
761321	Donna L Loflin Elementary	79.67	290	134,278.70	624.87	181,212.30
761332	Lindley Park Elementary	72.52	285	131,963.55	624.87	178,087.95
761308	South Asheboro Middle	65.43	352	162,986.56	624.87	219,954.24
761328	Guy B Teachey Elementary	63.77	338	156,504.14	624.87	211,206.06
<b>Total Low Income</b>			<b>2515</b>	<b>Total Allocations</b>		<b>1,571,548.05</b>
				<b>Remaining</b>		<b>(12.25)</b>

Minimum Per Pupil Amount (PPA) \$ 463.03

**Related Goals**

**G** 1) Goal 1. Each student in Asheboro City Schools graduates prepared for further education, work and citizenship.

Description:

Objective 1. Align after school instruction with the curriculum, so that students master grade /course standards and participants improve state test scores. 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. b) Expand summer literacy camps and after school opportunities to provide the extra support students need to read on grade level.

Performance Measure:

S.M.A.R.T. Goals for the grant include specific data sources for monitoring and evaluation purposes: Increase student proficiency on benchmarks, formative assessments and summative assessments. Student proficiency should significantly increase within each academic year as well as from year to year. Benchmark Data, EOG / EOC Data, mCLASS (K-2), Pacing Guides, District Unit Plans, Standards Alignment Documents, Walk Through Data, Four Year Cohort Graduation Data, Conversation Around Student Achievement (CASA) Toolkits, and district forms.

Fiscal Resources

Grant	Notes	2017	2018
<b>Consolidated</b>			
Title IA	The Title I Program serves seven schools.	\$308,435	\$1,935,837
<b>Consolidated Total:</b>		<b>\$308,435</b>	<b>\$1,935,837</b>
<b>Grand Total:</b>		<b>\$308,435</b>	<b>\$1,935,837</b>

**S** 1.1) Each student in Asheboro City Schools graduates prepared for further education, work and citizenship.

Description:

Objective 1. Align after school instruction with the curriculum, so that students master grade /course standards and participants improve state test scores. 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. b) Expand summer literacy camps and after school opportunities to provide the extra support students need to read on grade level.







**Related Organization Plan Action Steps**

**Related School Plan Action Steps**



**Related Documents**

Asheboro City Schools (761) Regular Local School District - Randolph County - 2018 - Consolidated - Rev 0 - Title IA

<b>Required Documents</b>		
<b>Type</b>	<b>Document Template</b>	<b>Document/Link</b>
Title I Statement of Assurances [Upload 1 document(s)]	 <a href="#">Title I Statement of Assurances</a>	 <a href="#">Statement of Assurances</a>
Equity Plan [Upload 1 document(s)]	 <a href="#">Equity Plan</a>	 <a href="#">Equity Plan 2017</a>
<b>Optional Documents</b>		
<b>Type</b>	<b>Document Template</b>	<b>Document/Link</b>
PreK Count (If reservation) [Upload up to 1 document(s)]	 <a href="#">2017-18 Title I Pre-K Count</a>	
Title I - N&D Institution(s)	 <a href="#">N&amp;D Title I Part D Subpart 2</a>	

Budget

Asheboro City Schools (761) Regular Local School District - Randolph County - 2018 - Consolidated - Rev 0 - Title II-A

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

All

Purpose Code	Object Code	Salaries 100	Employer Provided Benefits 200	Purchased Services 300	Supplies and Materials 400	Capital Outlay 500	Transfers 700	Total
5000 - Instructional Services		<input type="text" value="100,000.00"/>	<input type="text" value="30,649.00"/>	<input type="text" value="69,019.44"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="199,668.44"/>
6000 - System-Wide Support Services		<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="15,000.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="15,000.00"/>
7000 - Ancillary Services		<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
8000 - Non-Programmed Charges		<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="7,391.73"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="7,391.73"/>
<b>Total</b>		<input type="text" value="100,000.00"/>	<input type="text" value="30,649.00"/>	<input type="text" value="91,411.17"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="222,060.17"/>
<b>Adjusted Allocation</b>								<input type="text" value="222,060.17"/>
<b>Remaining</b>								<input type="text" value="0.00"/>

## Grant Details

Asheboro City Schools (761) Regular Local School District - Randolph County - 2018 - Consolidated - Rev 0 - Title II-A

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

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

Instructional Support: Provide additional instructional support for beginning teachers at all grade levels. Plus, fund lead teachers to provide coaching and professional development at all grade levels. Specifically providing support to infuse literacy across all content areas, as well as further develop math and science content knowledge.  
Teacher Recruitment and Retention: Funding may be used to support emerging best practices in recruiting, hiring, and retaining highly qualified teachers. Other areas of support may include beginning teacher programming, licensure and teacher evaluation.

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

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

Professional Development: Funds will be used to support the ACS Teacher Leadership Academy (TLA), along with professional development for all teachers in the area of literacy and content specific strategies. Funds will also be used to offer teachers training focused on creating a climate for student motivation and success.  
Tuition Assistance Program: Funding will be used to support teachers and administrators who wish to add area(s) of licensure or to obtain a higher level of licensure.

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

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

Mentoring Support: Funds will be used to provide support to beginning teachers in their first and second year of employment.

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

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

Needs Assessment: A comprehensive needs assessment is completed annually, including: ACS Strategic Plan; ACS Professional Development Survey; ACS Self-Assessment of Professional Development; Beginning Teacher Support needs; and various focus groups that include beginning teachers, mentors, and administrators.

### 5. Equitable Expenditures

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

Do you have Private school(s) participating?

Yes

No

**A. Number of Students**

A1: LEA Enrollment (number should match ESSR)	4572
A2: Participating Private Schools Enrollment	0
A3: Total Enrollment = A1 + A2	4572

**B. Title II, Part A Allocation**

B1: Total LEA Allocation	222,060.17
B2: Administrative Costs (for public and private school programs)	0.00
B3: LEA Allocation Minus Administrative Costs = B1 - B2	222,060.17

**C. Per Pupil Rate**

C1: B3 divided by A3	217,488.17
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**D. Equitable Services**

Amount LEA must reserve for equitable services for private school teachers and other educational personnel = A2 multiplied by C1	217,488.17
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Plan Relationships

**Related Goals**

**G** 2) Goal 3. Each student has excellent educators every day.

Description:

Description: Objective 1. Recruit, develop, and retain high quality professionals, so that students continue to learn and grow. 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.

Performance Measure:

Performance Measure: Hosting Job Fairs, College Recruitment. Partnerships for Student Teaching with local universities, and Strategically participate in and host recruiting events to strengthen talent pool and increase diversity in our workforce. Retention of Staff, Decrease in Teacher turnover rate, Teacher Working Conditions Survey, New Employee Orientation Survey for all staff, Orient new leaders to ACS cultural norms and expectations, Professional Development Course Catalog, District PD Planning, District/Job-alike PD days, CASA rubric- self/team evaluation, CASA walkthroughs, Emphasis on team goals and accomplishments, Align incentives with district core values.

Fiscal Resources

Grant	Notes	2017	2018
<b>Consolidated</b>			
	Title II-A	\$00	\$222,060
<b>Consolidated Total:</b>		<b>\$00</b>	<b>\$222,060</b>
<b>Grand Total:</b>		<b>\$00</b>	<b>\$222,060</b>

**S** 2.1) Each student has excellent educators every day.

Description:

Objective 1. Recruit, develop, and retain high quality professionals, so that students continue to learn and grow. 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.




**Related Organization Plan Action Steps**

**Related School Plan Action Steps**



**Related Documents**

Asheboro City Schools (761) Regular Local School District - Randolph County - 2018 - Consolidated - Rev 0 - Title II-A

Required Documents		
Type	Document Template	Document/Link
Title II-A Statement of Assurances [Upload 1 document(s)]	 <a href="#">2017-18 Title II Statement of Assurances</a>	 <a href="#">Statement of Assurances</a>
Optional Documents		
Type	Document Template	Document/Link
PRC103 Budget Sheet (FOR SOPs ONLY!!) [Upload up to 1 document(s)]	 <a href="#">2017-18 Title II Budget Form (State-Operated Programs ONLY!)</a>	

Budget

Asheboro City Schools (761) Regular Local School District - Randolph County - 2018 - Consolidated - Rev 0 - Title III â€œ Language Acquisition (PRC104)

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

All

Purpose Code	Object Code	Salaries 100	Employer Provided Benefits 200	Purchased Services 300	Supplies and Materials 400	Capital Outlay 500	Total	
5000 - Instructional Services		73,800.00	26,078.14	37,000.00	61,767.62	0.00	198,645.76	
6000 - System-Wide Support Services		0.00	0.00	0.00	0.00	0.00	0.00	
8200		0.00	0.00	0.00	0.00	0.00	0.00	
8000 - Non-Programmed Charges		0.00	0.00	1,762.82	0.00	0.00	1,762.82	
<b>Total</b>		73,800.00	26,078.14	38,762.82	61,767.62	0.00	200,408.58	
<b>Adjusted Allocation</b>								200,408.58
<b>Remaining</b>								0.00

Grant Details

Asheboro City Schools (761) Regular Local School District - Randolph County - 2018 - Consolidated - Rev 0 - Title III " Language Acquisition (PRC104)

**1. Supplement Not Supplant (SEC. 3115(g))**

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

All state funds are used to employ teachers and a combination of state and local funds are used to secure interpreters. Federal funds are used to employ a portion of the director's salary, the dual language administrator's salary, and the parent outreach coordinator's salary.

A large portion of the budget is designated for supplies and materials for students and staff along with staff development. Parent Engagement has been accounted for since that will be a unique focus for our entire district.

Allowable travel expenses and reimbursement have been considered too for outside and within the district for various staff members.

Significant funds have been geared toward parental and community engagement as a result of feedback from the Latino leaders our Superintendent has organized each month. Their voices have provided new vital direction for our programming.

**2. Language Instruction Educational Programs (SEC. 3115(c)(1))**

Describe how your LEA/Charter will use Title III funds to increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing.

(A) English language proficiency; and

(B) Student academic achievement

Our teachers support targeted intervention to access grade level content during after school programming and within the classrooms in the elementary and middle schools. Software purchases and stipends for extended day service for certified staff will be covered by Title III funds in order to increase the achievement of our students in language proficiency at all levels. SIOP and ExC- ELL refresher coaching will be incorporated throughout the academic year. (See attached.)

**3. Professional Development (SEC. 3115 (c)(2)(A)-(B))**

Describe how the proposed PD activities that will be funded with Title III will provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is

(A) designed to improve the instruction and assessment of English learners;

(B) designed to enhance the ability of such teachers, principals and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners

(A) We are contracting with ELlevation to strengthen the communication between regular education and ESL teachers in further alignment with recent co-teaching we've engaged in together last year and early this year. We are incorporating the online Collaborate tool that is a feature in ELlevation to remove the face-to-face barrier that can some times become a roadblock for colleagues working with our ELs. This will allow them to train together on how to continue to monitor student progress online through the data dashboard while utilizing the Can-Do Descriptors for planning together or apart. They can keep notes in the portal feature and house them in the document storage for easy retrieval from anywhere.

(B) Another excellent feature ELlevation introduced to our leadership at the end of last year was a collection of Strategies developed by Classroom Teachers. Our regular education teachers, instructional facilitators, and administrators have been immersed in co-teaching training. Our ESL teachers will provide as well as take part in language objective writing training due to the re-emergence of that need across the district.

As previously mentioned, we will continue to conduct, train, and re-train staff in SIOP and ExC-ELL with supportive

coaching opportunities by ESL teachers, Instructional Facilitators, and Directors. Ongoing training is taking place in our novice Dual Language sites with coaching and support by Beverly Dye. Our Instructional Facilitators are using the I-TELL Observation Tool along with the elect from AdvancED to monitor Co-Teaching in the schools along with our administrators.

#### **4. Professional Development (SEC. 3115 (c)(2)(C)-(D))**

Describe how the proposed PD activities that will be funded with Title III will provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is

(C) effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and

(D) of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate.

Asheboro City Schools has hosted Dr. Kate Kinsella with Chatham County Schools for Academic Vocabulary training with overwhelming attending and success. The district also held training for NCDPI on Co-Teaching with Drs. LaChance and Sims with full participation. Both professional development offerings have yielded loyal teacher fidelity with instructional practice. This is a result of careful needs assessment and polling prior to providing in-service. This makes monitoring and implementation a collaborative effort.

\*Academic Vocabulary

\*Co-Teaching

\*SIOF

\*ExC-ELL

\*WIDA

The aforementioned PD activities should increase overall EL proficiency, exits, and growth in all core areas by formative and summative assessment measures.

#### **5. Programs and Activities (SEC. 3116(b)(1))**

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

Targeted professional development will take place at the monthly meetings for ESL staff that incorporates information from the WiDA Download Library regarding the standards and ever-changing expectations. Teachers will utilize this to provide real time correspondence with colleagues about instructional adjustments to align with assessments and services.

#### **6. English Language Proficiency Assessment (SEC. 3116(b)(2))**

Describe how your LEA/Charter will ensure that elementary schools and secondary schools receiving funds under this subpart assist English learners in

(A) achieving English proficiency based on the State's English language proficiency assessment under section 1111(b)(2)(G), consistent with the State's long-term goals, as described in section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

Continued efforts will be made to reinforce the focus on the use of formative and summative assessment to inform instruction, classroom behavior support, and the integration of digital tools to support the content standards. Building content knowledge and language objective access for students written by core teachers and specialists, evidence-based, differentiated strategy usage for all students is something our ESL teachers will be working toward mastering for their colleagues. Once we gain a critical mass of experts, we are working on a train the trainer model for our district.

#### **7. Parent, Family and Community Engagement (SEC. 3116(b)(3))**

Describe how your LEA/Charter will promote parent, family, and community engagement in the education of English learners.

Asheboro City Schools adheres to the Karen Mapp Model of family engagement. Each school holds a minimum of three Academic Family Teacher Team (AFTT) meetings each year to engage in data conversations with families. Our Superintendent has a Latino Advisory Council that was an outgrowth of the Heritage Language Academy at one of our schools. It has become a parent leadership group for the district to provide a voice specifically for this segment of the population. We realize that we do not have enough interpreters for the number of non-English speaking families or parents of English Learners. After this realization during our AFTT meetings, the need for parent education specific to EL families has become necessary at this point at the request some of the parents. Hence, the creation of the new position EL Parent Outreach Coordinator.

#### **8. Activities and Strategies (SEC. 3115(C)(3))**

Describe how your LEA/Charter will provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which

(A) shall include parent, family, and community engagement activities; and

(B) may include strategies that serve to coordinate and align related programs.

Title III will braid federal funds to collaborate with career and college planning for high school students so that they will be more informed about future decision making. Students can attend college tours and learn about scholarship opportunities. The teachers plan to engage students in meaningful language activities that will increase background knowledge and academic vocabulary to increase ACCESS scores and other assessment results. The secondary schools have re-designed their Academic Family Teacher Team events and expectations in order to mirror the success of the early interventions at the elementary level. New transitional programs have been instituted at each grade span for all students.



Plan Relationships

Asheboro City Schools (761) Regular Local School District - Randolph County - 2018 - Consolidated - Rev 0 - Title III " Language Acquisition (PRC104)

**Related Goals**

**3) Goal 7. ESL teachers will provide direct "eyeball-to-eyeball" instruction through student-engaged co-teaching with core teachers as a primary mode of instruction each day.**

Description:

Description: Our district leadership has read and shared Annual Growth For All Students, Catch-Up Growth For Those Who Are Behind by Felding, Kerr, and Rosier. The expectation has been established, implemented, and monitored for limited pull-outs during the instructional day to protect high quality teaching and learning time for everyone. Evidence-based Instruction (Co-Teaching)

Performance Measure:

Performance Measure: An increase in the level of proficiency on the WIDA ACCESS test and overall language acquisition as well as a reduction in the achievement gap between ELs and their peers is our overall expectation.

Fiscal Resources

Grant	Notes	2017	2018
<b>Consolidated</b>			
Title III " Language Acquisition (PRC104)	Title III	\$00	\$200,408
<b>Consolidated Total:</b>		<b>\$00</b>	<b>\$200,408</b>
<b>Grand Total:</b>		<b>\$00</b>	<b>\$200,408</b>

**3.1) ESL teachers will provide direct "eyeball-to-eyeball" instruction through student-engaged co-teaching with core teachers as a primary mode of instruction each day.**

Description:

Our district leadership has read and shared Annual Growth For All Students, Catch-Up Growth For Those Who Are Behind by Felding, Kerr, and Rosier. The expectation has been established, implemented, and monitored for limited pull-outs during the instructional day to protect high quality teaching and learning time for everyone.

**Related Organization Plan Action Steps**

**Related School Plan Action Steps**

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

Group Making Request: Band School: AHS

Destination: NY, NY/Washington DC (See Attached) Date of Trip: March 22-26, 2018

Number of Students Involved: 190 (estimated) Percent of Total Group: TBD

Reasons for Students Not Attending: conflicts/choice

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

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

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: TBA Return Time: TBA Round Trip Miles (estimated): 1400

Estimated Cost to the Student: \$750

Purpose(s) of the Field Trip: Biennial Band Trip

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.

P. Homiller; Suzanne Benhart; Scott Benhart; Susan Butler

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.

[Signature] Sponsor (Group Responsible for Paying for the Trip) 9/25/17 Date

Approved: [Signature] Principal 9/26/17 Date

Approved: [Signature] Superintendent or Designee 9/27/17 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 7274(Tamara Myers) School: SAMS/AHS

Destination: Betsy Penn 4H Center, Reidsville, NC Date of Trip: September 30-October 1, 2017

Number of Students Involved: 8 Percent of Total Group: 60%

Reasons for Students Not Attending: Invitation was given to all group members and those not attending chose not to for this trip.

Transportation Method:  Activity Bus  Charter Bus  Private Automobile  Other (School Vehicle)

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

Number of Vehicles Needed: (to be secured by the Central Office): There are 9 people attending 8 students and 1 adult

Number of Drivers Needed: (to be secured by the Central Office): 0 I as advisor will drive.

Departure Time: 7:00AM Saturday September 30th Return Time: 3:00PM Sunday October 1st Round Trip Miles (estimated): 120 miles

Estimated Cost to the Student: \$65.00

Purpose(s) of the Field Trip: North Carolina Association of Student Council Middle Level Workshop (Leadership Conference)

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.

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.

SAMS/AHS Student Council  
Sponsor (Group Responsible for Paying for the Trip) \_\_\_\_\_ Date 21 September, 2017  
[Signature] \_\_\_\_\_ Date 9-22-17  
Principal

Approved: \_\_\_\_\_ Date \_\_\_\_\_  
[Signature] \_\_\_\_\_ Date 9/26/17  
Superintendent or Designee

Transportation Scheduled: \_\_\_\_\_ Date \_\_\_\_\_  
Transportation Supervisor

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

**Overnight Trip**

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

Group Making Request: \_\_\_\_\_ 5<sup>th</sup> Grade \_\_\_\_\_ School: \_\_\_\_\_ Lindley Park \_\_\_\_\_

Destination: \_\_\_\_\_ Camp Caraway \_\_\_\_\_ Date of Trip: \_\_\_\_\_ March 8- March 9 \_\_\_\_\_

Number of Students Involved: \_\_\_\_\_ 64 \_\_\_\_\_ Percent of Total Group: \_\_\_\_\_ 100% \_\_\_\_\_

Reasons for Students Not Attending: \_\_\_\_\_ N/A \_\_\_\_\_

Transportation Method:  Activity Bus  Charter Bus  Private Automobile  Other ( \_\_\_\_\_ )

Charter Bus service, state name of Vendor here: \_\_\_\_\_

If Using Travel Company, state name of Vendor here: \_\_\_\_\_

\*\*The travel company must use an approved ACS Charter Bus Company

Number of Vehicles Needed (to be secured by the Central Office): \_\_\_\_\_ 2 \_\_\_\_\_

Number of Drivers Needed (to be secured by the Central Office): \_\_\_\_\_ 2 \_\_\_\_\_

Departure Time: \_\_\_\_\_ 9:00 \_\_\_\_\_ Return Time: \_\_\_\_\_ 1:30 \_\_\_\_\_ Round Trip Miles (estimated): \_\_\_\_\_ 35 \_\_\_\_\_

Estimated Cost to the Student: \_\_\_\_\_ \$ 65 \_\_\_\_\_

Purpose(s) of the Field Trip: \_\_\_\_\_ Students will attend Camp Caraway to reinforce their understanding of science standards 5 L.1 and 5 L.2 primarily as well as 5 E.1 and 5 P.1 and 2. In addition to the curriculum connection, students will be gaining experience atypical for most members of our population deepening their background knowledge.

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.

\_\_\_\_\_  
\_Jessica Hoffmire, Leslie Smith, Mallory Nye \_\_\_\_\_

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.

\_\_\_\_\_  
*Leslie M. Smith*  
Sponsor (Group Responsible for Paying for the Trip) \_\_\_\_\_ Date \_\_\_\_\_  
*9-26-17*

Approved: \_\_\_\_\_  
*Mike J. Donnelly*  
Principal \_\_\_\_\_ Date \_\_\_\_\_

Approved: \_\_\_\_\_  
Superintendent or Designee \_\_\_\_\_ Date \_\_\_\_\_

Transportation Scheduled: \_\_\_\_\_  
Transportation Supervisor \_\_\_\_\_ Date \_\_\_\_\_

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

**Asheboro City Schools  
Personnel Transactions  
October 5, 2017**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
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**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Bailey	Amanda	CWM	After School Program Assistant (part-time)	9/18/2017
Hunt	Susan	AHS	Instructional Assistant/Exceptional Children	9/18/2017
Small	Donna	GBT	Instructional Assistant	9/25/2017
Ulysse	Edwine	CO	Substitute Bus Driver	9/22/2017
Wood	Stephanie	GBT	2nd Grade	10/9/2017



**Asheboro City Schools  
Personnel Transactions - Addendum  
October 5, 2017**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Arroyo	Edward "Joe"	SAMS	Physical Education	10/30/2017
Smith	Kimberly	BAL	After School Program Assistant (part-time)	10/6/2017

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Dalke	Sonya	CO	Substitute/\$80 per day	10/9/2017
Harris	Jermelia	CO	Substitute Bus Driver	10/2/2017
Hernandez	Laura	CO	Substitute/\$80 per day	10/9/2017
Maye	Takirah	ECDC	After School Program Assistant (part-time; temporary)	10/09/2017 - 12/21/2017
Moore	Gabriel	CO	Substitute/\$80 per day	10/9/2017
Nguyen	Andre	AHS	Testing Coordinator/Office Support	10/2/2017
Nichols	Patsy	CO	Office Support (part-time as needed; temporary)	10/02/2017 -6/13/2018
Quezada	Angel	CO	Substitute/\$80 per day	10/9/2017
Rush	Laurel	GBT	Kindergarten	10/30/2017
Sneed	Meredith	NAMS	English Language Arts/Social Studies	10/30/2017
Spencer	Tristan	CO	Substitute/\$80 per day	10/9/2017
Storie	Laura	CO	Substitute/\$80 per day	10/9/2017
Vickery	Marsha	CO	Child Nutrition Accountant	10/16/2017

**\*C. ADMINISTRATOR CONTRACTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Hammond	Betsy	SAMS	Assistant Principal	8/1/2017 - 6/30/2021
Hayes	Lisa	DLL	Assistant Principal/Instructional Facilitator (Interim)	11/1/2017 - 6/13/2018
Rush	Caroline	LP	Assistant Principal/Instructional Facilitator (Interim)	11/1/2017 - 6/13/2018

**\*D. LEAVE OF ABSENCE**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Cockman	Joan	CWM	Instructional Assistant	8/18/2017 - 6/13/2018

**E. TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Dorrity	Carrie	DLL	School Secretary to Data Manager/Treasurer	10/2/2017
Karla	Phelps	AHS	Exceptional Children to English	10/11/2017
Robbins	Sarah Beth	AHS	Business/Marketing to CTE Coordinator	TBD
White	Jenny	AHS	EC Program Specialist to Exceptional Children Teacher	TBD

**Asheboro City Schools  
Certified Appointments  
October 5, 2017**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Wood, Stephanie	St. Andrews Presbyterian College B: Equine Business Management UNC-Greensboro M: Elementary Education	Elementary

Ms. Stephanie Wood is recommended to teach 2<sup>nd</sup> grade at Guy B. Teachey Elementary School for the 2017-2018 school year. Ms Wood most recently taught 5<sup>th</sup> grade at Uwharrie Charter Academy. Prior to that, she taught 4<sup>th</sup> and 5<sup>th</sup> grade at Lindley Park Elementary School for ten years. During her time at Lindley Park Elementary School, she served in a variety of leadership capacities. She is also a graduate of Asheboro City Schools Teacher Leadership Academy. Ms. Wood is excited to return home to Asheboro City Schools to teach the academic standards at the level of rigor she enjoys. We are pleased to welcome back Ms. Stephanie Wood!

**Asheboro City Schools  
Certified Appointments - Addendum  
October 5, 2017**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Rush, Laurel	University of Pittsburgh B: Cultural Anthropology UNC at Greensboro M: Birth to Kindergarten	Birth to Kindergarten

Ms. Laurel Rush is recommended as a Kindergarten teacher at Guy B. Teachey Elementary School for the 2017-2018 school year. Ms. Rush began her career teaching Kindergarten in Winston Salem/Forsyth County Schools, before moving back to Pennsylvania where she taught for four years. Rush believes it's important to develop positive relationships with students and parents in order to be an effective teacher. She has high expectations for her students and she strives to teach using high quality activities. Ms. Rush is happy to return to North Carolina and is looking forward to continuing her teaching career in our district. We are excited that Ms. Rush will be joining Asheboro City Schools for the 2017-2018 school year. Welcome Ms. Rush!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Sneed, Meredith	Winston Salem State University B: Business Administration North Carolina State University Certification in Education Appalachian State University M: Instructional Technology	English/Language Arts (6-9) Social Studies (6-9) Academically Gifted Instructional Technology

Ms. Meredith Sneed is recommended as an English/Language Arts and Social Studies teacher at North Asheboro Middle School for the 2017-2018 school year. Ms. Sneed comes to us from Moore County Schools where she is teaching English/Language Arts. Previously, Ms. Sneed spent six years in Randolph County Schools where she served as AIG Coordinator. Ms. Sneed is excited to continue her teaching career at North Asheboro Middle School. She is described as an enthusiastic teacher whose love of teaching and learning motivates her students to be critical thinkers and future leaders. Please join me in welcoming Ms. Sneed to Asheboro City Schools. Welcome Ms. Sneed!

**Asheboro City Schools**  
**Administrator Contracts - Personnel Addendum**  
**October 5, 2017**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Hammond, Margaret "Betsy"	Greensboro College B: Elementary Education UNC Chapel Hill M: Science Education High Point University School Administrator Add-On	K-6 6-9 Science Principal

Ms. Betsy Hammond is recommended as Assistant Principal for South Asheboro Middle School (SAMS). Ms. Hammond began with Asheboro City Schools in 2007 teaching science at South Asheboro Middle School. As a national board certified teacher, she quickly made a positive impact at SAMS. She was selected as South Asheboro Middle School 2011-2012 Teacher of the Year and moved to the district office as the Lead Science Teacher in 2013. In 2015 Ms. Hammond returned to SAMS as an Instructional Facilitator. Ms. Hammond is excited to transition into the Assistant Principal role and is looking forward to continuing to make a positive impact on the SAMS community. Congratulations Ms. Hammond!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Hayes, Lisa	University of South Carolina Upstate B: Elementary Education Gardner Webb University M: School Administration	K-6 Principal

Mrs. Lisa Hayes is recommended as interim Assistant Principal/Instructional Facilitator at Donna Lee Loflin Elementary School for the remainder of the 2017-2018 school year. Mrs. Hayes is an experienced educator who taught for ten years, served as an Assistant Principal for two years and most recently served as an Elementary Mathematics Curriculum Facilitator in Gaston County Schools. Mrs. Hayes is skilled in planning, teaching and facilitating instructional lessons as well as professional development. She also has strong technology skills which have aided her in developing mathematics pacing guides, curriculum units and assessments. We look forward to the great things Mrs. Hayes will accomplish at Donna Lee Loflin Elementary School. Congratulations Mrs. Hayes!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Rush, Caroline	East Carolina University B: Elementary Education High Point University M: Educational Leadership	K-6 Reading Specialist Principal

Mrs. Caroline Rush is recommended as interim Assistant Principal/Instructional Facilitator at Lindley Park Elementary School for the remainder of the 2017-2018 school year. Mrs. Rush has served the Lindley Park school community for the past eight years in a several different capacities. She taught fifth grade for four years before moving into the role of Reading Specialist for the school. During this time she also served on the school leadership team, as Lead Mentor for beginning teachers, and participated in Asheboro City Schools Teacher Leadership Academy. In August 2015 Mrs. Rush transitioned to Instructional Facilitator at Lindley Park. Mrs. Rush is a proven educational leader and we look forward to her serving in this dual role. Congratulations Mrs. Rush!

RECEIVED OCT - 3 2017

Form 8  
Procedure No. 3320.01  
5/2017

Overnight Trip

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

Group Making Request: Asheboro Zoo FFA Chapter School: Asheboro High School

Destination: Raleigh, NC Date of Trip: October 24, 2017

Number of Students Involved: 9 Percent of Total Group: \_\_\_\_\_

Reasons for Students Not Attending: \_\_\_\_\_

Transportation Method:  Activity Bus  Charter Bus  Private Automobile  Other (\_\_\_\_\_)

Charter Bus service, state name of Vendor here: \_\_\_\_\_

If Using Travel Company, state name of Vendor here: \_\_\_\_\_

\*\*The travel company must use an approved ACS Charter Bus Company

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

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

Departure Time: \_\_\_\_\_ Return Time: \_\_\_\_\_ Round Trip Miles (estimated): \_\_\_\_\_

Estimated Cost to the Student: \$0

Purpose(s) of the Field Trip: We will be staying in a hotel near the airport in Raleigh the evening of October 24. Our flight to National FFA Convention leaves at 6am from Raleigh-Durham International airport on October 25. We are concerned that traveling from Asheboro to Raleigh during the early morning hours could be unsafe. A sponsor has offered to pay for the cost of the hotel rooms and dinner for all students on the evening of October 24.

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.

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.

ES Park \_\_\_\_\_ Date 10/3/17  
Sponsor (Group Responsible for Paying for the Trip)

Approved: B Saunders \_\_\_\_\_ Date 10-3-17  
Principal

Approved: \_\_\_\_\_ Date \_\_\_\_\_  
Superintendent or Designee

Transportation Scheduled: \_\_\_\_\_ Date \_\_\_\_\_  
Transportation Supervisor

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



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

Group Making Request: Asheboro Zoo FFA Chapter School: Asheboro High School

Destination: National FFA Convention, Indianapolis, IN Date of Trip: October 25 -28, 2017

Number of Students Involved: 11 Percent of Total Group: \_\_\_\_\_

Reasons for Students Not Attending: Only for chapter leaders (officer team), attendance issues, grades

Transportation Method:  Activity Bus  Charter Bus  Private Automobile  Other (Flying: Southwest Airlines)

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: 5am (10/25) Return Time: 10pm (10/28) Round Trip Miles (estimated): 1,300

Estimated Cost to the Student: Approximately \$500

Purpose(s) of the Field Trip: National FFA Convention is a unique opportunity for FFA members from across the country to see the full scope and impact of our National Organization. Students who attend have once-in-a-lifetime opportunities to hear inspirational keynote speakers, attend workshops with some of the most premier leaders in the country, learn more about careers and educational opportunities through the expo, and through all of this develop leadership skills, ideas, and passion to bring home to amplify their impact on their chapter, school, and community.

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

Elizabeth Pack, Brooke Davis

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

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

Elizabeth Pack \_\_\_\_\_ 5/26/17  
Sponsor (Group Responsible for Paying for the Trip) Date

Approved: B. Sams \_\_\_\_\_ 5/30/17  
Principal Date

Approved: \_\_\_\_\_  
Superintendent or Designee Date

Transportation Scheduled: \_\_\_\_\_  
Transportation Supervisor Date

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

Capital Bank Corporation
106 East Taft St
Asheboro, NC 27203

By: Donna Lee Loflin
405 S Park St
Asheboro NC 27203-5629

Referred to in this document as "Financial Institution"

Referred to in this document as "Association"

I, Dr. Terry W Worrell, certify that I am Secretary (clerk) of the above named association organized under the laws of North Carolina, Federal Employer I.D. Number 56-6000989, and that the resolutions on this document are a correct copy of the resolutions adopted at a meeting of the Association duly and properly called and held on 10/05/17 (date). These resolutions appear in the minutes of this meeting and have not been rescinded or modified.

AGENTS Any Agent listed below, subject to any written limitations, is authorized to exercise the power as granted as indicated below:

Table with 3 columns: Name and Title or Position, Signature, Facsimile Signature (if used). Rows include Barney H Blair Jr / Finance Director, Jordi Juan Roman / Principal, Carrie A Dorrity / Treasurer, and empty rows D, E, F.

POWERS GRANTED (Attach one or more Agents to each power by placing the letter corresponding to their name in the area before each power. Following each power indicate the number of Agent signatures required to exercise the power.)

Table with 3 columns: Indicate A, B, C, D, E, and/or F; Description of Power; Indicate number of signatures required. Powers include: (1) Exercise all of the powers listed in this resolution, (2) Open any deposit or share account(s) in the name of the Association, (3) Endorse checks and orders for the payment of money or otherwise withdraw or transfer funds on deposit with this Financial Institution, (4) Borrow money on behalf and in the name of the Association, sign, execute and deliver promissory notes or other evidences of indebtedness, (5) Endorse, assign, transfer, mortgage or pledge bills receivable, warehouse receipts, bills of lading, stocks, bonds, real estate or other property now owned or hereafter owned or acquired by the Association as security for sums borrowed, and to discount the same, unconditionally guarantee payment of all bills received, negotiated or discounted and to waive demand, presentment, protest, notice of protest and notice of non-payment, (6) Enter into a written lease for the purpose of renting, maintaining, accessing and terminating a Safe Deposit Box in this Financial Institution, (7) Other.

LIMITATIONS ON POWERS The following are the Association's express limitations on the powers granted under this resolution.

EFFECT ON PREVIOUS RESOLUTIONS This resolution supersedes resolution dated 01/07/16. If not completed, all resolutions remain in effect.

CERTIFICATION OF AUTHORITY

I further certify that the Association has, and at the time of adoption of this resolution had, full power and lawful authority to adopt the resolutions on page 2 and to confer the powers granted above to the persons named who have full power and lawful authority to exercise the same. (Apply seal below where appropriate.)

[ ] If checked, the Association is a non-profit lodge, association or similar organization. X (Secretary)
X (Attest by Other Officer)
X (Attest by Other Officer)

## Asheboro City Schools Discard Items

Principal

Signature

School: Asheboro High School

Date

Item Description	Make	Model	Serial #	FA#	Location	Date Discarded
Video Camera in Case	Panasonic	AVCHD	K8HK00140		Media Center	11/10/2016
Projector in box					Media Center	11/10/2016
75 Chargers		Longwell	77603K5A00		Media Center	9/12/2017
Headphones	Camcor	293-USBM	MC14		Media Center	10/12/2017
Chargers (Box of 43)	HP				Media Center	10/20/2018
Chargers (Box of 28)	Dell				Media Center	10/20/2018
CPU		Dell	WW3BMYP346VDTHQ		Media Center	10/12/2017
Keyboard		Dell	CHORH6597357174K03DZ		Media Center	10/12/2017
55 Chargers		Longwell	77603K5A00		Media Center	10/12/2017
2 speakers		Gateway	22055002391		Media Center	10/12/2017
Computer Screen		Gateway	MSN6250N02147		Media Center	10/12/2017
Computer Screen		Gateway	MLR7350H36309		Media Center	10/12/2017
Computer Stand			DF0650131		Media Center	10/12/2017
Printer		HP	BCVRA0105		Media Center	10/12/2017
2 Laser Printers		Xerox	6R905		Media Center	10/12/2017
Webcam		Logitech	VUCR45		Media Center	10/12/2017
Computer Tower		HP	2UA2150H24		Media Center	9/9/2017
Box of Chargers		Dell				
2 treadmills		Startrak Pro			Breezeway	9/18/17
weight machine					Breezeway	9/18/2017
chest press					Breezeway	9/18/2017
elliptical		precore			Breezeway	9/18/2017
mats and pens					Breezeway	9/18/2017
green chair					Room 252	9/18/2017
printer		dell	WW2YV-7HGX3-DR447			9/18/2017
3 computer towers		dell	HW7V2XMFVJ			9/18/2017
tan cabinets		hon				9/18/2017
over head projector		apollo concept				9/18/2017
11 tape recorders						9/18/2017

PHS

2 printers		dell		DPIN-ON4387			Zoo School	9/18/2017
Dell Monitor (Zoo School)		dell					Zoo School	9/18/2017
Dell Monitor (Zoo School)		dell					Zoo School	9/18/2017
keyboard							Zoo School	9/18/2017
2 mice							Zoo School	9/18/2017
V-Teach Cordless Phone							Zoo School	9/18/2017
Brother Sewing Machine		LX-3125		B9G116661			Room 125	9/19/2017
Brother Sewing Machine		LX-3125		B9G116757			Room 125	9/19/2017
Brother Sewing Machine		LX-3125		B9G112970			Room 125	9/19/2017
Brother Sewing Machine		LX-3125		B9G116655			Room 125	9/19/2017
Brother Sewing Machine		LX-3125		B9G112968			Room 125	9/19/2017
orange chair							Room 141	9/20/2017
3 Blue chairs							Room 141	9/20/2017
Desk with glass top							Loading dock	9/20/2017
Metal drawers							Room 141	9/20/2017
Tv stand							Room 141	9/20/2017
Tv stand							Room 141	9/20/2017
Office chair							Room 141	9/20/2017
Metal stool							Room 141	9/20/2017
Computer desk							Loading dock	9/20/2017
File cabinet							Room 141	9/20/2017
Grey metal cabinet							Room 141	9/20/2017
White office chair							Room 141	9/20/2017
Wood chair							Room 141	9/20/2017
Blue chair							Room 141	9/20/2017
Brown chair							Room 141	9/20/2017
Grey file cabinet							Room 141	9/20/2017
Grey file cabinet							Room 141	9/20/2017
White file cabinet							Room 141	9/20/2017
Pull down screen							Room 141	9/20/2017
Gateway CPU		E4300			35725202		Room 401	9/21/2017
Gateway Monitor		900W					Room 401	9/21/2017
12 cases of Smart responses		030009A20A					Media Center	9/21/2017
Keyboard		Gateway					Media Center	9/21/2017
Over head							Room 141	9/22/2017
File cabinet							Room 141	9/22/2017

AMS

Computer desk						Room 141	9/22/2017
TV on wall						band room	9/23/2017
VCR	76739672	Phillips				band room	9/23/2017
TV	Dell Monitor	E772c	CN-09M556-64180-28T-030Y			library	9/23/2017
keyboard	Dell Quiet Key	SK-8000				library	9/26/2017
Telephone	Vtech		FP609542697			library	9/26/2017
Computer monitor	Dell		888Y9D1			library	9/26/2017
Computer	Dell		E197FPb			library	9/26/2017

**Ashboro City Schools Discard Items**

School Palmer

Principal \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Item Description	Make	Model	Serial #	FA#	Date Discarded
1 CPU	Gateway	E4500-D	36661809		9/20/2017
2 CPU	Gateway	E4500-D	36885396		9/20/2017
3 CPU	Gateway	E4500-D	36885393		9/20/2017
4 CPU	Gateway	E4610-D	39395506		9/20/2017
5 CPU	Gateway	E4500-D	36618272		9/20/2017
6 CPU	Gateway	E4500-D	36590781		9/20/2017
7 CPU	Gateway	E4300	35924026		9/20/2017
8 CPU	Gateway	E4610-D	39395494		9/20/2017
9 CPU	Gateway	E4300	34924232		9/20/2017
10 CPU	Gateway	E4610-D	39395503		9/20/2017
11 CPU	Gateway	E4500-D	36885401		9/20/2017
12 CPU	Gateway	E4500-D	36885391		9/20/2017
13 CPU	Gateway	E4300	34924242		9/20/2017
14 CPU	Gateway	E4300	34924231		9/20/2017
15 CPU	Gateway	E4500-D	36885394		9/20/2017
16 CPU	Gateway	E4610-D	39130845		9/20/2017
17 CPU	Gateway	E4500-D	36885392		9/20/2017
18 CPU	Gateway	E4610-D	39395504		9/20/2017
19 CPU	Gateway	E4300	34924235		9/20/2017
20 CPU	Gateway	E4500-D	36885387		9/20/2017
21 CPU	Gateway	E4300	34924249		9/20/2017
22 CPU	Dell	017570	0045-628-101-015		9/20/2017
23 CPU	Gateway	E4610	38956875		9/20/2017
24 CPU	Gateway	E4500-D	36885400		9/20/2017
25 CPU	Gateway	E4300	34924245		9/20/2017
26 CPU	Gateway	E4300	34924237		9/20/2017

## Ashboro City Schools Discard Items

Principal \_\_\_\_\_

Signature

School Baker

Date \_\_\_\_\_

Item Description	Make	Model	Serial #	FA#	Date Discarded
27 CPU	Gateway	E4500-D	36590784		9/20/2017
28 CPU	Gateway	E4500-D	36661813		9/20/2017
29 CPU	Dell	0T7570	00045-628-101-014		9/20/2017
30 CPU	Gateway	E4610-D	39395509		9/20/2017
31 CPU	Gateway	E4610-D	39395490		9/20/2017
32 CPU	Gateway	E4500-D	36885388		9/20/2017
33 CPU	Gateway	E4300	34924246		9/20/2017
34 CPU	Gateway	E4300	34924240		9/20/2017
35 CPU	Gateway	E4500-D	36562669		9/20/2017
36 CPU	Gateway	E4300	34924238		9/20/2017
37 CPU	Gateway	E4610-D	39395502		9/20/2017
38 CPU	Gateway	E4500-D	36590795		9/20/2017
39 Laptop	Dell	D630	5436MG1		9/20/2017
40 Laptop	Dell	D630	6536MG1		9/20/2017
41 Laptop	Dell	D630	3D3DXD1		9/20/2017
42 Laptop	Dell	D830	9BN8NH1		9/20/2017
43 Laptop	Gateway	M465-E	36952402		9/20/2017
44 Laptop	Dell	E6400	29M42M1		9/20/2017
45 Laptop	Dell	PP04X	2XN7NH1		9/20/2017
46 Laptop	Dell	PP18L	F436MG1		9/20/2017
47 Laptop	Dell	PP18L	5FFCLD1		9/20/2017
48 Laptop	Dell	PP18L	2D3DXD1		9/20/2017
49 Laptop	Dell	PP04X	CBN8NH1		9/20/2017
50 Laptop	Dell	PP04X	FBN8NH1		9/20/2017



## Ashboro City Schools Discard Items

Principal \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

School Hickory

Item Description	Make	Model	Serial #	FA#	Date Discarded
51 Laptop	Dell	PP18L	JC3DXD1		9/20/2017
52 Laptop	Dell	PP18L	9436MG1		9/20/2017
53 Laptop	Dell	E6500	8ZPF0L1		9/20/2017
54 Laptop	Dell	E6500	B7W08J1		9/20/2017
55 Texas Instrument TI 5029	Texas Instrument	TI 5029	2-0692		9/22/2017
56 Monitor	Gateway	FPPD1730	MUL7007K0024008		9/22/2017
57 Monitor	Gateway	FPPD1730	MUL7007K0024007		9/22/2017
58 Monitor	Gateway	FPPD1730	MUL7007K0024005		9/22/2017
59 Monitor	Gateway	FPPD1730	MUL7007K0024011		9/22/2017
60 Monitor	Gateway	FPPD1730	MUL7007K0023983		9/22/2017
61 Monitor	Gateway	FPPD1975W	MWTT77BOHO1736		9/22/2017
62 Monitor	Gateway	FPPD1975W	MWTT77BOHO1758		9/22/2017
63 Monitor	Gateway	FPPD1975W	MWTT77BOHO1770		9/22/2017
64 Monitor	Gateway	FPPD1730	MUL7007K0023999		9/22/2017
65 Monitor	Gateway	FPPD1730	MUL7007K0023988		9/22/2017
66 Monitor	Gateway	FPPD1730	MUL7007K0024001		9/22/2017
67 Monitor	Gateway	FPPD1975W	MWTT77BOHO1772		9/22/2017
68 Monitor	Gateway	FPPD1730	MUL7007K0024003		9/22/2017
69 Monitor	Gateway	FPPD1975W	MWTTBOHO1734		9/22/2017
70 Monitor	Gateway	FPPD1730	MUL7007K0024000		9/22/2017
71 Monitor	Gateway	700G	MSN6350N01773		9/22/2017
72 Monitor	Gateway	FPPD1730	MUL7007K0023989		9/22/2017
73 Monitor	Gateway	700G	MSN6350N02361		9/22/2017
74 Monitor	Gateway	700G	MRRB5650H11055		9/22/2017
75 Monitor	Gateway	700G	MSN6350N02372		9/22/2017
76 Monitor	Gateway	FPPD1730	MUL7007K0023987		9/22/2017

**Asheboro City Schools Discard Items**  
Principal \_\_\_\_\_

School Halfway

Signature \_\_\_\_\_

Date \_\_\_\_\_

Item Description	Make	Model	Serial #	FA#	Date Discarded
77 Monitor	Gateway	FPD1730	MUL7007K0024012		9/22/2017
78 Monitor	Gateway	FPD1730	MUL7007K0024004		9/22/2017
79 Monitor	Gateway	FPD1975W	MWT77BOHO1771		9/22/2017
80 Monitor	Gateway	FPD1730	MUL7007K0024002		9/22/2017
81 Monitor	Gateway	700G	MSN6350N02357		9/22/2017
82 Monitor	Gateway	700G	MSN6350N02364		9/22/2017
83 Monitor	Gateway	TFT1780PS+	MWVD77B0N01294		9/22/2017
84 Monitor	Gateway	FPD1975W	MWT77BOHO1767		9/22/2017
85 Monitor	Gateway	700G	MSN6350N01025		9/22/2017
86 Monitor	Gateway	700G	MSN6250N02149		9/22/2017
87 Monitor	Gateway	FPD1975W	MWT77BOHO1753		9/22/2017
88 Monitor	Gateway	FPD1730	MUL7007K0023998		9/22/2017
89 Monitor	Gateway	700G	MRB5750H07171		9/22/2017
90 Monitor	Gateway	700G	MSN6350N02356		9/22/2017
91 Monitor	Gateway	FPD1530AA	LIC30873093		9/22/2017
92 Monitor	Gateway	700G	MSN6350N02358		9/22/2017
93 CPU	Gateway	E4500D	36618260		9/22/2017
94 Monitor	Gateway	700G	MSN6350N01791		9/22/2017
95 Monitor	Gateway	700G	MSN6350N00618		9/22/2017
96 Monitor	Gateway	700G	MSN6350N00627		9/22/2017
97 Monitor	Gateway	FPD1975W	MWT77BOHO1744		9/22/2017
98 Monitor	Gateway	FPD1730	MUL7007K0023992		9/22/2017
99 Monitor	Gateway	700G	MSN63550N020369		9/22/2017
100 Record Player	Audiometrics		304	n/a	9/25/2017

## Asheboro City Schools Discard Items

Principal \_\_\_\_\_

Signature \_\_\_\_\_

School Balford

Date \_\_\_\_\_

Item Description	Make	Model	Serial #	FA#	Date Discarded
101 Wooden Computer Desk on Wheels	n/a	n/a	none		9/25/2017
102 CPU	Gateway	FPPD1730	MUL7007K0023993		9/25/2017
103 Monitor	Gateway	E4300	34924250		9/25/2017
104 Alpha Smart 2000	Alpha Smart		2000 T50033		9/25/2017
105 Alpha Smart 2000	Alpha Smart		2000 T50165		9/25/2017
106 Alpha Smart 2000	Alpha Smart		2000 T50034		9/25/2017
107 Alpha Smart 2000	Alpha Smart		2000 T50037		9/25/2017
108 Alpha Smart 2000	Alpha Smart		2000 T50082		9/25/2017
109 Computer	Gateway	EV500A	15017E141016		9/25/2017
110 Monitor	Gateway	E-4500D	36618278		9/25/2017
111 Rolling Computer Cart	n/a	none	none		9/25/2017
112 CPU	Gateway	E-4500D	36403174		9/25/2017
113 Monitor	Gateway	700g	MPPD5C50N02638		9/25/2017
114 Case of Headphones	Callfone		T22172		9/25/2017
115 Case of Headphones	Callfone		T22181		9/25/2017
116 Handwriting without Tears Chalkboards	HWT		12345		9/25/2017
117 Monitor	Gateway	FPT01730	MULT7007K0024006		9/25/2017
118 HP Laserjet 1300 Printer	HP		1300 T19480		9/25/2017
119 CPU	Gateway	E-4500D	37274890		9/25/2017
120 Monitor	Gateway	L152R5	402000623		9/25/2017
121 Podium Speaker	Oklahoma Sound Corp	Series 200	none		9/25/2017
122 Electric Hole Punch	Staples		8311 E186482		9/25/2017
123 Rolling Desk			Bal-Misc-278		9/25/2017
124 HP Laserjet 1200 Printer	HP		1200 CNBJJ02350		9/25/2017
125 Rolling Desk	n/a	n/a	none		9/25/2017
126 Rolling Computer Desk	n/a	n/a	none		9/25/2017

## Ashboro City Schools Discard Items

Principal \_\_\_\_\_

Signature

School Dalzell

Date \_\_\_\_\_

Item Description	Make	Model	Serial #	FA#	Date Discarded
127 Computer cart			room704		9/25/2017
128 Monitor	Gateway	700G	MSN6350N02368		9/25/2017
129 CPU	Gateway	E-4500D	34924233		9/25/2017
130 Wooden Chair	n/a	n/a	n/a		9/25/2017
131 Wooden Easel	n/a	n/a	n/a		9/25/2017
132 Step 2 Easel	Step 2	n/a	n/a		9/25/2017
133 Wooden Blocks	n/a	n/a	n/a		9/25/2017
134 Wooden sand table	n/a	n/a	n/a		9/25/2017
135 TV and VCR	Samsung	CXA1316B	3CAC305698		9/25/2017
136 Ademco Video	Ademco	AXCD9	4284387		9/25/2017
137 TV and VCR	Samsung	TC9803T	61200335		9/25/2017
138 Vu-Lite II	Beseler	6205-11	118643		9/25/2017
139 4 overhead calculators	TI-10	n/a	n/a		9/25/2017
140 Laptop	Dell	D630	DJ8YLF1		9/25/2017
141 Laptop	Dell	D630	DF8YLF1		9/25/2017
142 Laptop	Dell	D630	3G8YLF1		9/25/2017
143 Laptop	Dell	D630	BJ8YLF1		9/25/2017
144 Laptop	Dell	E6500	9W77TDK1		9/25/2017
145 Laptop	Dell	E6500	40628J1		9/25/2017
146 Laptop	Dell	D630	6J8YLF1		9/25/2017
147 Laptop	Dell	D630	8D8YLF1		9/25/2017
148 Laptop	Dell	E6500	20628J1		9/25/2017
149 Laptop	Dell	D630	HF8YLF1		9/25/2017
150 Record Player	Audiotronics		8202101772		9/25/2017

## Asheboro City Schools Discard Items

Principal \_\_\_\_\_

Signature

School Walden

Date \_\_\_\_\_

Item Description	Make	Model	Serial #	FA#	Date Discarded
151 Box of 58 calculators	Texas Instruments	TI-10			9/25/2017
152 Box of 46 headphones	Califone				9/25/2017
153 Box of 18 headphones	Califone				9/25/2017
154 Box of 11 headphones	Califone				9/25/2017
155 Palm Pilot	Palm		PN70UBKT/024		9/25/2017
156 11 Mice					9/25/2017
157 10 Microphones					9/25/2017
158 Alpha Smart			2000 T50251		9/25/2017
159 Box of 4 sets of speakers					9/25/2017
160 Box of 6 sets of speakers					9/25/2017
161 Box of 4 sets of speakers					9/25/2017
162 Box of 6 individual speakers					9/25/2017
163 Administrative Telephone	Dukane	7A1110	2412-0400		9/25/2017
164 Scanner	HP	C7690B	3892A559		9/25/2017
165 Alpha Smart	Alpha Smart		2000 T50294		9/25/2017
166 Alpha Smart	Alpha Smart		2000 T50309		9/25/2017
167 Alpha Smart	Alpha Smart		2000 T50327		9/25/2017
168 Alpha Smart	Alpha Smart		2000 T50258		9/25/2017
169 Alpha Smart	Alpha Smart		2000 T50067		9/25/2017
170 Alpha Smart	Alpha Smart		2000 T50070		9/25/2017
171 Alpha Smart	Alpha Smart		2000 T50050		9/25/2017
172 Alpha Smart	Alpha Smart		2000 T50047		9/25/2017
173 Alpha Smart	Alpha Smart		2000 T50225		9/25/2017
174 Alpha Smart	Alpha Smart		2000 T50290		9/25/2017
175 Alpha Smart	Alpha Smart		2000 T50307		9/25/2017
176 Alpha Smart	Alpha Smart		2000 50283		9/25/2017

## Asheboro City Schools Discard Items

Principal \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

School Paifear

Item Description	Make	Model	Serial #	FA#	Date Discarded
177 Alpha Smart	Alpha Smart		2000 50315		9/25/2017
178 Alpha Smart	Alpha Smart		2000 T50204		9/25/2017
179 Alpha Smart	Alpha Smart		2000 T50291		9/25/2017
180 Alpha Smart	Alpha Smart		2000 T50322		9/25/2017
181 Alpha Smart	Alpha Smart		2000		
182 Laminator	Laminex	Minikote	1523b		9/26/2017
183 Set of 37 keyboards					9/26/2017
184 4 pairs of speakers					9/26/2017
185 7 pairs of speakers					9/26/2017
186 Set of 19 keyboards					9/26/2017
187 Alpha Smart	Alpha Smart		2000 50318		9/26/2017
188 Alpha Smart	Alpha Smart		2000 50324		9/26/2017
189 Alpha Smart	Alpha Smart		2000 50319		9/26/2017
190 Alpha Smart	Alpha Smart		2000 50330		9/26/2017
191 Alpha Smart	Alpha Smart		2000 50321		9/26/2017
192 Alpha Smart	Alpha Smart		2000 50323		9/26/2017
193 Alpha Smart	Alpha Smart		2000 T50297		9/26/2017
194 Alpha Smart	Alpha Smart		2000 50320		9/26/2017
195 Alpha Smart	Alpha Smart		2000 T50288		9/26/2017
196 Alpha Smart	Alpha Smart		2000 T50285		9/26/2017
197 Alpha Smart	Alpha Smart		2000 T50305		9/26/2017
198 Alpha Smart	Alpha Smart		2000 T50299		9/26/2017
199 Alpha Smart	Alpha Smart		2000 T50301		9/26/2017
200 Alpha Smart	Alpha Smart		2000 T50300		9/26/2017

## Ashboro City Schools Discard Items

Principal \_\_\_\_\_

Signature

School Baylor

Date \_\_\_\_\_

Item Description	Make	Model	Serial #	FA#	Date Discarded
201 Alpha Smart	Alpha Smart		T50287		9/26/2017
202 Alpha Smart	Alpha Smart		T50050		9/26/2017
203 Alpha Smart	Alpha Smart		2000	AS3000B-0802-005	9/26/2017
204 Alpha Smart	Alpha Smart		2000	50326	9/26/2017
205 Alpha Smart	Alpha Smart		2000	T50308	9/26/2017
206 Alpha Smart	Alpha Smart		2000	50316	9/26/2017
207 Alpha Smart	Alpha Smart		2000	T50298	9/26/2017
208 Alpha Smart	Alpha Smart		2000	50314	9/26/2017
209 Alpha Smart	Alpha Smart		2000	50313	9/26/2017
210 Alpha Smart	Alpha Smart		2000	50329	9/26/2017
211 Alpha Smart	Alpha Smart		2000	T50286	9/26/2017
212 Alpha Smart	Alpha Smart		2000	50328	9/26/2017
213 Alpha Smart	Alpha Smart		2000	50314	9/26/2017
214 Alpha Smart	Alpha Smart		2000	50325	9/26/2017
215 6 pairs of speakers					9/26/2017
216 Scanner	Cannon	N12200	15040		9/26/2017
217 Box of 69 calculators	Texas Instruments				9/26/2017
218 Monitor	Gateway	FPD1530	7004664		9/26/2017
219 Shredder	Fellows	PS70	070981027A104001		9/26/2017
220 Box of 15 assorted laptop batteries	HP				9/26/2017
221 HP EliteBook	HP	2740p	2CE10501PP		9/26/2017
222 Battery Charger	Eveready	ACC75			9/26/2017
223 TV/CR/DVD player	Magnavox	NMWC24T5B	T19649583		9/26/2017
224 Box of 12 sets of speakers					9/26/2017
225 4 keyboard parts					9/26/2017
226 Slide Projector	Kodak	AF-2	Bal Misc 231		9/26/2017



## Asheboro City Schools Discard Items

Principal \_\_\_\_\_

Signature \_\_\_\_\_

School Palmer

Date \_\_\_\_\_

Item Description	Make	Model	Serial #	FA#	Date Discarded
227	28 laptop chargers				9/26/2017
228	Samsung TV+VCR	Samsung	CXA1316B	3CAC306404	9/26/2017
229	Magnavox TV+VCR	Magnavox	MWC24T5B	T19652439	9/26/2017
230	Rolling Desk- brown top				9/26/2017
231	Brown desk				9/26/2017
232	Brown desk				9/26/2017
233	Califone Listening Center				9/26/2017
234	Califone Listening Center				9/26/2017
235	Brainchild	Brainchild		11494	9/26/2017
236	Brainchild	Brainchild		11119	9/26/2017
237	Brainchild	Brainchild		11118	9/26/2017
238	Brainchild	Brainchild			9/26/2017
239	Brainchild	Brainchild		11120	9/26/2017
240	Brainchild	Brainchild		11593	9/26/2017
241	Brainchild	Brainchild		11595	9/26/2017
242	Box of 15 Brainchild Games	Brainchild			9/26/2017
243	Floppy Drive	HP		C1536-00480	9/26/2017
244	Box of 4 handheld radios	Vertex			9/26/2017
245	Monitor	Teramars		Y98196975	9/26/2017
246	Rolling Computer Desk		XDM-5050		9/26/2017
247	Box of miscellaneous cords				9/26/2017
248	Box of miscellaneous cords				9/26/2017
249	Box of power cords and HDMI cords				9/26/2017
250	Rolling book cart				9/26/2017

## Asheboro City Schools Discard Items

Principal \_\_\_\_\_

Signature

School Balfour

Date

Item Description	Make	Model	Serial #	FA#	Date Discarded
201 Alpha Smart	Alpha Smart		2000 T50287		9/26/2017
202 Alpha Smart	Alpha Smart		2000 T50050		9/26/2017
203 Alpha Smart	Alpha Smart		2000 AS3000B-0802-005		9/26/2017
204 Alpha Smart	Alpha Smart		2000 50326		9/26/2017
205 Alpha Smart	Alpha Smart		2000 T50308		9/26/2017
206 Alpha Smart	Alpha Smart		2000 50316		9/26/2017
207 Alpha Smart	Alpha Smart		2000 T50298		9/26/2017
208 Alpha Smart	Alpha Smart		2000 50314		9/26/2017
209 Alpha Smart	Alpha Smart		2000 50313		9/26/2017
210 Alpha Smart	Alpha Smart		2000 50329		9/26/2017
211 Alpha Smart	Alpha Smart		2000 T50286		9/26/2017
212 Alpha Smart	Alpha Smart		2000 50328		9/26/2017
213 Alpha Smart	Alpha Smart		2000 50314		9/26/2017
214 Alpha Smart	Alpha Smart		2000 50325		9/26/2017
215 6 pairs of speakers					
216 Scanner	Cannon		N12200	15040	9/26/2017
217 Box of 69 calculators	Texas Instruments				9/26/2017
218 Monitor	Gateway		FPD1530		9/26/2017
219 Shredder	Fellows		PS70	7004664	9/26/2017
220 Box of 15 assorted laptop batteries	HP			070981027A104001	9/26/2017
221 HP EliteBook	HP		2740p		9/26/2017
222 Battery Charger	Eveready		ACC75	2CE10501PP	9/26/2017
223 TV/VCR/DVD player	Magnavox		MWVC24T5B	T19649583	9/26/2017
224 Box of 12 sets of speakers					9/26/2017
225 4 keyboard parts					9/26/2017
226 Slide Projector	Kodak		AF-2	Bal Misc 231	9/26/2017

## Ashboro City Schools Discard Items

Principal \_\_\_\_\_

Signature

Date

School Bilkoar

Item Description	Make	Model	Serial #	FA#	Date Discarded
227	28 laptop chargers				9/26/2017
228	Samsung TV+VCR	Samsung	CXA1316B	3CAC306404	9/26/2017
229	Magnavox TV+VCR	Magnavox	MWVC24T5B	T19652439	9/26/2017
230	Rolling Desk- brown top				9/26/2017
231	Brown desk				9/26/2017
232	Brown desk				9/26/2017
233	Califone Listening Center				9/26/2017
234	Califone Listening Center				9/26/2017
235	Brainchild	Brainchild		11494	9/26/2017
236	Brainchild	Brainchild		11119	9/26/2017
237	Brainchild	Brainchild		11118	9/26/2017
238	Brainchild	Brainchild			9/26/2017
239	Brainchild	Brainchild		11120	9/26/2017
240	Brainchild	Brainchild		11593	9/26/2017
241	Brainchild	Brainchild		11595	9/26/2017
242	Box of 15 Brainchild Games	Brainchild			9/26/2017
243	Floppy Drive	HP		C1536-00480	9/26/2017
244	Box of 4 handheld radios	Vertex			9/26/2017
245	Monitor	Teramars		Y98196975	9/26/2017
246	Rolling Computer Desk		XDM-5050		9/26/2017
247	Box of miscellaneous cords				9/26/2017
248	Box of miscellaneous cords				9/26/2017
249	Box of power cords and HDMI cords				9/26/2017
250	Rolling book cart				9/26/2017

## Ashboro City Schools Discard Items

Principal \_\_\_\_\_

Signature

School Halden

Date \_\_\_\_\_

Item Description	Make	Model	Serial #	FA#	Date Discarded
251 Alpha Smart	Alpha Smart		2000 T50272		9/26/2017
252 Alpha Smart	Alpha Smart		2000 T50253		9/26/2017
253 Alpha Smart	Alpha Smart		2000 T50250		9/26/2017
254 Alpha Smart	Alpha Smart		2000 T50120		9/26/2017
255 Alpha Smart	Alpha Smart		2000 T50251		9/26/2017
256 Alpha Smart	Alpha Smart		2000 T50259		9/26/2017
257 Alpha Smart	Alpha Smart		2000 T50274		9/26/2017
258 Alpha Smart	Alpha Smart		2000 T50267		9/26/2017
259 Square table					9/26/2017
260 Wooden desk (damaged)					9/26/2017
261 Laptop	Gateway	M465-E	39030361		9/26/2017
262 Laptop	Gateway	M465-E	39013799		9/26/2017
263 Laptop	Dell	D630	2J8YLF1		9/26/2017
264 Laptop	Dell	D630	4H8YLF1		9/26/2017
265 Laptop	Dell	E6500	CMBKVK1		9/26/2017
266 Laptop	Dell	E6500	97W08J1		9/26/2017
267 Laptop	Dell	E6500	30628J1		9/26/2017
268 Alpha Smart Cart					9/26/2017
269 Pink book shelf					9/26/2017
270 Blue chair					9/26/2017
271 Desk					9/27/2017
272 Brown chair					9/27/2017
273 Magazine holder					9/27/2017
274 Blue chair					9/27/2017
275 Blue chair					9/27/2017
276 Desk					9/27/2017

## Ashboro City Schools Discard Items

School Balfour

Principal \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Item Description	Make	Model	Serial #	FA#	Date Discarded
277 Printer (HP)			T19487		9/27/2017
278 Desk					9/27/2017
279 Desk					9/27/2017
280 Desktop	Gateway		36618269		9/27/2017
281 Desktop	Gateway		36403125		9/27/2017
282 Monitor	Gateway		MPD5C50N		9/27/2017
283 Small shelf					9/27/2017
284 Overhead projector					9/27/2017
285 Chair					9/27/2017
286 Kodak Printer			U105227		9/27/2017
287 Monitor	Gateway		MLR7250N17628		9/27/2017
288 Rolling cart					9/27/2017
289 Student desk combo					9/27/2017
290 Easel					9/27/2017
291 Easel					9/27/2017
292 Easel					9/27/2017
293 Easel					9/27/2017
294 Easel					9/27/2017
295 Filing cabinet					9/27/2017
296 Blue rolling chair					9/27/2017
47					
48					
49					
50					

**Asheboro City Schools Discard Items**  
Principal \_\_\_\_\_

School Central Office

Signature \_\_\_\_\_

Date \_\_\_\_\_

Item #	Item Description	Make	Model	Serial #	FA#	Date Discarded
1	Old Plotter					
2	Wire rack shelf					
3	Desk Chairs					
4	wheel chair					
5	Yamaha Speakers					
6	1997 John Deere 455 Mower					
7	1989 Dodge Van					
8						
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## Asheboro City Schools Discard Items

Principal Holly White

Signature \_\_\_\_\_

ECDC

Date 9/15/2017

Item #	Item Description	Make	Model	Serial #	FA#	Date Discarded
1	Laptop	HP	HSTNN-Q78CA			9/15/2017
2	Laptop	Dell	DPN-CFGY2-A00CET			9/15/2017
3	Laptop	Dell	DPN-D814C-A00APCC			9/15/2017
4	Laptop	Dell	DPN-D814C-A00APCC			9/15/2017
5	Laptop	Dell	DPN-CFG42-A00ACET			9/15/2017
6	Laptop	Dell	DPN-D814C-A00APCC			9/15/2017
7	Laptop	Dell	W360BT			9/15/2017
8	Laptop	Dell	DPN-D814C-A00APCC			9/15/2017
9	Laptop	Dell	DPN-D814C-A00APCC			9/15/2017
10	Laptop	Dell	DPN-X463MA01CE			9/15/2017
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## Asheboro City Schools Discard Items

Principal \_\_\_\_\_

Signature \_\_\_\_\_

School Lindley Park

Date \_\_\_\_\_

Sep-17

Item Description	Make	Model	Serial #	FA#	Date Discarded
1 Laptop	Dell	Latitude E6500	JL9G0L1		Jun-17
2 Laptop	Dell	Latitude E6500	CL9G0L1		Jun-17
3 Laptop	Dell	Latitude D830	JBN8NH1		Jun-17
4 Laptop	Dell	Latitude E6500	D6Z08J1		Jun-17
5 Laptop	Dell	Latitude E6500	GL9G0L1		Jun-17
6 Laptop	Dell	Latitude E6500	2M9G0L1		Jun-17
7 Laptop	Dell	Latitude D830	9CN8NH1		Jun-17
8 Laptop	Dell	Latitude E6500	3M9G0L1		Jun-17
9 Laptop	Dell	Latitude E6500	5M9G0L1		Jun-17
10 Laptop	Dell	Latitude E6500	BL9G0L1		Jun-17
11 Laptop	Dell	Latitude E6500	5B81JL1		Jun-17
12 Laptop	Gateway	M405	34929638		Jun-17
13 Laptop	Gateway	400VTX	29879210		Jun-17
14 Desktop CPU	Gateway	E4610D	39130853		Jun-17
15 Desktop CPU	Dell	DHM	JF6D421		Jun-17
16 Printer	HP	Laserjet 1300	CNBJF87155		Jun-17
17 Cassette Player/Radio	International				Jun-17
18 CD Player	Schoolmate			110334	Jun-17
19 Slide Projector	Kodak	Ektagraphic 5050			Jun-17
20 Desktop CPU	Gateway	E 4300	35398208		Jun-17
21 Desktop CPU	Gateway	E 4300	35398199		Jun-17
22 Desktop CPU	Gateway	E 4500 D	36959323		Jun-17
23 Desktop CPU	Gateway	E 4500 D	36661808		Jun-17
24 Desktop CPU	Dell	Optiex 745	FP7T0F1		Jun-17
25 Desktop CPU	Gateway	E 4500 D	36959322		Jun-17
26 Desktop CPU	Gateway	E 4500 D	36661824		Jun-17

## Asheboro City Schools Discard Items

Principal \_\_\_\_\_

Signature \_\_\_\_\_

School Link

Date \_\_\_\_\_

Item Description	Make	Model	Serial #	FA#	Date Discarded
27 Desktop CPU	Gateway	E 4300		3598201	Jun-17
28 Desktop CPU	Dell	Optilex 780	6078w11		Jun-17
29 VCR	Sharp	VC A412		7852537	Jun-17
30 Laptop	Dell	Latitude D830		5118193621	Jun-17
31 Laptop	Dell	Latitude D830		24709234645	Jun-17
32 Laptop	Dell	Latitude D830		13825322965	Jun-17
33 Laptop	Dell	Latitude D830		11648540629	Jun-17
34 Laptop	Dell	Latitude E6500		33073329709	Jun-17
35 Laptop	Dell	Latitude E6500		20940746689	Jun-17
36 Laptop	Dell	Latitude E6500		2658843181	Jun-17
37 Laptop	Dell	Latitude E6500		37426894381	Jun-17
38 Laptop	Dell	Latitude E6500		38290953205	Jun-17
39 Laptop	Gateway	M405		34929639	Jun-17
40 Digital Camera	Sony	Mavica		1199236	Jun-17
41 Digital Camera	Kodak	Easy Share		KCGCX52292590	Jun-17
42 Digital Camera	Kodak	Easy Share		KCGCX42882940	Jun-17
43 Digital Camera	HP	Photosmart 935		q2213A	Jun-17
44 Digital Camera	Polaroid			DR00135930002566	Jun-17
45 Digital Camera	Polaroid			DR700135930002569	Jun-17
46 Digital Camera	Polaroid			DR700135930002568	Jun-17
47 Digital Camera	Polaroid			DR700135930002570	Jun-17
48 Video Camera	Canon	ZR85			Jun-17
49 Video Camera	Samsung	SC D23			Jun-17
50 Digital Camera	Canon	Canon Powershot 350	g77mv00979		Jun-17

Urk

51	Video Camera	Sony	Handycam	395230		Jun-17
52	Document Camera	Avermedia	CP130	6485908050P		Jun-17
53	Desktop CPU	Gateway	E4300	35712829		Jun-17
54	Desktop CPU	Gateway	E4300	35398203		Jun-17
55	Desktop CPU	Gateway	E4300	35398200		Jun-17
56	Desktop CPU	Gateway	E4300	35398204		Jun-17
57	Desktop CPU	Gateway	E4500D	36293572		Jun-17
58	Desktop CPU	Gateway	E4500D	36519332		Jun-17
59	Desktop CPU	Gateway	E4610D	39130846		Jun-17
60	Laptop Cart	Bretford	Lap24			Jun-17
61	Monitor	Gateway	TFT1708PS+	MW/D67B0N00427		Jun-17
62	Monitor	Gateway	700G	MSN6250N01896		Jun-17
63	Monitor	Gateway	900W	MLR7350H36318		Jun-17
64	Monitor	Gateway	700G	MRU5750N04542		Jun-17
65	Monitor	Gateway	700G	MSN6250N02906		Jun-17
66	Monitor	Gateway	TFT1708PS+	MWVT77B0H0177		Jun-17
67	Monitor	Gateway	700G	MSN6250N01894		Jun-17
68	Monitor	Gateway	700G	MSN6250N01594		Jun-17
69	Monitor	Gateway	FPPD1530	MUL5022C0012672		Jun-17
70	Monitor	Gateway	FPPD1530	MUL5022C0097418		Jun-17
71	Monitor	Dell	E198FP1	CN0G422H7287289F3PNH		Jun-17
72	Monitor	Dell	E1910HC	CN0D176P6418097C1WHU		Jun-17
73	FILING CABINET	Dell	1 OF 5			Jun-17
74	FILING CABINET	Dell	2 OF 5			Jun-17
75	FILING CABINET	Dell	3 OF 5			Jun-17
76	FILING CABINET	Dell	4 OF 5			Jun-17
77	FILING CABINET	Dell	5 OF 5			Jun-17
78	TEACHER DESK	Dell	1 OF 4			Jun-17
79	TEACHER DESK	Dell	2 OF 4			Jun-17
80	TEACHER DESK	Dell	3 OF 4			Jun-17
81	TEACHER DESK	Dell	4 OF 4			Jun-17
82	WOODEN SAND BOX	JVC				Jun-17
83	TV	JVC				Jun-17

AV/202220

15600



## Asheboro City Schools Discard Items

Principal \_\_\_\_\_ Roman \_\_\_\_\_

Signature

School: Donna Lee Loffin

Room #: 202

Date: 9/18/17 \_ 9/27/2017

Item Description	Make	Model	Serial #	FA#	Date Discarded
1 Letter tray	Leapfrog				
2 Letter tray	Leapfrog				
3 Letter tray	Leapfrog				
4 Letter tray	Leapfrog				
5 Letter tray	Leapfrog				
6 Letter tray	Leapfrog				
7 Letters (15 bags)	Leapfrog				
8 Bingo boards (8)	Leapfrog				
9 Leap Desk workstation teacher manual	Leapfrog		158605928		
10 Leap Mat teacher manual (2 manuals)	Leapfrog		1-58605-015-X		
11 The Literacy Center Teacher Manual (3)	Leapfrog		1-58605-664-6		
12 The Fix-It-Kid	Leapfrog		600-00032		
13 The Best Job	Leapfrog		158605018-4		
14 Teaching Strategies Cards (14)	Leapfrog				
15 Picture cards (32)	Leapfrog				
16 Bingo Chips (76)	Leapfrog				
17 Around the Block (2 books)	Leapfrog book		158605066-4		
18 Casey Cat Has a Hat (2 books)	Leapfrog book		600-001119		
19 Squire Hare and Sir Turtle (2 books)	Leapfrog book		600-00052		
20 At the Art Mart (2 books)	Leapfrog book		600-00050		
21 More Chores	Leapfrog book		600-00051		
22 Rose and Hope (2 books)	Leapfrog book		158605052-4	No Tape	
23 Arthur Makes the Team (2 books)	Leapfrog book		1-58605-130-X		
24 Monster Money	Leapfrog book		1-58605-127-X		
25 The Day Leap Ate Olives (2 books)	Leapfrog book		1-558605-741-3		
26 Leap Hops, Pops, and Mops (2 books)	Leapfrog book		158605017-6		

### Ashboro City Schools Discard Items

Principal \_\_\_\_\_ Roman \_\_\_\_\_

Signature \_\_\_\_\_

School: Donna Lee Loflin \_\_\_\_\_ Room #: 202

Date 9/18/17 9/27/2017

Item Description	Make	Model	Serial #	FA#	Date Discarded
27 The Birthday Hunt	Leapfrog book		1-58605-029-X		
28 Pooh Gets Stuck (2 books)	Leapfrog book		1-58605-001-X		
29 Bounce, Tigger, Bounce (2 books)	Leapfrog book		1-58605-000-1		
30 Richard Scarry's Things to Know (2 books)	Leapfrog book		1-58605-002-8		
31 Helping Hands	Leapfrog book		1-58605-970-X		
32 The Great Dune Buggy Race	Leapfrog book		1-58605-030-3		
33 On the Train to Maine (2 books)	Leapfrog book		158605059-1		
34 A Year on My Street (2 books)	Leapfrog book		158605060-5		
35 Boats Afloat (2 books)	Leapfrog book		158605061-3		
36 What Do You Do? (2 books)	Leapfrog book		158605058-3		
37 That Was That! (2 books)	Leapfrog book		158605057-5		
38 At the Shore (2 books)	Leapfrog book		158605056-7		
39 A Day on the Ranch (2 books)	Leapfrog book		158605055-9		
40 I Spy in the Sky (2 books)	Leapfrog book		158605054-0		
41 A Collection from the LeapPad Library (5 books)	Leapfrog book		BP-600-0024	No Tape	
42 Leap's Big, Big Bag (2 books)	Leapfrog book				
43 Monsters, Inc. (2 books)	Leapfrog book		1-58605-187-3		
44 I Know Where My Food Goes (2 books)	Leapfrog book		1-58605-082-6		
45 Lil Can't Miss (2 books)	Leapfrog book		158605027-3		
46 The Bike Race	Leapfrog book		158605024-9		
47 At the Lake in June (2 books)	Leapfrog book		15865053-2		
48 Leap Scrubs Up	Leapfrog book		158605020-6		
49 Look at Della Duck	Leapfrog book		158605014-1		
50 Leap's Snack	Leapfrog book		158605025-7		

# Asheboro City Schools Discard Items

Principal \_\_\_\_\_

Roman

Signature

School: Donna Lee Loflin

Room #: 206

Date \_\_\_\_\_ 9/27/2017

Item	Description	Make	Model	Serial #	FA#	Date Discarded
1	Math Measuring Man	82 total				
2						
3						
4						
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## Asheboro City Schools Discard Items

Principal \_\_\_\_\_ Roman \_\_\_\_\_  
Signature

School: Donna Lee Loflin

Room #: Workroom/gym

Date \_\_\_\_\_

9/27/2017

Item #	Item Description	Make	Model	Serial #	FA#	Date Discarded
1	Computer desk	Broken				
2	Filing cabinet	no lock, drawers off track				
3	Rolling cart with broken wheel	wheel split				
4	Wooden cabinet with storage on bottom					
5	projector screens (map of NC)	two of these				
6	2 smartboards with no head piece					
7	One head piece in outside building					
8						
9						
10						
11						
12						
13						
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# Asheboro City Schools Discard Items

Principal \_\_\_\_\_ Roman \_\_\_\_\_ Signature \_\_\_\_\_

School: Donna Lee Loflin      Room #: 205      Date: 9/27/2017

Item #	Item Description	Make	Model	Serial #	FA#	Date Discarded
1	headphones	Califone				
2	headphones	Logitech				
3	CD player	Califone				
4						
5						
6						
7						
8						
9						
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# Asheboro City Schools Discard Items

Principal \_\_\_\_\_

Roman \_\_\_\_\_

Signature

School: Donna Lee Loflin

Room #: 211

Date \_\_\_\_\_

9/27/2017

Item #	Item Description	Make	Model	Serial #	FA#	Date Discarded
1	Overhead projector					
2						
3						
4						
5						
6						
7						
8						
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Principal \_\_\_\_\_

Signature \_\_\_\_\_

School McCrary Elementary

Date 9/22/2017

Serial #	Item Description	Brand	Model #	ACS #	Date Discarded
1	blue chair				8/28/2017
2	blue chair				8/28/2017
3	round table				8/28/2017
4	CD & Tape Player 70556586				8/28/2017
5	brown coat rack				8/28/2017
6	blue chair				8/28/2017
7	small wood table				8/28/2017
8	VCR	Emerson	EWV401B		8/28/2017
9	TV	Sharp			8/28/2017
10	Box of headphones				9/12/2017
11	Box of headphones				9/12/2017
12	Box of headphones				9/12/2017
13	overhead screen				9/12/2017
14	C477005 keyboard	Gateway			9/13/2017
15	MUL5022C004583 monitor	Gateway			9/13/2017
16	403004836 monitor	Gateway			9/13/2017
17	MRU56 monitor	Gateway			9/13/2017
18	07A25201188D keyboard	Gateway			9/13/2017
19	07A25201071D keyboard	Gateway			9/13/2017
20	MLR72 monitor	Gateway			9/13/2017
21	MUL7007A0102408 monitor	Gateway			9/13/2017
22	06A10502559D keyboard	Gateway			9/13/2017
23	laptop	Dell			9/13/2017
24	1Z81JL1 laptop	Dell			9/13/2017
25	laptop	Dell			9/13/2017
26	Alphasmart 2000			10619	9/13/2017

# Ashboro City Schools Discard Items

Principal \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Date Discarded \_\_\_\_\_

School McCrary Elementary

Serial #	Item Description	Brand	Model #	ACS #	Date Discarded
27	Alphasmat 2000	Gateway		9/13/2017	
28	Alphasmat 2000	Gateway		9/13/2017	
29	monitor	Gateway		9/13/2017	
30	keyboard	Gateway		9/13/2017	
31	keyboard	Gateway		9/13/2017	
32	keyboard	Gateway		9/13/2017	
33	keyboard	Gateway		9/13/2017	
34	keyboard	Dell		9/13/2017	
35	keyboard	Dell		9/13/2017	
36	keyboard	Gateway		9/13/2017	
37	keyboard	Gateway		9/13/2017	
38	33197629 CPU	Gateway		1984	9/13/2017
39	38943699 CPU	Dell			9/13/2017
40	36293571 CPU	Gateway			9/13/2017
41	36293574 CPU	Gateway			9/13/2017
42	35924027 CPU	Gateway			9/13/2017
43	keyboard	Dell			9/13/2017
44	503911D monitor	Gateway			9/13/2017
45	MLR72 monitor	Gateway			9/13/2017
46	16938 monitor	Dell		1983	9/13/2017
47	CPU	Dell			1995
48	CPU	Dell			9/13/2017
49	CPU	Dell			9/13/2017
50	CPU	Dell			9/13/2017

## Asheboro City Schools Discard Items

Principal \_\_\_\_\_

Signature \_\_\_\_\_

School McCray Elementary Date \_\_\_\_\_

Serial #	Item Description	Brand	Model #	ACS #	Date Discarded
27	Alphasmat 2000				9/13/2017
28	Alphasmat 2000			13753	9/13/2017
29	Alphasmat 2000			13748	9/13/2017
30	07720D keyboard	Gateway			9/13/2017
31	MSX6A monitor	Gateway			9/13/2017
32	506507D keyboard	Gateway			9/13/2017
33	D002635 keyboard	Gateway			9/13/2017
34	5201062D keyboard	Gateway			9/13/2017
35	801426B keyboard	Gateway			9/13/2017
36	603352B keyboard	Gateway			9/13/2017
37	keyboard	Dell			9/13/2017
38	16P2790 keyboard	Dell			9/13/2017
39	33197629 CPU	Gateway			9/13/2017
40	38943699 CPU	Gateway			9/13/2017
41	CPU	Dell		1984	9/13/2017
42	36293571 CPU	Gateway			9/13/2017
43	36293574 CPU	Gateway			9/13/2017
44	35924027 CPU	Gateway			9/13/2017
45	503911D keyboard	Gateway			9/13/2017
46	monitor	Dell			9/13/2017
47	MLR72 monitor	Gateway			9/13/2017
48	16938 monitor	Gateway			9/13/2017
49	CPU	Dell		1983	9/13/2017
50	CPU	Dell		1995	9/13/2017

Serial #	Item Description	Brand	Model #	ACS #	Date Discarded
51	38943696 CPU	Gateway			9/13/2017
52	rolling table			11264	9/13/2017
53	wood book shelf				9/13/2017
54	metal book shelf				9/13/2017
55	CD-tape player	Sony			9/13/2017
56	38943697 CPU	Gateway			9/13/2017
57	36962493 CPU	Gateway			9/13/2017
58	38943698 CPU	Gateway			9/13/2017
59	36293610 CPU	Gateway			9/14/2017
60	36962490 CPU	Gateway			9/14/2017
61	36962494 CPU	Gateway			9/14/2017
62	607885D keyboard	Gateway			9/14/2017
63	50N00636 monitor	Gateway			9/14/2017
64	50N04514 monitor	Gateway			9/14/2017
65	16E0070589 monitor	Gateway			9/14/2017
66	TV Cart			13881	9/14/2017
67	wood table				9/14/2017
68	wood desk				9/14/2017
69	pink desk				9/14/2017
70	Language Master				9/14/2017
71	blue chair				9/14/2017
72	wood chair				9/14/2017
73	custodial cart			12664	9/14/2017
74	wood chair				9/14/2017
75	teacher desk			2752	9/14/2017
76	green seat				9/14/2017

**Asheboro City Schools Discard Items**  
Principal \_\_\_\_\_

School McCrary Elementary Signature \_\_\_\_\_ Date \_\_\_\_\_

Serial #	Item Description	Brand	Model #	ACS #	Date Discarded
77	laptop	Dell			9/14/2017
78	laptop	Dell			9/14/2017
79	laptop	Dell			9/14/2017
80	laptop	Dell			9/14/2017
81	laptop	Dell			9/14/2017
82	wall mount for TV				9/14/2017
83	monitor	Gateway			9/14/2017
84	monitor	Gateway			9/14/2017
85	177E01XI keyboard	Dell			9/14/2017
86	357177D02IS keyboard	Dell			9/14/2017
87	402000734 monitor	Gateway			9/19/2017
88	wood chair				9/19/2017
89	wood chair				9/19/2017
90	sand box				9/19/2017
91	blue chair				9/19/2017
92	blue chair				9/19/2017
93	blue chair				9/19/2017
94	blue chair				9/19/2017
95	blue chair				9/19/2017
96	blue chair				9/19/2017
97	blue chair				9/19/2017
98	blue chair				9/19/2017
99	blue chair				9/19/2017
100	blue chair				9/19/2017



Serial #	Item Description	Brand	Model #	ACS #	Date Discarded
101	blue chair				9/19/2017
102	blue chair				9/19/2017
103	blue chair				9/19/2017
104	blue chair				9/19/2017
105	C792186 keyboard	Gateway			9/19/2017
106	G260792 keyboard	Gateway			9/19/2017
107	file cabinet				9/19/2017
108	wood desk				9/19/2017
109	36590793 CPU	Gateway			9/19/2017
110	printer	Lexmark		15083	9/19/2017
111	Laser Jet Printer	HP			9/19/2017
112	blue chair				9/20/2017
113	CPU	Gateway		15093	9/20/2017
114	pink desk				9/20/2017
115	5J00201536D keyboard	Gateway			9/20/2017
116	TV	Toshiba	27A32		9/20/2017
117	TV	Magnavox		7587	9/20/2017
118	brown teacher desk				9/20/2017
119	tape player	Bell & Howell		3836	9/20/2017
120	VCR	Toshiba	W522		9/20/2017
121	pink desk				9/20/2017
122	pink desk				9/20/2017
123	pink desk				9/20/2017
124	pink desk				9/20/2017
125	pink desk				9/20/2017
126	pink desk				9/20/2017

**Asheboro City Schools Discard Items**

Principal \_\_\_\_\_

School \_\_\_\_\_ McCrary Elementary \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Serial #	Item Description	Brand	Model #	ACS #	Date Discarded
127	pink desk				9/20/2017
128	wood chair				9/20/2017
129	wood chair				9/20/2017
130	blue chair				9/20/2017
131	blue chair				9/20/2017
132	blue chair				9/20/2017
133	blue chair				9/20/2017
134	blue chair				9/20/2017
135	blue chair				9/20/2017
136	blue chair				9/20/2017
137	blue chair				9/20/2017
138	blue chair				9/20/2017
139	blue chair				9/20/2017
140	blue chair				9/20/2017
141	blue chair				9/20/2017
142	blue chair				9/20/2017
143	blue chair				9/20/2017
144	blue chair				9/20/2017
145	blue chair				9/20/2017
146	yellow plastic seat				9/20/2017
147	red plastic seat				9/20/2017
148	wood desk				9/20/2017
149	wood desk				9/20/2017
150	weather radio				9/20/2017

Serial #	Item Description	Brand	Model #	ACS #	Date Discarded
151	weather radio				9/20/2017
152	light oak teacher desk				9/20/2017
153	monitor	Gateway		15092	9/20/2017
154	12 x 12 carpet				9/20/2017
155	12 x 12 carpet				9/20/2017
156	12 x 12 carpet				9/20/2017
157	blue chair				9/20/2017
158	6E00604414D keyboard	Gateway			9/20/2017
159	CJF9HA034231 monitor	AOC			9/20/2017
160	37274883 CPU	Gateway			9/20/2017
161	Laminator	Signature Series			9/20/2017
162	2124061 Overhead Projector	Dukane			9/20/2017
163	2124136 Overhead Projector	Dukane			9/20/2017
164	wood chair				9/20/2017
165	wood chair				9/20/2017
166	box of headphones				9/20/2017
167	36610911 CPU	Gateway			9/20/2017
168	HB2018D001834 scanner	U Max			9/20/2017
169	641809BU1MUU monitor	Dell			9/20/2017
170	641809BU1NSU monitor	Dell			9/20/2017
171	MRB5650H01782 monitor	Gateway			9/20/2017
172	35712823 CPU	Gateway			9/20/2017
173	36293581 CPU	Gateway			9/20/2017
174	25201048D keyboard	Gateway			9/20/2017
175	CPU	Dell		1993	9/21/2017
176	4663375S60RU monitor	Dell			9/21/2017

**Asheboro City Schools Discard Items**

Principal \_\_\_\_\_

Signature \_\_\_\_\_

School \_\_\_\_\_ McCrary Elementary \_\_\_\_\_

Date \_\_\_\_\_

*norm*

Serial #	Item Description	Brand	Model #	ACS #	Date Discarded
177	CPU	Dell		1982	9/21/2017
178	7357177105UA keyboard	Dell			9/21/2017
179	Box of speakers				9/21/2017
180	Box of speakers				9/21/2017
181	7A25201081D keyboard	Gateway			9/21/2017
182	6B02203517B keyboard	Gateway			9/21/2017
183	50N17487 monitor	Gateway			9/21/2017
184	50N02153 monitor	Gateway			9/21/2017
185	38943700 CPU	Gateway			9/21/2017
186	36610910 CPU	Gateway			9/21/2017
187					
188					
189					
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Asheboro City Schools Discard Items

Principal \_\_\_\_\_

Signature \_\_\_\_\_

School WAMS

Date \_\_\_\_\_

Item Description	Make	Model	Serial #	FA#	Date Discarded
1 Silver DVD player	Zenith	DVB142	581-53017428		9/27/2017
2 Black DVD player	JVC	XV-N370B	073R4172		9/27/2017
3 Silver DVD player	Zenith	DVB142	581-53017412		9/27/2017
4 Black DVD player	JVC	XV-N370B	073R4373		9/27/2017
5 Black DVD player	JVC	XV-N370B	073R7732		9/27/2017
6 Black VCR	SHARP	VC-A413U	9785035	00014780	9/27/2017
7 Black VCR	JVC	HR-A41U	100V5924	00008560	9/27/2017
8 Gray/Black CD/Tape player	CASIO	CD-310S			9/27/2017
9 Black Laptop	Dell	Latitude E6500	2X81JL1		9/27/2017
10 Beige tape player	Califone	3132AV	A1661806	00015038	9/27/2017
11 Black tape player	Bell & Howell	3270A		5928	9/27/2017
12 Projector	DUKANE	28A7200A	LSC9-02465A3	00013301	9/27/2017
13 Projector	DUKANE	28A7200A	LSCA2623	00014094	9/27/2017
14 Projector	Infocus	LP425Z	5KWO1200190		9/27/2017
15 Silver/Black monitor	Gateway	FPD1530	MUL5022B0035746		9/27/2017
16 Black monitor	Gateway	FPD1530	MUL5022C0097413		9/27/2017
17 Black monitor	Gateway	700G	MRB5750H07150		9/27/2017
18 box of assorted radios/walkies					9/27/2017
19 Black monitor	Gateway	700G	MRB5850H01716		9/27/2017
20 Black monitor	Gateway	700G	MRU5650N00784		9/27/2017
21 Black monitor	Gateway	FPD1530	MUL5022J0019862		9/27/2017
22 Black monitor	Gateway	FPD1530	MZK6650V00371		9/27/2017
23 box of keyboards					9/27/2017
24 Black monitor	Gateway	700G	MRU5650N00787		9/27/2017
25 Black monitor (CTE)	Gateway	500G	MZK6650V00234		9/27/2017
26 Black monitor (CTE)	Gateway	500G	MKZ6650V00415		9/27/2017

### Asheboro City Schools Discard Items

Principal \_\_\_\_\_

Signature

School WAMS

Date \_\_\_\_\_

Item Description	Make	Model	Serial #	FA#	Date Discarded
27 Black monitor (CTE)	Gateway	500G	MZK6650V00374		9/27/2017
28 Black monitor (CTE)	Gateway	500G	MZK6650V00373		9/27/2017
29 Black monitor	Gateway	TFT19W80PS+	MWTT77BOH01773		9/27/2017
30 Black monitor	Gateway	900W	MSX6A50N07371		9/27/2017
31 Black monitor (CTE)	Gateway	500G	MZK6650V00381		9/27/2017
32 Black monitor	Dell	E198FP	CN-0G422H-72872-8CA-0VAL		9/27/2017
33 Box of assorted headphones					9/27/2017
34 Black monitor (CTE)	Gateway	500G	MZK6650V00379		9/27/2017
35 Projector	DUKANE	28A7200A	LSCA02613	00014092	9/27/2017
36 Box of assorted speakers					9/27/2017
37 Silver/Gray CD/Kape player	RCA	RCD152F			9/27/2017
38 Blue/White/Gray printer/scanner	HP	psc 1210	MY3AEF724Z		9/27/2017
39 Box of Dell Laptop chargers					9/27/2017
40 white/ gray mouse	MICROSOFT				9/27/2017
41 Silver Laptop	Dell	PP18L	4LTWLD1	1230401	9/27/2017
42 Back Laptop	Dell	PP18L	1htcid1		9/27/2017
43 Black Laptop	Dell	PP18L	2ntwld1		9/27/2017
44 Black Laptop	Dell	PP18L	cs6log1		9/27/2017
45 Black Laptop	Dell	PP18L	2LTWLD		9/27/2017
46 Dell Laptop Silver	Dell	pp18l	4MTWLD1		9/27/2017
47 Dell Laptop Silver	Dell	PP18L	3FFCLD1		9/27/2017
48 Dell Laptop Silver	Dell	PP18L	JLTWLD1		9/27/2017
49 BLACK LAPTOP	Dell	LATTITUDE E6500	HVW81J1		9/27/2017
50 BLACK LAPTOP CTE	DELL	LATTITUDE E6500	G440WJ1	CTE001056	9/27/2017

Asheboro City Schools Discard Items

School WAMS

Principal \_\_\_\_\_

Signature

Date \_\_\_\_\_

Item Description	Make	Model	Serial #	FA#	Date Discarded
51 BLACK MONITOR	GAREWAY	FDP1530AA	LIC33372101		9/27/2017
52 BLACK CPU TOWER	GATEWAY	E-4610D	38966877		9/27/2017
53 BLACK CPU TOWER	GATEWAY	E-400	35923394		9/27/2017
54 box of black metal desk attachments					9/27/2017
55 black laptop	Dell	Lattitude E6500	1X81JL1		9/27/2017
56 black laptop	Dell	Lattitude E6500	FW81JL1		9/27/2017
57 black laptop	Dell	Lattitude E6500	CX81JL1		9/27/2017
58 black laptop	Dell	Lattitude E6500	GW81JL1		9/27/2017
59 black laptop	Dell	Lattitude E6500	DX81JL1		9/27/2017
60 black laptop	Dell	Lattitude E6500	4X81JL1		9/27/2017
61 black laptop	Dell	Lattitude E6500	JW81JL1		9/27/2017
62 black laptop	Dell	Lattitude E6500	7X81JL1		9/27/2017
63 black laptop	Dell	Lattitude E6500	CM81JL1		9/27/2017
64 black laptop	Dell	Lattitude E6500	BX81JL1		9/27/2017
65 black laptop	Dell	Lattitude E6500	8X81JL1		9/27/2017
66 black laptop	Dell	Lattitude E6500	3X81JL1		9/27/2017
67 Broken TV	JVC	AV-27120	15514184	14779	9/27/2017
68 box of assorted remotes					9/27/2017
69 Silver Laptop	Dell	Lattitude D830	DCN6XG1		9/27/2017
70 Silver Laptop	Dell	Lattitude D830	99N6XG1		9/27/2017
71 Silver Laptop	Dell	Lattitude D830	2BN6XG1		9/27/2017
72 Silver Laptop	Dell	Lattitude D830	2CN6XG1		9/27/2017
73 Silver Laptop	Dell	Lattitude D830	F9N6XG1		9/27/2017
74 Silver Laptop	Dell	Lattitude D830	DBD4XG1		9/27/2017

**Asheboro City Schools Discard Items**

Principal \_\_\_\_\_

Signature \_\_\_\_\_

School WAMS

Date \_\_\_\_\_

Item Description	Make	Model	Serial #	FA#	Date Discarded
75 Silver Laptop	Dell	Lattitude D830	G786XG1		9/27/2017
76 Silver Laptop	Dell	Lattitude D830	69N6XG1		9/27/2017
77 Silver Laptop	Dell	Lattitude D830	3786XG1		9/27/2017
78 Silver Laptop	Dell	Lattitude D830	59N6XG1		9/27/2017
79 Silver Laptop	Dell	Lattitude D830	13MXDH1		9/27/2017
80 Silver Laptop	Dell	Lattitude D830	HPN6XG1		9/27/2017
81 Silver Laptop	Dell	Lattitude D830	5CN6XG1		9/27/2017
82 Silver Laptop	Dell	Lattitude D830	JBN6XG1		9/27/2017
83 Silver Laptop	Dell	Lattitude D830	G686XG1		9/27/2017
84 Silver Laptop	Dell	Lattitude D830	9BN6XG1		9/27/2017
85 Silver Laptop	Dell	Lattitude D830	8BN6XG1		9/27/2017
86 Silver Laptop	Dell	Lattitude D830	5BD4XG1		9/27/2017
87 Silver Laptop	Dell	Lattitude D830	J686XG1		9/27/2017
88 Silver Laptop	Dell	Lattitude D830	4CN6XG1		9/27/2017
89 Silver Laptop	Dell	Lattitude D830	3DN6XG1		9/27/2017
90 Silver Laptop	Dell	Lattitude D830	FBN6XG1		9/27/2017
91 Silver Laptop	Dell	Lattitude D830	79N6XG1		9/27/2017
92 Silver Laptop	Dell	Lattitude D830	7786XG1		9/27/2017
93 Silver Laptop	Dell	Lattitude D830	33MXDH1		9/27/2017
94 Silver Laptop	Dell	Lattitude D830	4BN6XG1		9/27/2017
95 Silver Laptop	Dell	Lattitude D830	H686XG1		9/27/2017
96 Silver Laptop	Dell	Lattitude D830	D686XG1		9/27/2017
97 Silver Laptop	Dell	Lattitude D830	FCN6XG1		9/27/2017
98 Box of Dell Laptop chargers					9/27/2017
99 Silver Laptop	Dell	Lattitude D830	7BN6XG1		9/27/2017
100 Silver Laptop	Dell	Lattitude D830	DCN6XG1		9/27/2017



Asheboro City Schools Discard Items

Principal \_\_\_\_\_

Signature \_\_\_\_\_

School IVANS

Date \_\_\_\_\_

Item Description	Make	Model	Serial #	FA#	Date Discarded
101 Silver Laptop	Dell	Latitude D830	CBN6XG1		9/27/2017
102 Silver Laptop	Dell	Latitude D830	5786XG1		9/27/2017
103 Silver Laptop	Dell	Latitude D830	6786XG1		9/27/2017
104 Silver Laptop	Dell	Latitude D830	5DN6XG1		9/27/2017
105 Silver Laptop	Dell	Latitude D830	3BN6XG1		9/27/2017
106 Silver Laptop	Dell	Latitude D830	4786XG1		9/27/2017
107 Silver Laptop	Dell	Latitude D830	1886XG1		9/27/2017
108 Silver Laptop	Dell	Latitude D830	89N6XG1		9/27/2017
109 Silver Laptop	Dell	Latitude D830	1DN6XG1		9/27/2017
110 Silver Laptop	Dell	Latitude D830	GCN6XG1		9/27/2017
111 Silver Laptop	Dell	Latitude D830	1786XG1		9/27/2017
112 Silver Laptop	Dell	Latitude D830	7CN6XG1		9/27/2017
113 Silver Laptop	Dell	Latitude D830	HCN6XG1		9/27/2017
114 Silver Laptop	Dell	Latitude D830	CCN6XG1		9/27/2017
115 Box of Dell Laptop chargers					9/27/2017
116 Silver Laptop	Dell	Latitude D830	D9N6XG1		9/27/2017
117 Silver Laptop	Dell	Latitude D830	1BXFKH1		9/27/2017
118 Silver Laptop	Dell	Latitude D830	DXN6XG1		9/27/2017
119 Silver Laptop	Dell	Latitude D830	3CN6XG1		9/27/2017
120 Silver Laptop	Dell	Latitude D830	4886XG1		9/27/2017
121 Television	Magnavox	RX9119 GY21	17427179		9/27/2017
122 Desktop CPU	Gateway	(AK) PB1 E-4500D	36293590		9/27/2017
123 Desktop Monitor	Gateway	700G	MRU57 50N 04516		9/27/2017
124					
125					

**Asheboro City Schools Discard Items**  
Principal \_\_\_\_\_

School      PDC     

Signature

Date \_\_\_\_\_

	Item Description	Make	Model	Serial #	FA#	Date Discarded
1	Broken shevles and filing cabinets					
2	Corrogated piping					
3	broken toddler cots					
4	rolling book cases					
5	speakers					
6	conveyer					
7	wood					
8	fence fabric					
9	back flow preventer cover					
10	miscellaneous tooling					
11	plainer					
12	jointer					
13	sander					
14	band saw, hand saws, radial saw					
15	air tank					
16	benches					
17	grinder					
18	plastic mulch dividers					
19	Metro warmer					
20	spreader					
21	padded mats					
22	washing machine	Maytag				
23	mattresses					
24	Chairs, desks, tables, filing cabinets					
25	broken smart board projectors					
26	water coolers					

# Ashesboro City Schools Discard Items

Principal \_\_\_\_\_

School PCC

Signature

Date \_\_\_\_\_

Item #	Item Description	Make	Model	Serial #	FA#	Date Discarded
27	toilets					
28	printer ink					
29	kitchen racks					
30	steamer					
31	ladder					
32	small sprayer					
33	pots					
34	pans					
35	mixer					
36	shearer					
37	barrells					
38	wood forms					
39						
40						
41						
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## Asheboro City Schools Discard Items

Principal \_\_\_\_\_

Signature \_\_\_\_\_

School South Asheboro Middle School Date 25-Sep-17

Item Description	Make	Model	Serial #	FA#	Date Discarded
60 HP 4420 Laptop	HP		4420 CNF051BB2B		9/25/2017
61 HP 4420 Laptop	HP		4420 CNF051BBY8		9/25/2017
62 HP 4420 Laptop	HP		4420 CNF051C32Y		9/25/2017
63 HP 4420 Laptop	HP		4420 CNF051C35C		9/25/2017
64 HP 4420 Laptop	HP		4420 CNF051C3C5		9/25/2017
65 HP 4420 Laptop	HP		4420 CNF051C3G4		9/25/2017
66 HP 4420 Laptop	HP		4420 CNF051C3HG		9/25/2017
67 HP 4420 Laptop	HP		4420 CNF051C3N1		9/25/2017
68 HP 4420 Laptop	HP		4420 CNF051C3SN		9/25/2017
69 HP 4420 Laptop	HP		4420 CNF051C3TF		9/25/2017
70 HP 4420 Laptop	HP		4420 CNF1174J7Q		9/25/2017
71 HP 4420 Laptop	HP		4420 CNF1174J7W		9/25/2017
72 HP 4420 Laptop	HP		4420 CNF1174JFG		9/25/2017
73 HP 4420 Laptop	HP		4420 CNF1174JJS		9/25/2017
74 HP 4420 Laptop	HP		4420 CNF1174JM1		9/25/2017
75 HP 4420 Laptop	HP		4420 CNF1174JNT		9/25/2017
76 HP 4420 Laptop	HP		4420 CNF1174JPZ		9/25/2017
77 HP 4420 Laptop	HP		4420 CNF1174K2P		9/25/2017
78 HP 4420 Laptop	HP		4420 CNF1174K9D		9/25/2017
79 HP 4420 Laptop	HP		4420 CNF11813MG		9/25/2017
21 HP 4420 Laptop	HP		4420 CNF11813VV		9/25/2017
22 HP 4420 Laptop	HP		4420 CNF1181C5Z		9/25/2017
23 HP 4420 Laptop	HP		4420 CNF1181C6D		9/25/2017
24 HP 4420 Laptop	HP		4420 CNF1181C70		9/25/2017
25 HP 4420 Laptop	HP		4420 CNF1181C7Z		9/25/2017
26 HP 4420 Laptop	HP		4420 CNF1181C8C		9/25/2017

## Asheboro City Schools Discard Items

Principal \_\_\_\_\_

Signature \_\_\_\_\_

School \_\_\_\_\_

Date \_\_\_\_\_

Item Description	Make	Model	Serial #	FA#	Date Discarded
27 HP 4420 Laptop	HP		4420 CNF1181C8X		9/25/2017
28 HP 4420 Laptop	HP		4420 CNF1181C9B		9/25/2017
29 HP 4420 Laptop	HP		4420 CNF1181CC7		9/25/2017
30 HP 4420 Laptop	HP		4420 CNF11825HG		9/25/2017
31 HP 4420 Laptop	HP		4420 CNF11825HX		9/25/2017
32 HP 4420 Laptop	HP		4420 CNF11825J2		9/25/2017
33 HP 4420 Laptop	HP		4420 CNF11825K9		9/25/2017
34 HP 4420 Laptop	HP		4420 CNF11825KD		9/25/2017
35 HP 4420 Laptop	HP		4420 CNF11825KG		9/25/2017
36 HP 4420 Laptop	HP		4420 CNF11825LD		9/25/2017
37 HP 4420 Laptop	HP		4420 CNF11825LS		9/25/2017
38 HP 4420 Laptop	HP		4420 CNF11825LX		9/25/2017
39 HP 4420 Laptop	HP		4420 CNF11825M1		9/25/2017
40 HP 4420 Laptop	HP		4420 CNF11825MW		9/25/2017
41 HP 4420 Laptop	HP		4420 CNF11825NJ		9/25/2017
42 HP 4420 Laptop	HP		4420 CNF11825P2		9/25/2017
43 HP 4420 Laptop	HP		4420 CNF11825PJ		9/25/2017
44 HP 4420 Laptop	HP		4420 CNF11825PN		9/25/2017
45 HP 4420 Laptop	HP		4420 CNF11825PR		9/25/2017
46 HP 4420 Laptop	HP		4420 CNF11825Q9		9/25/2017
47 HP 4420 Laptop	HP		4420 CNF11825RK		9/25/2017
48 HP 4420 Laptop	HP		4420 CNF11825T7		9/25/2017
49 HP 4420 Laptop	HP		4420 CNF11825TJ		9/25/2017
50 HP 4420 Laptop	HP		4420 CNF11825V8		9/25/2017

51	HP 4420 Laptop	HP		4420	CNF11825VS		9/25/2017
52	HP 4420 Laptop	HP		4420	CNF11825VV		9/25/2017
53	HP 4420 Laptop	HP		4420	CNF11825VW		9/25/2017
54	HP 4420 Laptop	HP		4420	CNF11825W3		9/25/2017
55	HP 4420 Laptop	HP		4420	CNF11825WB		9/25/2017
56	HP 4420 Laptop	HP		4420	CNF11825XW		9/25/2017
57	HP 4420 Laptop	HP		4420	CNF11825YH		9/25/2017
58	HP 4420 Laptop	HP		4420	CNF11825ZJ		9/25/2017
59	HP 4420 Laptop	HP		4420	CNF11825TM		9/25/2017
1	1 Lot Broken Student Desk						9/25/2017
2	1 Lot Broken Chair						9/25/2017
3	1 Lot Small Table Desk						9/25/2017
4	Microwave (Broken)	Green World					9/25/2017
5	GE Refrigerator (Broken)	GE					9/25/2017
6	Heavy role of paper						9/25/2017
7	Fish Tank						9/25/2017
8	Book Case (Broken)						9/25/2017
9	Printer (Broken)	Dell					9/25/2017
10	Box os Speakers	Misc.					9/25/2017
11							9/25/2017
12	2 boxes Misc. cables/wires						9/25/2017
13	1 Lot of Key Boards	Misc.					9/25/2017
14	1 Lot of Digital Doc Cameras	Avervision					9/25/2017
15	1 Lot of 4 Hard Drives	Gateway					9/25/2017
16	1 Lot of 27 Calculators	Texas Instruments					9/25/2017
17	1 Lot of 6 Hard Drives	Dell					9/25/2017
18	1 Lot of 3 Monitors	Dell					9/25/2017
19	1 Lot of 2 Monitors	Gateway					9/25/2017
20	VCR	Sharp					9/25/2017
80	Laptop	Dell				22290	9/25/2017
81	Laptop	Dell				1014	9/25/2017
82	Tape Recorder						9/25/2017
83	9 Lot of HP 4420 chargers						9/25/2017

84	5 Lot of HP Batteries							
85	HP 4420 Laptop	HP			4420	CNF05040PL		9/25/2017
86	HP 4420 Laptop	HP			4420	CNF051BB26		9/25/2017
87	HP 4420 Laptop	HP			4420	CNF051BB2M		9/25/2017
	HP 4420 Laptop	HP			4420	CNF051BB30		9/25/2017
	HP 4420 Laptop	HP			4420	CNF051BB9C		9/25/2017
	HP 4420 Laptop	HP			4420	CNF051C3P9		9/25/2017
	HP 4420 Laptop	HP			4420	CNF051C3PK		9/25/2017
	HP 4420 Laptop	HP			4420	CNF051C3S0		9/25/2017
	HP 4420 Laptop	HP			4420	CNF051C3SH		9/25/2017
	HP 4420 Laptop	HP			4420	CNF051C3T0		9/25/2017
	HP 4420 Laptop	HP			4420	CNF1174J80		9/25/2017
	HP 4420 Laptop	HP			4420	CNF1174J84		9/25/2017
	HP 4420 Laptop	HP			4420	CNF1174J8F		9/25/2017
	HP 4420 Laptop	HP			4420	CNF1174J8G		9/25/2017
	HP 4420 Laptop	HP			4420	CNF1174JCY		9/25/2017
	HP 4420 Laptop	HP			4420	CNF1174JFB		9/25/2017
	HP 4420 Laptop	HP			4420	CNF1174JGP		9/25/2017
	HP 4420 Laptop	HP			4420	CNF1174JHU		9/25/2017
	HP 4420 Laptop	HP			4420	CNF1174JKL		9/25/2017
	HP 4420 Laptop	HP			4420	CNF1174JLM		9/25/2017
	HP 4420 Laptop	HP			4420	CNF1174JST		9/25/2017
	HP 4420 Laptop	HP			4420	CNF1174K5H		9/25/2017
	HP 4420 Laptop	HP			4420	CNF1174KBD		9/25/2017
	HP 4420 Laptop	HP			4420	CNF11813N3		9/25/2017
	HP 4420 Laptop	HP			4420	CNF11813PC		9/25/2017
	HP 4420 Laptop	HP			4420	CNF11813SV		9/25/2017
	HP 4420 Laptop	HP			4420	CNF11813TF		9/25/2017
	HP 4420 Laptop	HP			4420	CNF11813V1		9/25/2017
	HP 4420 Laptop	HP			4420	CNF11813V6		9/25/2017
	HP 4420 Laptop	HP			4420	CNF11813VM		9/25/2017
	HP 4420 Laptop	HP			4420	CNF11813VT		9/25/2017
	HP 4420 Laptop	HP			4420	CNF1181CAZ		9/25/2017

HP 4420 Laptop	HP		4420	CNF1181C50	9/25/2017
HP 4420 Laptop	HP		4420	CNF1181C5D	9/25/2017
HP 4420 Laptop	HP		4420	CNF1181C5Y	9/25/2017
HP 4420 Laptop	HP		4420	CNF1181C64	9/25/2017
HP 4420 Laptop	HP		4420	CNF1181C7W	9/25/2017
HP 4420 Laptop	HP		4420	CNF1181C8D	9/25/2017
HP 4420 Laptop	HP		4420	CNF1181C8N	9/25/2017
HP 4420 Laptop	HP		4420	CNF1181C90	9/25/2017
HP 4420 Laptop	HP		4420	CNF1181CBL	9/25/2017
HP 4420 Laptop	HP		4420	CNF1181CBW	9/25/2017
HP 4420 Laptop	HP		4420	CNF1181CD1	9/25/2017
HP 4420 Laptop	HP		4420	CNF1181CFB	9/25/2017
HP 4420 Laptop	HP		4420	CNF1181CFN	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825HK	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825HQ	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825HR	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825HS	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825HY	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825J7	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825JC	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825JK	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825JM	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825JP	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825K0	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825K3	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825KJ	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825KV	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825KW	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825L1	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825MD	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825MH	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825MP	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825NB	9/25/2017



HP 4420 Laptop	HP		4420	CNF11825NC	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825PG	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825PV	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825QM	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825QS	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825QX	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825RC	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825RD	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825RF	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825RG	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825RJ	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825RM	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825S5	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825S8	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825TB	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825TC	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825V0	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825VX	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825VZ	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825W2	9/25/2017
HP 4420 Laptop	HP		4420	CNF1825WD	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825WG	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825WN	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825WX	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825X7	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825Y0	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825Y4	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825YC	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825YQ	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825Z6	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825ZB	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825ZQ	9/25/2017
HP 4420 Laptop	HP		4420	CNF11825HV	9/25/2017

HP 4420 Laptop	HP		4420	CNF1174JG		9/25/2017
HP 4420 Laptop	HP		4420	CNF11825N8		9/25/2017
HP 4420 Laptop	HP		4420	CNF1174JC4		9/25/2017
HP 4420 Laptop	HP		4420			9/25/2017

**Ashboro City Schools Discard Items**

Principal  
AMY DAY

Signature

School : Guy B. Teachey Date: Fall 2017

Total Number of Items: 119

Item Description	Make	Model	Serial #	FA#	Date Discarded	GBT Barcode	
1 Gateway Laptop	Gateway	M465-G					
2 Dell Latitude E6500 Laptop	Dell	E6500	Tag 7K380L1		17-Feb	T 868810	Garcia
3 Dell Latitude E6500 Laptop	Dell	E6500	Tag DWZC1J1		17-Feb	T 91453	Scott
4 Dell Latitude E6500 Laptop	Dell	E6500	Tag 5131JL1		17-Feb	T 90953	Griffey
5 Dell Latitude E6500 Laptop	Dell	E6500	Tag 32GLJL1		17-Feb	EC Property	S Brumley
6 Dell Latitude E6500 Laptop	Dell	E6500	Tag 8WZC1J1		17-Feb	T 90956	L Hayes
7 Dell Latitude E6500 Laptop	Dell	E6500	Tag 9841JL1		17-Feb	T 91505	Mckinnon
8 Dell Latitude E6500 Laptop	Dell	E6500	Tag 5K3B0L1		17-Feb	T 91454	Hill
9 Dell Latitude D630 Laptop	Dell	D630	Tag 7WMM4SF1		17-Feb	T 89420	Ralph- Lab
10 NEC Projector (white)	NEC	VT676	5Y00368FJ		17-Feb	T 80603	auditorium- advised to discard by Ralph
11 Gateway FlatScreen Monitor	Gateway	FPD1975W	MLR7350H36288		17-Feb	none	Mckinnon
12 Gateway FlatScreen Monitor	Gateway	FPD1975W	MLR72 50N 17496		17-Feb	none	Frost
13 Dell Latitude E6500 Laptop	Dell	E6500	Tag HT777J1		17-Jun	EC Property	Wfnislow
14 Dell Latitude E6500 Laptop	Dell	E6500	Tag 5WZC1J1		17-Jun	T 90955	Johnson
15 Gateway Computer Tower	Gateway	E4500D			17-Jun	T 87059	Faircloth
16 Gateway Monitor	Gateway	900W	MSX6A50N07360	37274882	17-Jun	None	Faircloth
17 Dell Latitude E6500 Laptop	Dell	E6500	Tag 8K3B0L1		17-Jun	T 91451	McBride
18 Dell Latitude D630 Laptop	Dell	D630	Tag J4C3HG1		17-Jun	T 91006	Garcia
19 Gateway Monitor	Gateway	FPD1975W	MSX6A50N07366		17-Jun	None	Barnd
20 Gateway Monitor	Gateway	FPD1775	MRU6550N00772		17-Jun	None	Falkowski
21 Gateway Computer Tower	Gateway	E4600D		37374893	17-Jun	T 8708 (#102)	Barnd
22 HP Photosmart 7350 Printer	HP	7350	06335I-MY68N232M6		17-Jun	Labeled Gilmer	S. Andrews's room
23 HP Compaq Computer Tower	HP	Compaq	MXL73205XM		17-Jun	None	Old Media Station
24 HP 4420 Laptop - Student Laptop	HP	4420	CNF1174JW0		17-Aug	CNF1174JW0	Escobar- found in home A1
25 Gateway E4300 Computer Tower	Gateway	E4300		34876183	17-Aug	Lab #7	Computer Lab
26 Gateway E46100 Computer Tower	Gateway	E46100		39187565	17-Aug	Lab	Computer Lab
Ashboro City Schools Discard Items							
Principal AMY DAY					Signature		
School	GBT			Date	9.27.2017		
Item Description	Make	Model	Serial #	FA#	Date Discarded	GBT Barcode	
27 Dell Optiplex 755 Computer Tower	Dell	Optiplex 755	Tag 3CBLMH1		17-Aug	Lab #11	Computer Lab
28 Gateway E46100 Computer Tower	Gateway	E46100		39187566	17-Aug	Lab #9	Computer Lab
29 Dell Optiplex 755 Computer Tower	Dell	Optiplex 755	Tag 91HTMH1		17-Aug	Lab #10	Computer Lab
30 Dell Optiplex 755 Computer Tower	Dell	Optiplex 755	Tag 9CBLMH1		17-Aug	Lab #12	Computer Lab
31 Gateway E 46100 Computer Tower	Gateway	E46100		39187564	17-Aug	Lab #1	Computer Lab
32 Gateway E4300 Computer Tower	Gateway	E4300		34876185	17-Aug	Lab #2	Computer Lab
33 Dell Optiplex 760 Computer Tower	Dell	Optiplex 760	Tag HNM9CK1		17-Aug	Lab #17	Computer Lab
34 Dell Optiplex 760 Computer Tower	Dell	Optiplex 760	Tag HNM8CK1		17-Aug	Lab #16	Computer Lab
35 Dell Optiplex 760 Computer Tower	Dell	Optiplex 760	Tag HNM7CK1		17-Aug	Lab #15	Computer Lab
36 Gateway E4300 Computer Tower	Gateway	E4300		35109150	17-Aug	Lab #14	Computer Lab
37 HP Compaq dc7700 Computer Tower	HP Compaq	dc7700	MXL73205TX		17-Aug	Sticker SE8802F	Computer Lab

38	Dell Optiplex 780 Computer Tower	Dell	Optiplex 780	Tag 1078WL1			17-Aug	Lab #23	Computer Lab	
39	Dell Optiplex 780 Computer Tower	Dell	Optiplex 780	Tag 8078WL1			17-Aug	Lab #22	Computer Lab	
40	Gateway E-3000 Computer Tower	Gateway	E4300		34876184		17-Aug	Lab #3	Computer Lab	
41	Dell Optiplex 755 Computer Tower	Gateway	Optiplex 755	Tag 5CBLMH1			17-Aug	Lab #4	Computer Lab	
42	Dell Optiplex 780 Computer Tower	Dell	Optiplex 780	Tag 5078WL1			17-Aug	Lab #21	Computer Lab	
43	Dell Optiplex 780 Computer Tower	Dell	Optiplex 780	Tag B078WL1			17-Aug	Lab #19	Computer Lab	
44	Dell Optiplex 755 Computer Tower	Dell	Optiplex 755	Tag 7CBLMH1			17-Aug	Lab #6	Computer Lab	
45	Dell Optiplex 755 Computer Tower	Dell	Optiplex 755	Tag 4CBLMH1			17-Aug	Lab #5	Computer Lab	
46	Dell FlatScreen Monitor	Dell	E1909WB	CN0G662F726196836G5S			17-Aug	Lab #5	Computer Lab	
47	Dell FlatScreen Monitor	Dell		CNDD176P641809B111N7U			17-Aug	Lab #6	Computer Lab	
48	Dell FlatScreen Monitor	Dell		CN0G662F7426196836RFS			17-Aug	Lab #3	Computer Lab	
49	Dell FlatScreen Monitor	Dell		CN0G662F742619682PERS			17-Aug	Lab #4	Computer Lab	
50	Gateway FlatScreen Monitor	Gateway	700G	IMRB56-50H-11049			17-Aug	Lab #4	Computer Lab	
51	Gateway FlatScreen Monitor	Gateway	FPD1975W (900W)	MLR7350H382889			17-Aug	Lab #1	Computer Lab	
52	Gateway FlatScreen Monitor	Gateway	FPD1775 (700G)	MSN6150ND00619			17-Aug	Lab #3	Computer Lab	
53	Dell FlatScreen Monitor	Dell		CN0TP2227373176G4HEC			17-Aug	Lab #4	Computer Lab	
54	Gateway FlatScreen Monitor	Gateway	FPD1765 (700G)	IMRB5750H06745			17-Aug	Lab #2	Computer Lab	
55	Gateway FlatScreen Monitor	Gateway	FPD1975W (900W)	MLR7450H09287			17-Aug	Lab #3	Computer Lab	
56	Dell FlatScreen Monitor	Dell		CNDD176P641809BU1NVU			17-Aug	Lab #5	Computer Lab	
57	Dell FlatScreen Monitor	Dell		CNDD176P641809BU1NPVU			17-Aug	Lab #3	Computer Lab	
58	Dell FlatScreen Monitor	Dell		CNDD176P641809BU1MNVU			17-Aug	Lab #2	Computer Lab	
59	Dell FlatScreen Monitor	Dell		CNDD176P641809BU1NTU			17-Aug	Lab #1	Computer Lab	
60	Dell FlatScreen Monitor	Dell		CN0C0078728283830DS			17-Aug	Lab	Computer Lab	
61	Gateway FlatScreen Monitor	Gateway	FPD1565 (500G)	MZK6550V04981			17-Aug	Lab	Computer Lab	
62	Gateway FlatScreen Monitor	Gateway	FPD1975W	MLR7350H380888			17-Aug	Lab #2	Computer Lab	
63	Dell FlatScreen Monitor	Dell		CNDD176P641809BU1NKU			17-Aug	Lab #1	Computer Lab	
64	Dell FlatScreen Monitor	Dell		CN0G42H272872			17-Aug	Lab #6	Computer Lab	
65	Dell FlatScreen Monitor	Dell		CNDD176P641809BU1PKU			17-Aug	Lab #4	Computer Lab	
66	Gateway FlatScreen Monitor	Gateway	FPD1730	MLL7007K0038505			17-Aug	Lab #1	Computer Lab	
67	Dell Optiplex 755 Computer Tower	Dell	Optiplex 755	Tag 8CBLMH1		36610912	Sep-17	Lab #28	Computer Lab	
68	Gateway E-4500D Computer Tower	Gateway	E-4500D		3662274		Sep-17	Lab #27	Computer Lab	
69	Gateway E-4500D Computer Tower	Gateway	E-4500D		36610913		Sep-17	Lab #26	Computer Lab	
70	Gateway E-4500D Computer Tower	Gateway	E-4500D				Sep-17	Lab #25	Computer Lab	
71	Gateway FlatScreen Monitor	Gateway	FPD1775 (700G)	MSN6250ND2313			Sep-17	Lab #2	Computer Lab	
72	Gateway FlatScreen Monitor	Gateway	FPD1775 (700G)	MSN6350ND0024			Sep-17	Lab #1	Computer Lab	
73	Dell FlatScreen Monitor	Dell	E1989FT	CN-0G422H-72872-89L-00GL-A00			Sep-17	Lab #4	Computer Lab	
74	Gateway FlatScreen Monitor	Gateway	FPD1975W (900W)	MSXGA50ND7384			Sep-17	Lab #3	Computer Lab	
75	Lexmark Z52 printer	Lexmark	Z52		9340423743		Sep-17	GBT 19554	Found in computer lab	
76	Dell Optiplex 755 Computer Tower	Dell		Tag 2FZ1JH1			Sep-17	GBT 89982	From McKinnon	
77	Dell FlatScreen Monitor	Dell		CN0G42H27287287A051LA00			Sep-17			
78	HP LaserJet 1300 Printer	HP	1300	CNCK153898			Sep-17		From Tina Poole- office storage	
79	Samsung DVD/VR player and remote	Samsung	DVD-V3650	61AWB0667417AAA			Sep-17	GBT 22403	From Media Storage	
80	Zenith DVD/VR player and remote	Zenith	XBV443	481-53510419			Sep-17	GBT 2875	From Media Storage	
81	Laminex Laminator Machine	Laminex	AV-979	979-9032-9329			Sep-17		From Media Storage	
82	Dell Color Laser Printer 5110cn	Dell	5110cn	Tag CQM7891			Sep-17		From Media Storage	
83	Texas Instruments TI-15 Calculator (blue)	Texas Instruments	TI-15				Sep-17	GBT 86372	Calculator B5	
84	Texas Instruments TI-15 Calculator (blue)	Texas Instruments	TI-15				Sep-17	GBT 87157	Calculator H27	
85	Texas Instruments TI-15 Calculator (blue)	Texas Instruments	TI-15				Sep-17	GBT 86366	Calculator B1	
86	Texas Instruments TI-15 Calculator (blue)	Texas Instruments	TI-15				Sep-17	GBT 84749	Calculator F12	
87	Texas Instruments TI-15 Calculator (blue)	Texas Instruments	TI-15				Sep-17	GBT 84885	Calculator D19	
88	Texas Instruments TI-15 Calculator (blue)	Texas Instruments	TI-15				Sep-17	GBT 84746	Calculator F10	
89	Texas Instruments TI-15 Calculator (blue)	Texas Instruments	TI-15				Sep-17	GBT 87187	Calculator I21	

90	Texas Instruments TI-15 Calculator (blue)	Texas Instruments	TI-15			ACS Red 2450	Sep-17	GBT 84848	Calculator A2
91	Texas Instruments TI-15 Calculator (blue)	Texas Instruments	TI-15			ACS Red 2496	Sep-17	GBT 86392	Calculator B21
92	DA-LITE Classic Projection Screen	DA-LITE	(brown color)			ACS 4764	Sep-17		From Media Storage
93	DA-LITE Projection Screen	DA-LITE	(white color)			ACS 7469	Sep-17		From Media Storage
94	Apple Projection Screen	Apple	(black color)				Sep-17		From Media Storage
95	HP Jeldirect 300X Printer Server	HP	J3263A		SG93432493	ACS 13938	Sep-17		From Computer Lab
96	Callione Spirit CD/Tape Player	Callione			1776 FL10735		Sep-17	GBT 2247	From Media Storage
97	Callione Spirit CD/Tape Player	Callione			1776 FL25153		Sep-17	GBT 48	From Media Storage
98	Coby CD Player	Coby			CX-CD241		Sep-17	GBT 92346	From Media Storage
99	Callione CD/2 Tape/ Radio Player	Callione	2395AV		JE11019	ACS 11317	Sep-17	GBT 18201	From Media Storage
100	Callione CD/2 Tape/ Radio Player	Callione	2395AV		KI42349		Sep-17	GBT 20486	From Media Storage
101	Callione CD/2 Tape/ Radio Player	Callione	2395AV		BH03778	ACS 14023	Sep-17	GBT 18009	From Media Storage
102	Sharp Cassette Recorder	Sharp	RD-661AV			ACS 4804	Sep-17		From Media Storage
103	Callione 1300AV Cassette Recorder	Callione	1300AV		L1730791		Sep-17	GBT 21256	From Media Storage
104	Callione 1300AV Cassette Recorder	Callione	1300AV		GA463105		Sep-17	GBT 86829	From Media Storage
105	Callione 1300AV Cassette Recorder	Callione	1300AV		GA463103		Sep-17	GBT 86833	From Media Storage
106	Callione 1300AV Cassette Recorder	Callione	1300AV		KH690637		Sep-17	GBT 19308	From Media Storage
107	Callione Cassette Recorder Magnetophone	Callione	5272AV		JH401696		Sep-17	GBT 19307	From Media Storage
108	Callione 1300AV Cassette Recorder	Callione	1300AV		HF031911	ACS 12588	Sep-17	GBT 18673	From Media Storage
109	Callione 1300AV Cassette Recorder	Callione	1300AV		GA462845		Sep-17	GBT 22394	From Media Storage
110	Callione Spirit CD/Tape Player	Callione			HK44160		Sep-17	GBT 19313	From Media Storage
111	Panasonic CD/Tape Player	Panasonic			1776 W50KA005723		Sep-17	GBT 19312	From Media Storage
112	Callione Cassette Recorder Magnetophone	Callione	RX-D10		JH401693		Sep-17		From Media Storage
113	Box of Computer Speakers	Various	5272AV				Sep-17		From Computer Lab
114	Box of Computer Speakers	Various					Sep-17		From Computer Lab
115	Box of Computer Speakers	Various					Sep-17		From Computer Lab
116	Box of Computer Speakers	Various					Sep-17		From Computer Lab
117	Box of USB Computer Mice	Various					Sep-17		From Computer Lab
118	Box of Computer Keyboards	Various					Sep-17		From Computer Lab
119	Box of Computer Keyboards	Various					Sep-17		From Computer Lab

# Asheboro City Schools Discard Items

Principal \_\_\_\_\_

Signature

School \_\_\_\_\_ Transportation \_\_\_\_\_

Date \_\_\_\_\_

	Item Description	Make	Model	Serial #	FA#	Date Discarded
1	TV					10/5/2017
2	Conveter box					10/5/2017
3						
4						
5						
6						
7						
8						
9						
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26						

**Teacher Turnover Summary**  
**Reporting Period: March 2016 – February 2017**

**Number of Classroom Teachers Employed = 324**

**Number of Classroom Teachers Leaving = 38**

**Asheboro City Schools Rate of Teacher Turnover = 11.73%**

**NC State Rate of Teacher Turnover = 13.70%**

Turnover Category	Category Total
Retired with Full Benefits	5
Resigned to teach in another NC public school system	13
Resigned to teach in a NC Charter School	2
Resigned to teach in a NC non-public/private school	1
Resigned –Career Change	8
Resigned – Family Relocation	3
Resigned to continue education/take a sabbatical	1
Reemployed retired teacher resigned	1
Moved to a non-teaching position within the LEA	2
Resigned – end of VIF term	1
Resigned – dissatisfied with teaching	1

**Teacher Rate of Turnover by School**

Balfour Elementary School	10.00%
Charles W. McCrary Elementary School	14.06%
Donna Lee Loflin Elementary School	7.69%
Guy B. Teachey Elementary School	13.16%
Lindley Park Elementary School	13.33%
North Asheboro Middle School	7.69%
South Asheboro Middle School	17.50%
Asheboro High School	10.76%
Early Childhood Development Center – not included in state report	



Policies  
For  
30-Day Review



The board affirms the principle that every student, regardless of race, creed, color, national origin, sex, cultural or economic background, or disability, should be given an equal opportunity for a sound basic education. Furthermore, no student, on the basis of sex, marital status, pregnancy, or parenthood, will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the school system. The school system will treat its students without discrimination with regard to course offerings, athletics, counseling, employment assistance and extracurricular activities.

Any student, parent or guardian who feels that this policy has been misinterpreted, misapplied or violated may file a complaint in accordance with board policy 1740/40150/7225 Discrimination, Harassment and Bullying Complaint Procedure.

The superintendent shall develop appropriate procedures to ensure that public education is provided to each qualified student with disabilities in accordance with 34 C.F.R. pt. 104, subpart D.

Legal References: Americans With Disabilities Act, 42 U.S.C. 12101 *et seq.*, Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; 28 C.F.R. pt. 35; G.S. 115C-1, -367, art. 9

Cross References: Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Education for Pregnant and parenting Students (policy 4023)

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

Administrative Procedure: None

Updated: October 11, 2007, February 12, 2009

The safety of students is a paramount concern of the board and school district. The principal or principal's designee shall make reasonable efforts to verify that any person appearing at a school and requesting permission to take a student from the school is properly identified before the student is released to him or her.

Except in the most extreme circumstances, custody of a student will not be relinquished to any person without the prior approval of the parent or guardian who has physical custody of the student. However, if the parents are divorced or separated, the student may be released to either parent, unless the school has been provided with a copy of a court order or agreement that specifies otherwise.

If the principal or designee judges that the student's health or safety may be harmed by releasing the student, the principal shall contact law enforcement and/or the department of social services as appropriate.

Schools are encouraged to develop guidelines as necessary to implement this policy.

Legal References: G.S. 115C-36, -47, -288

Cross References: Child Abuse - Reports and Investigations (policy 4240/7312), Relationships with Other Governmental Agencies (policy 5100)

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

Administrative Procedure: None

Updated: March 12, 2009

## **CHILD ABUSE - REPORTS AND INVESTIGATIONS**

*Policy Code: 4240/7312*

The board of education supports all employees who make a report of child abuse, neglect, dependency or death as a result of maltreatment in good faith.

Any school employee who knows or has cause to suspect child abuse, neglect, dependency or death as a result of maltreatment is legally required to report the case of the child to the director of social services. The employee also shall report the case immediately to the principal.

Any doubt about reporting a suspected situation shall be resolved in favor of reporting and the report shall be made immediately. A school employee is immune by statute from any civil and/or criminal liability when reporting in good faith suspected child abuse, neglect, dependency or death as a result of maltreatment. Failure on the part of any school employee to report may result in disciplinary action being brought against the employee by the school district or civil action under the law.

The principal may establish a contact person in the school to act as a liaison with social services. All employees shall cooperate fully with the department of social services in its investigation of suspected child abuse, neglect, dependency or death as a result of maltreatment. Employees shall permit the child to be interviewed by social services on school campuses during school hours and shall provide social services with confidential information, so long as the disclosure does not violate state or federal law. Any confidential information disclosed by the department of social services to employees shall remain confidential and shall only be redisclosed for purposes directly connected with carrying out the responsibilities of the school system or the employee.

Upon request and to the extent permitted by law, the school district shall share with other agencies designated in G.S. 7B-3100(a), information that is relevant (1) to any assessment of a report of child abuse, neglect, dependency or death as a result of maltreatment by the department of social services; (2) to the provision or arrangement of protective services in a child abuse, neglect, or dependency case by the department of social services; or (3) to any case in which a petition is filed alleging that a juvenile is abused, neglected, dependent, undisciplined or delinquent. School system officials and the designated agencies must continue to share such information until the protective services case is closed by the department of social services or, if a petition is filed, until the juvenile is no longer subject to the jurisdiction of juvenile court.

The superintendent shall develop any necessary procedures for reporting suspected child abuse, neglect, dependency or death as a result of maltreatment, for sharing information with designated agencies, and for cooperating with investigations by the department of social services. The board encourages school officials to provide staff development opportunities related to identifying and reporting child abuse, neglect, dependency or death as a result of maltreatment.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 7B-101, -301, -302 -309, -3100; 8-53.4; 14-318.2; 115C-400, -402

Cross References: Student Records (policy 4700), Professional and Staff Development (policy 1610/7800)

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

Administrative Procedure: None

Revised: November 14, 2002, December 11, 2008

The board encourages agencies and individuals to conduct research on issues related to student achievement and the effective operation of schools.

The superintendent may approve a request for participation in a research project if:

1. the research results ultimately may benefit students of the school system;
2. the project's purpose and methodology are compatible with the goals and objectives of the board and school system; and
3. the project will not disrupt instructional time.

The superintendent is encouraged to involve central office administrators, school administrators, teachers and parents in making this assessment. The superintendent shall report on approved research projects at the next regularly scheduled board meeting.

A research project involving a survey of students must comply with policy 4720, Surveys of Students.

All research projects must comply with the confidentiality requirements of policy 4700, Student Records, and policy 4705/7825, Confidentiality of Personal Identifying Information.

Legal References: G.S. 115C-47, -230

Cross References: Student Records (policy 4700)

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

Administrative Procedure: Yes

Updated: March 12, 2009

Services will be purchased in a manner consistent with the board's purchasing goals. Competitive bidding is not required for the purchase of services; however, contracts for services will be made under conditions which foster competition among potential providers when feasible and after careful pricing.

For all purchases and contracts valued at \$1,000 or more, the board will comply with current federal and state laws.

This policy does not apply to contracts for architectural, engineering, surveying, and construction management at risk services, which are governed by policy 9110, Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk.

Legal References: G.S. 115C-36; 143-64.31; 147, art. 6A

Cross References: Goals of the Purchasing Function (policy 6400), Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk (policy 9110)

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

Updated: October 13, 2016

## **SALE, DISPOSAL AND LEASE OF BOARD-OWNED REAL PROPERTY**

*Policy Code:*

**9400**

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The board will consider the sale and disposal of board-owned real property, including land and buildings, as authorized by law. The board is guided in its decisions by its commitment to help students succeed by providing appropriate facilities and to use its resources in a fiscally and environmentally sound manner.

Any sale or disposal of real property, including school buildings, will be conducted in accordance with statutory requirements. The superintendent should secure the services of consultants as necessary to conduct feasibility assessments and determine the fair market value. No building or land will be sold below the fair market value or exchanged for less than full and fair consideration, except that the board will afford the board of county commissioners the first opportunity to obtain any real property at the fair market price or a price negotiated between the two boards.

When the board decides to lease board-owned property to another entity, the lease will be at the fair market value, except that the board may negotiate a lesser amount with another governmental unit.

All contracts for the sale, disposal, or lease of real property must be consistent with G.S. 147, art. 6E.

Legal References: G.S. 115C-72, -218.35 -518, -521; 160A, art. 12; 147, art. 6E

Cross References: Planning to Address Facility Needs (policy 9000), Site Selection (policy 9010), Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk (policy 9110)

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

Revised: May 8, 2014, January 12, 2017

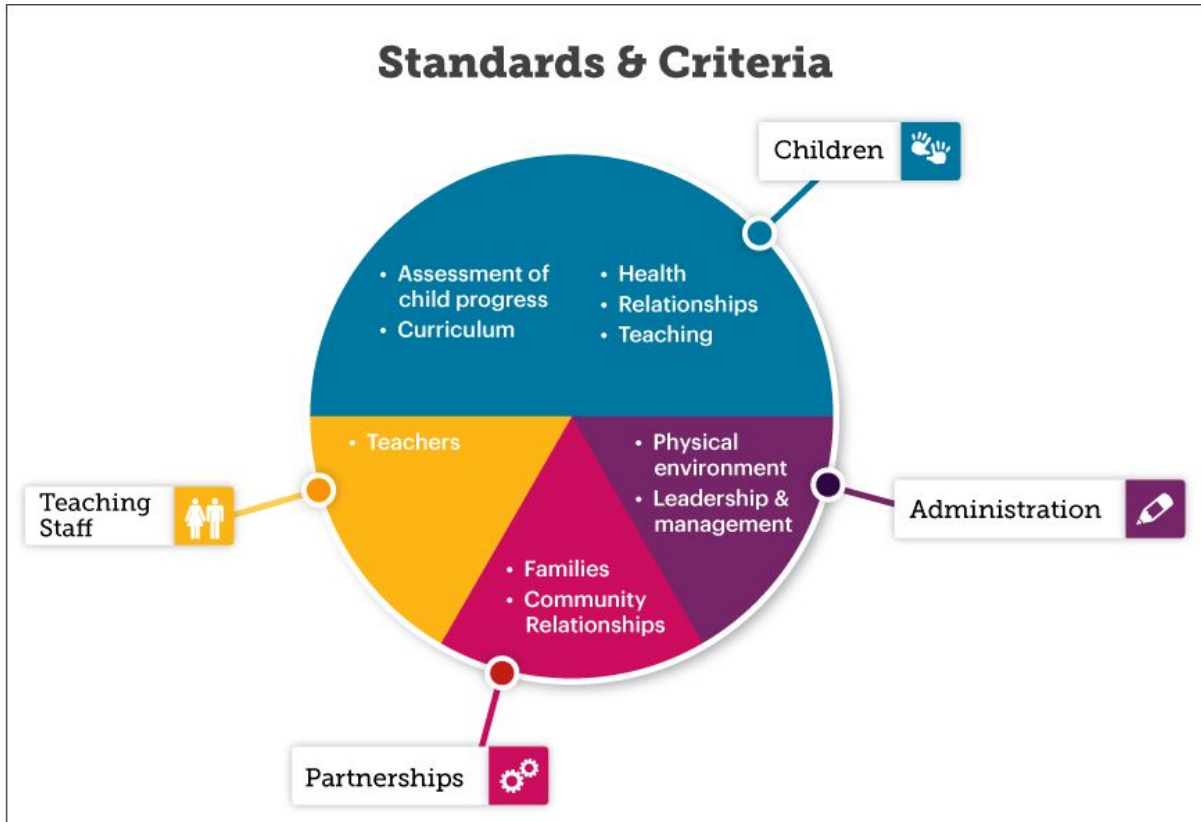
The Early Childhood Development Center will be going through NAEYC Reaccreditation during the 2017-2018 school year.

The National Association for the Education of Young Children (NAEYC) is the world's largest organization of early childhood professionals. For more than 20 years, NAEYC Accreditation has ensured the quality of education and care provided by programs for young children. NAEYC has defined 10 standards for early childhood programs. These standards, and more than 400 related criteria, are based on research on the development and education of young children and were created with input from thousands of experts and educators from around the country.

NAEYC-Accredited programs must:

- Promote positive relationships for all children and adults to encourage each child's sense of individual worth
- Implement a curriculum that fosters all areas of child development: cognitive, emotional, language, physical and social
- Use developmentally, culturally and linguistically appropriate and effective teaching approaches
- Provide ongoing assessments of each child's learning and development and communicate the child's progress to the family
- Promote the nutrition and health of children and protect children and staff from illness and injury
- Employ and support a teaching staff that has the educational qualifications, knowledge and professional commitment necessary to promote children's learning and development and to support families' diverse interests and needs
- Establish and maintain collaborative relationships with each child's family
- Establish relationships with and use the resources of the community to support achievement of program goals
- Provide a safe and healthy learning environment
- Implement strong personnel, fiscal and program management policies so that all children, families and staff have high quality experiences





**The reaccreditation process has four steps:**

1. Self - Study September - October 2017

During the self-study portion ECDC will:

- Create a shared understanding of the key concepts about accreditation, program standards, assessment items, and implications for the program
- Gather information
- Determine strengths and challenges
- Develop improvement plans, as needed
- Make improvements and document progress
- Evaluate results and determine next steps

We started the process during September by conducting the NAEYC staff survey and the NAEYC family survey. We are in the process of compiling the data at this time. We will evaluate the data and use this information to develop an improvement plan. We will also use the information to celebrate areas of strength.

## 2. Self-Assessment October 2017 - February 2018

Once the self-study portion is complete the official accreditation process begins. We will use the reflective work of the self-study and we will compile sources of evidence to demonstrate how ECDC meets each program standard. The evidence includes portfolio evidence and observable evidence.

- Complete classroom portfolios
- Complete administrator portfolio
- Complete school portfolio

## 3. Candidacy February 2018

ECDC will submit all candidacy materials, NAEYC will review the materials and determine the readiness for a site visit. ECDC will demonstrate all of the key components of high-quality programming and preparedness for the site visit. At the completion of this step ECDC will be considered candidates for NAEYC Accreditation and will be scheduled for a site visit.

- Complete the candidacy materials
- Organize documentation according to the four sources of evidence:
  - Program portfolio
  - Program observation
  - Class portfolio
  - Class observation
- Continue to gather evidence of performance and make improvements using the self-assessment materials

## 4. Meeting Standards March - May 2018

ECDC will demonstrate the NAEYC Early Learning Program Standards and Assessment Items to an NAEYC assessor through observable and portfolio evidence. The site visit will provide an independent assessment that the program fully meets NAEYC's program standards. During the site visit, an NAEYC assessor will collect data on the program, based on observations and evidence the program compiled during the self assessment. Following the visit, the data is sent to NAEYC for scoring.

- Review the current pre-visit protocol and site visit protocol
- Review the administrator information packet

- Make sure the program portfolio and all classroom portfolios are complete and in one location
- Receive contact from your assigned assessor:
  - Receive a visit scheduling form (choose one exclusion date per month)
  - Receive a 15-day window
  - Receive business-day-prior call informing you of the actual visit day
- Participate in the site visit
- Complete an evaluation (after the site visit)

## Comprehensive Progress Report

### Mission:

- To welcome, care for and serve all students and staff
- To demonstrate a growth mindset for learning
- To prepare students for their next level of education and for life
- To provide parents with opportunities to be a part of their child's education

### Goals:

All North Asheboro Middle School students will demonstrate academic growth and become successful citizens. North Asheboro Middle School students will be empowered to change the world.



! = Past Due Actions

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, through our PBIS system, we have school wide policies for behavior that are taught throughout the building each year. These expectations are taught at the beginning of the year and some teachers reteach them as needed. Each teacher is responsible for determining the rules and procedures for their classroom. There are school wide rewards (PBIS celebrations) and consequences (ISS, OSS) in place.	Limited Development 09/07/2017		
<i>How it will look when fully met:</i>		When this goal is achieved, the rules and policies of the school and classrooms should model effective communication skills that include respecting one another, promote healthy human relationships, and encourage ethical behaviors. The administration of rewards and consequences should be very clear, explicitly taught to students, and upheld consistently throughout the year by staff. Rules and procedures should be retaught as needed, whether that be with groups or on an individual basis. Discussions about students who are not following rules and procedures should be fair and focused on reteaching and supporting students in a positive and helpful manner. Teachers should feel comfortable in asking peers and administration for any assistance needed. These system will help insure that classrooms at NAMS will provide students an environment where they feel safe and comfortable, allowing them to focus on their education. Evidence to support whether or not this objective is met can come from yearly discipline data, PBIS data, or school survey data.		Jennifer Gold	03/01/2018
<i>Action(s)</i>	<i>Created Date</i>		<b>0 of 4 (0%)</b>		
1	9/7/17	Teachers will turn in a parent contact log each week.		Ryan Gibbs	02/01/2018
<i>Notes:</i>					
2	9/7/17	All teachers will participate in Peer Observations with a focus on classroom management.		Candace Call	03/01/2018
<i>Notes:</i>					
3	9/12/17	PBIS SOAR matrix and QUIT strategies are presented to all students at the beginning of the year and reviewed after any extended break. Grade levels will establish consistent procedures for students across classrooms. Expectations will be introduced and reviewed as a grade level to ensure fidelity.		Clyde Ward	10/12/2017

Notes:					
4	9/12/17	Instructional team will provide real-time coaching and strategies for teachers struggling with classroom management.		Herschelle Watkins	12/21/2017
Notes:					

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	At this time, content area teachers in ELA and Math utilize district units and pacing guides that have been used over recent years, and will be accessing the new ones that are in the process of being developed. If units at the district level are in the process of being reworked, they school's instructional team has taken it upon themselves to create four units in ELA for grades 6, 7, and 8 to pace the instruction while spiraling units. The math teams reference pacing guides throughout the year with content area objectives, and the same is evident in social studies and science based on common assessment data that is recorded in the school's common assessment folders. When fully implemented the units will be paced out for teachers to access to not only monitor progress, but also set a sense of urgency. The units that we are in the process of making will also offer skills, texts, writing tasks, and interventions for teachers to use with instruction. We will need to organize times in our schedule CASA time and planning times to work on this as the year progresses.		Limited Development 09/06/2017		
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<i>How it will look when fully met:</i>	When fully implemented the units will be paced out for teachers to access to not only monitor progress, but also set a sense of urgency. The units that we are in the process of making will also offer skills, texts, writing tasks, and interventions for teachers to use with instruction. We will need to organize times in our schedule CASA time and planning times to work on this as the year progresses.			<b>Chris Burian</b>	<b>11/16/2017</b>
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<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		
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1	9/6/17	Teachers will participate in weekly content/CASA meetings to plan, modify, and reflect on instruction aligned to grade level standards.		Chris Burian	11/16/2017
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Notes:					
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Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Last year, NAMS implemented schoolwide diagnostics, which allowed teachers to gain new insight into the specific areas of need of individual students. Teachers also received training on how to analyze diagnostic data and design interventions to meet student needs. We have an RTI team that meets monthly to discuss students in need of further intervention, and over the last year all students referred to the RTI team experienced growth in the classroom. Although teachers are knowledgeable and willing to provide interventions, we still struggle as a school to find the time and resources in a middle school schedule to consistently provide interventions without taking away from core instruction. We will need help from the district to reach full implementation on this indicator, possibly in the form of additional positions, trainings, or master schedule changes.	No Development 09/06/2017		
<i>How it will look when fully met:</i>		At full implementation, teachers will continue to administer regular diagnostic testing to assess student needs, but we will also have the resources, time, and personnel to deliver meaningful interventions on a consistent and frequent basis to ensure students' needs are being fully addressed.		Carlie Abercrombie	03/15/2018
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 4 (0%)</b>		
1	9/6/17	NAMS will have a team of teachers participating in a MTSS Readiness cohort that will be provided by the district.		Chris Burian	10/26/2017
<i>Notes:</i>					
2	9/6/17	Schoolwide diagnostics will be administered at in the beginning of the school year and used to guide interventions and identify student needs.		Chris Burian	11/30/2017
<i>Notes:</i>					
3	9/6/17	Pedagogical toolbox and expert wall will be created to allow teachers to find fellow “experts” in instructional best practices.		Maricela Zepeda	03/15/2018
<i>Notes:</i>					
4	9/6/17	Title I funds will be used to employ additional staff to provide interventions for targeted students based on data.		Candace Call	10/26/2017
<i>Notes:</i>					

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		At North Asheboro Middle School we have multiple supports and interventions in place to help teachers and students with their emotional states. We also know we can always get better and take more steps to help our students. We already have in place our PBIS program in which we teach our students the SOAR (Safety, Ownership, Attitude, and Respect) matrix that shows them how to deal with situations in different parts of the building. There is also www.pbisworld.com, which serves as a tool for our teachers to help them understand and assist their students with positive behavior changes. Administrators, teachers and students can use a referral sheet if they think a student needs to talk to our school counselor, psychologist, or social worker. EC teachers also collaborate with these positions on a regular basis to help students. NAMS also has our AND1 program that assigns a student to an adult in the building that they can always go to if they need anything or anyone to talk to. Lastly, we also have the opportunity for district wide PD that addresses mental health issues.	Limited Development 09/07/2017		
<i>How it will look when fully met:</i>		At full implementation, we will be able to meet the emotional needs of all our students equally. While most students report that they feel safe and supported at school, there are still pockets of students who do not always feel they have an ally or safe space to get help at school. We will need to expand our current programs and get additional help from outside organizations to fully meet this goal.		Bryan Gallimore	05/03/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 2 (0%)		
1	9/7/17	Continue to develop and expand the And1 program to provide mentors for targeted students.		Angie Berrier	01/18/2018
<i>Notes:</i>					
2	9/7/17	Increase our involvement and connections with Communities in Schools to provide needed resources for all our students.		Angie Berrier	05/03/2018
<i>Notes:</i>					
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date



<b>Initial Assessment:</b>	Our school counselor meets with each grade level throughout the year to discuss transitioning and available opportunities such as Asheboro Early College Academy, Credit by Demonstrated Mastery, Zoo School, and Health and Sciences Academy. Rising 6th graders tour the school, visit classrooms, have lunch in our cafe, meet our administrative staff, office team and media coordinator. We discuss the registration process, schoolwide expectations and have a Q&A session. There is a registration meeting with rising 6th and 7th graders held by our counselor and data manager where we discuss options for advanced classes and electives. Rising 9th graders visit the high school where they attend a curriculum fair. High school counselors meet with our students on our "Road Show" day to discuss high school expectations, extracurricular activities, daily schedule, CTE Pathways, honors and AP classes, college classes, and attendance policy. Registration forms are given out, 8th grade teachers and our counselor meet with students to approve advance classes and answer any registration questions. One-on-one parent meetings are offered on all grade levels to discuss individual needs or concerns, as well as a parent night to provide information on Asheboro Early College Academy. Grade level teachers provide lessons throughout the year to prepare students for social and academic changes as our students mature and advance to the next grade.	Full Implementation 09/06/2017		
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<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>				
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>				
	<b>KEY</b>	<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			The district has an LEA Support and Improvement Team that meets weekly (every Monday). A member of this team (Robin Harris) is assigned to work exclusively with North Asheboro Middle School to support as a thought partner and consultant for meeting the needs of students and staff, as well as parents. The LEA Support person reports on progress for our school during LEA meetings and seeks solutions for challenges and support for North Asheboro Middle School. See document titled, LEA Support Team List.	Full Implementation 09/07/2017		
	<b>KEY</b>	<b>B1.03</b>	<b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<p><b>Initial Assessment:</b></p>	<p>The Leadership Team at NAMS is an integral part of the decision making throughout our school. Our leadership team currently is led by our principal Candace Call. Each grade level and electives have a member present. The leadership team also consists of the assistant principal, Exceptional Children’s department representative, English as Second Language department representative, the Media Specialist, the data manager, the secretary, and the head of the custodial staff. All aspects of NAMS are represented on our team. Our school calendar already has the dates in place for meeting two times a month. All LT Meeting notes are sent out to the staff via email after the meeting. During the meetings the team discusses academic data, discipline data, and how to implement best practices throughout our school. Each member of the LT takes concerns from their area of operations at NAMS to the LT meeting and shares the results of the LT meeting with their colleagues in a formal setting (Team Meetings). Evidence of this objective’s fidelity can be found in the notes archives of each meeting taken by our data manager Faye McLeod and the dates that are built into the school's master calendar.</p>	<p>Full Implementation 09/07/2017</p>		
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<p><b>Core Function:</b></p>	<p><b>Dimension B - Leadership Capacity</b></p>
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<p><b>Effective Practice:</b></p>	<p><b>Distributed leadership and collaboration</b></p>
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KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<p><b>Initial Assessment:</b></p>		<p>At North Asheboro Middle School each grade level has a team of teachers who meet at least once a week as a team, as well as in content level groups with school administrators and instructional facilitators. These teams meet during planning time. They review data, plan interventions, review duties, share successes and challenges. This is the forum where new duties, instruction, and expectations are presented. Staff are also reminded regularly about duties, expectations, and schedules outlined in staff handbook.</p>	<p>Full Implementation 09/07/2017</p>		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
	B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are an extremely diverse school, and thus require a diverse set of strategies to extend the learning of all our students. Teachers are available before and after school to provide tutoring and additional help to students. We also have specialized staff during the school day who push in to core classes to provide extra support. We offer a wide array of academic after school activities, such as Science Olympiad, Battle of the Books, STEAM competitions, and athletic study halls. Additionally, we partner with community organizations like the Boys and Girls Club, YMCA, and UNCG to provide additional opportunities for our students.	Limited Development 09/12/2017		
<i>How it will look when fully met:</i>		While we offer many after-school opportunities, lack of transportation often keeps students from fully participating. At full implementation, we would have strategies in place to allow all students to access after school activities. We will also need to make structural changes to our school day to maximize the learning time during the regular school day.		Candace Call	03/29/2018
Action(s)	Created Date		0 of 1 (0%)		
1	9/13/17	NAMS will offer a wide variety of activities to meet the diverse needs of our students. After school offerings include tutoring, robotics, Battle of the Books, athletic study halls, and other academic clubs.		Candace Call	03/29/2018
<i>Notes:</i>					

KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The administrative team (principal, assistant principal, instructional facilitation) routinely visits classrooms, typically seeing each classroom at least once a week if not more. Together, the team establishes norms and institutes a system to ensure that administrative presence in all classes is fair and consistent. The admin team has instituted and will use a universal walk-through form focused on observable best practices. Feedback is given to teachers after each walk-through. Data collected from these forms will help guide some of the PD offered during CASAs.	Limited Development 09/07/2017		
<i>How it will look when fully met:</i>		At full implementation, walk-throughs will continue regularly throughout the entire school year. Feedback will be given in a streamlined, consistent manner that allows teachers to continually grow. The results of walk-throughs will be used to plan multiple PD opportunities during the year.		Herschelle Watkins	02/15/2018
<i>Action(s)</i>	<i>Created Date</i>		<b>0 of 1 (0%)</b>		
1	9/7/17	Continue and improve administrative walk-throughs by streamlining the process by using a NAMS universal observation document and using trends in data to plan professional development, which is then emailed to the teacher.		Herschelle Watkins	02/15/2018
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		At this time, the content areas and grade level team consistently extract, reference, and revisit data to guide levels of instruction at a classroom level. Data frequently comes from BOY diagnostics, in-class assignments, tests, common assessments, and district benchmarks.	Limited Development 09/07/2017		
<i>How it will look when fully met:</i>		When fully implemented, data trends from classrooms and grade levels can be compared across the school to guide staff PD, as well as using teachers who are distinguished in trends that are in need of strengthening, to model successful practices to all. For this to be done, a system of how grade level data is communicated to leadership team on a regular basis must be created.		Chris Burian	02/15/2018
Action(s)	Created Date		0 of 1 (0%)		
1	9/13/17	Continue and improve administrative walk-throughs by streamlining the process by using a NAMS universal observation document and using trends in data to plan professional development, which is then emailed to the teacher.		Herschelle Watkins	02/15/2018
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date

<b>Initial Assessment:</b>	NAMS currently uses various methods for recruiting, evaluating, rewarding and replacing staff. Recruitment occurs through job fairs, ACS student-teaching programs from local colleges and universities as well as from abroad, posting of positions on educator portals, and teacher-teacher networking. The evaluation process utilizes candidates potential colleagues, by grade-level and if possible content area as well as administrators to ensure that there are multiple relevant personnel present. While continuous evaluations have been established through walk-throughs and individual goal setting for teachers. Monthly staff meetings incorporate teacher self-reflection in addition to weekly reviews of lesson plans with the school's instructional facilitator. Teacher evaluations are followed up with a meeting to receive clear and constructive feedback from the evaluator. NAMS evaluations are conducted through a standardized evaluation tool to ensure consistency in the process.	Full Implementation 09/07/2017		
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<b>Core Function:</b>	<b>Dimension E - Families and Community</b>			
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<b>Effective Practice:</b>	<b>Family Engagement</b>			
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	KEY	E1.06	<b>The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
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<b>Initial Assessment:</b>	Last year, we implemented Parent Nights that invited parents into NAMS to give them concrete ways to help their children at home. We also implemented Tutoring on Demand, which gave parents and students an easy, online format to access curriculum help at home. Weekly Connect 5 calls inform parents of events happening throughout the school and consistently reminds parents of the importance of reading at home.	Limited Development 09/07/2017		
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<b>How it will look when fully met:</b>	While we have done many things to reach out to parents, we have found participation in our evening activities to be lacking. To reach full implementation for this goal, we will need to investigate different ways to reach our school population more effectively.		<b>Leighann Patrick</b>	<b>06/08/2018</b>
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<b>Action(s)</b>	<b>Created Date</b>		<b>1 of 5 (20%)</b>		
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1	9/7/17	Expand Tutoring on Demand website for teachers to upload videos that teach families how to help students practice skills at home.		Chris Burian	03/15/2018
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*Notes:*

2	9/7/17	AFTT nights will be held to provide opportunities to teach families how to use Tutoring on Demand and provide materials/alternatives for families without internet access.		Chris Burian	05/03/2018
<i>Notes:</i>					
3	9/13/17	The school will utilize multiple social media outlets to decimate information to families, such as Facebook, Remind, and Connect5 calls.		Jennifer Gold	12/14/2017
<i>Notes:</i>					
4	9/13/17	Simple curriculum resources, such as 12 powerful words and times tables, will be provided to all parents in back-to-school packets. Incentives will be offered for students who master these materials at home.	Complete 09/26/2017	Faye McLeod	09/28/2017
<i>Notes:</i>					
5	9/13/17	Special resources will be utilized to ensure we reach Spanish-speaking families, including Heritage Language Academy, ESL Parent Nights, and translations for home materials.		Adriana Paschal	04/19/2018
<i>Notes:</i>					

## Comprehensive Progress Report

### Mission:

#### Mission Statement

South Asheboro Middle School's mission is to provide a caring, collaborative, and challenging learning environment with high expectations for all.

#### Vision Statement

South Asheboro Middle School will be a school of excellence where each student is prepared to be globally competitive for college, careers, and citizenship.

### Goals:

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

Each student has a personalized education.

Each student has excellent educators every day.

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

Each student is healthy, safe, and responsible.



! = Past Due Actions

KEY = Key Indicator



Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All classrooms currently have SAMS school wide expectations posted. During the first 10 days of school all teachers are expected to teach students the classroom rules and procedures. The school wide expectations are reviewed daily during morning announcements.	Limited Development 08/30/2017		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		ALL classroom teachers will be employing effective classroom management through teaching of rules and procedures. These will be reinforced through reteaching and modeling.		<b>Betsy Hammond</b>	<b>06/21/2019</b>
<i>Action(s)</i>	<i>Created Date</i>		<b>2 of 3 (67%)</b>		
1	8/30/17	Teachers will be given a first ten days schedule describing how they will cover the student handbook and PBIS Matrix SAMS expectations with students.	Complete 09/01/2017	Ronald Dixon	06/21/2019
<i>Notes:</i>					
2	8/30/17	Administration will hold grade level assemblies during the first 10 days of school to cover school wide procedures and expectations.	Complete 09/01/2017	Ronald Dixon	09/28/2018
<i>Notes:</i>					
3	9/21/17	The administrative team will monitor the use of appropriate classroom management strategies. Teachers will submit quarterly lessons to document the reteaching and model of classroom rules and procedures.		Betsy Hammond	06/15/2018
<i>Notes:</i>					
<i>Implementation:</i>			09/19/2017		
<i>Evidence</i>		9/19/2017			
<i>Experience</i>		9/19/2017			
<i>Sustainability</i>		9/19/2017			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Units are currently being developed in Core subject areas and CTE classes. Initial units are complete. Exploratory classes like art, P.E., band, chorus and Spanish have some units developed that need additional review. Other units still need to be created.	Limited Development 03/15/2017		
<i>How it will look when fully met:</i>		All subject areas and grade levels will have standards aligned units that will have formative assessments, rubrics for grading and exemplars of student work units and include lesson plans. These units are used for instruction.		<b>Betsy Hammond</b>	<b>06/30/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 4 (0%)</b>		
1	8/16/17	Core teachers will meet with school level and district level vertical teams regularly to develop standard aligned units of instruction.		Keri Hill	06/29/2018
<i>Notes:</i>					
2	8/16/17	Exploratory teachers will develop at least one standard aligned unit of instruction.		Kathleen Lackey	02/28/2018
<i>Notes:</i>					
3	8/16/17	SAMS non math teachers will develop and implement 3 Literacy Design Collaborative (LDC) units.		Kristen Herrin	04/30/2018
<i>Notes:</i>					
4	8/16/17	SAMS math teachers will develop and implement Mathematics Design Collaborative (MDC) [Formative Assessment Lessons (FALs) and TASKS] within 3 units of study.		Sarah Trollinger	05/31/2018
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are using Formative Assessment Data Analyzes (FADA) forms to track preliminary assessment data. Some teachers are using this assessment data to regroup students for remediation. Fewer teachers are completing post remediation assessments to ensure student mastery of content and providing more intense remediation to those students who still have not mastered the content. We currently do not have a Multiple Tier System of Support (MTSS) team established.	Limited Development 03/16/2017		
<i>How it will look when fully met:</i>		There will be a school level MTSS team will be formed. The school team will support teachers in implementing effective teaching practices and tiered intervention/ instructional practices that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.		Ronald Dixon	06/28/2019
Action(s)	Created Date		0 of 2 (0%)		
1	8/30/17	Teachers will develop and maintain data documents that contain students Consortium On Reaching Excellence (CORE) Literacy, EOG, and benchmark data.		Betsy Hammond	06/28/2019
<i>Notes:</i>					
2	9/21/17	A school level MTSS team will be trained as part of the readiness cohort in order to be prepared for full implementation in 2020.		Tamara Myers	05/31/2018
<i>Notes:</i>					

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently we have social workers and our school guidance counselor who mentor and arrange for supports and interventions when necessary. We also provide a weekly Social Skills class for students who have been identified. All teachers are aware that they can arrange for supports and interventions when necessary. As a model PBIS school we have set exceptions and matrix for all common areas that are taught and reinforced. We do not have a systematic way that ALL teachers are providing for students' emotional states and guide students in managing their emotions.	Limited Development 03/16/2017		
<i>How it will look when fully met:</i>		There will be a systemic approach for helping students. ALL students will have a designated staff member to foster a positive emotional development and the emotional needs of students.		Leslie Smith-Moore	06/28/2019
<i>Action(s)</i>	<i>Created Date</i>		<b>0 of 2 (0%)</b>		
1	8/30/17	Each students will be assigned a staff member to serve as a mentor. Our staff will be trained in a systematic way in order to meet the needs of all students.		Leslie Smith-Moore	06/28/2019
<i>Notes:</i>					
2	9/22/17	Use the "train the trainer" model in order to provide professional development for our staff in social and emotional support for students.		Rachel McElroy	06/28/2019
<i>Notes:</i>					

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have a number of efforts in place in transitioning 5th graders to middle school such as: Transition letters to parents, a middle school tour and orientation, a counselor visit to 5th graders at the elementary school, Rising 6th Grade Parent Night, and Open House for 6th Graders. For the transition to 9th grade: Our counselor works with the 9th grade counselor in scheduling, 8th grade students participate in the "road show" where high school staff comes to the middle school to discuss high school life, all 8th grade students meet with the counselor to discuss high school options, and all 8th grade students participate in the Curriculum Fair at the High School in order to interact with students and staff from various departments and organizations.	Limited Development 08/30/2017		
<i>How it will look when fully met:</i>		SAMS will implement consistent, intentional, and on-going plans that support student transitions for grade to grade-to-grade and level-to-level. Parent survey data will reflect that parents feel prepared and equipped in sending their students to the next grade and level.		Leslie Smith-Moore	06/30/2020
<i>Action(s)</i>	<i>Created Date</i>		0 of 3 (0%)		
1	9/22/17	Develop an explicitly stated transition plan for all students entering and matriculating at SAMS.		Leslie Smith-Moore	06/29/2018
<i>Notes:</i>					
2	9/22/17	Implement a "Comet Academy" that takes place in August before the 6th Grade Open House in order to provide an additional and more in-depth layer of orientation for rising 6th graders.		Leslie Smith-Moore	06/28/2019
<i>Notes:</i>					
3	9/22/17	Implement a spring orientation for rising 7th and 8th grade students, led by teachers and counselor.		Leslie Smith-Moore	05/31/2019
<i>Notes:</i>					
<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date

<b>Initial Assessment:</b>		<p>Our school district's leadership team meets weekly in order to drive school improvement efforts for all schools. A member of the district leadership team is designated to support our school in all aspects as a "though partner". This person regularly spends time with all stakeholders within the school community by attending special events, participating in instructional meetings, conducting classroom walk-throughs, and providing consultation to the school's administrative team. This person also serves as a liaison between the school and school district to ensure that our school is progressing.</p> <p>The LEA also meets with the school academic team in order to conduct quarterly "data talks". Data talks are an opportunity to look closely at the strengths and weaknesses of the school's current data; and to ensure that there is a plan in place to improve teaching and learning for all students.</p> <p>We have a teacher who is designated as our representative on the Superintendent's Advisory Council. This provides another layer of collaboration where celebrations, concerns, and needs can be communicated on behalf of SAMS and the LEA.</p>	Full Implementation 03/16/2017		
<b>KEY</b>	<b>B1.03</b>	<b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Our Leadership Team consists of principal, teachers and other professional staff meet regularly (twice a month) to review implementation of effective practices.	Limited Development 03/16/2017		
<b>How it will look when fully met:</b>		Our Leadership Team will meet regularly (twice a month) to review student assessment data. This data will be use to evaluate the implementation of effective practices and to make school wide instructional decisions.		<b>Megan Smith</b>	<b>06/29/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 4 (0%)</b>		
1	8/31/17	The SLT will utilize observational data from instructional rounds to review the effectiveness of school wide practices.		Megan Smith	06/29/2018
<i>Notes:</i>					

<b>2</b>	9/22/17	A monthly meeting will be held on the first Tuesday of every month to analyze student achievement.		Betsy Hammond	05/31/2018
<i>Notes:</i>					
<b>3</b>	9/22/17	Monthly meeting with teachers, administration, and instructional support staff to discuss subject area student achievement data utilizing Formative Assessment Data Analysis (FADA) documents.		Betsy Hammond	05/31/2018
<i>Notes:</i>					
<b>4</b>	9/22/17	Indistar agenda's will be used to direct School Leadership Team meetings.		Megan Smith	06/15/2018
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our school does have a structured duty schedule for teachers, however the schedule is not equitable for all faculty. All teachers do have at least one planning period daily. Core teachers and exploratory teachers have two instructional planning periods a day.	Limited Development 03/16/2017		
		Priority Score: 1                      Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		<p>The Leadership Team meets once per month to discuss and develop the school improvement plan. Data discussion are often limited, additional professional development is needed with the School Leadership Team to effectively evaluate instructional practices. Grade level chairs from each grade level are on the committee. The committee members serve in an advisory role to the principal making school wide decisions related to the school improvement process as a whole.</p> <p>This panel writes, reviews, and aligns the continuous improvement plan (CIP) to ensure each student's success. Each teacher has a common planning time assigned to a group of teachers from their grade level. During these planning meetings the teachers discuss the plan and provide feedback that is shared as needed at each planning committee meeting and discussed. Each grade level has a monthly grade level meeting where all of the grade level teachers meet together to discuss concerns or to share ideas. The Instructional Facilitator meets with each planning team weekly to share ideas and to provide additional.</p>	<b>Objective Met 09/21/17</b>	<b>Megan Smith</b>	<b>09/28/2017</b>
Action(s)	Created Date				
2	9/21/17	Adjustments will be made to the staff duty schedule in order to ensure equitable distribution of time and responsibilities.	Complete 08/21/2017	Megan Smith	08/21/2017
<i>Notes:</i>					
<i>Implementation:</i>			09/21/2017		
<i>Evidence</i>		9/21/2017 Schedule and survey evidence is uploaded under documents.			



<b>Experience</b>	9/21/2017 Teachers were surveyed in order to receive feedback related to staff duty preferences. This data was used in order to make informed decisions.			
<b>Sustainability</b>	9/21/2017 We will revisit staff configurations and assignments and determine what adjustments need to be made.			

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>
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	<b>B3.01</b>	<b>The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		We currently offer enrichment and remediation for all students during the school day (5th period). Students also have the opportunity to attend before school and/or after school tutoring sessions with teachers. We monitor the progress by the use of formative assessments (CORE Literacy assessments, teacher assessments, and district benchmarks).	Limited Development 09/01/2017		
<b>How it will look when fully met:</b>		We will continue to build in an enrichment/ intervention so that the students who need the most support are given more instructional opportunities. Our 5th period class as an intervention and enrichment time. Flexible grouping for 5th period will be based on CORE Literacy assessments, teacher assessments, and district benchmarks to ensure additional support is provided.		<b>Betsy Hammond</b>	<b>06/28/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 2 (0%)</b>		
<b>1</b>	9/1/17	We will restructure our school day to utilize our 5th period class as an intervention and enrichment time. Flexible grouping for 5th period will be based on CORE Literacy assessments, teacher assessments, and district benchmarks to ensure additional support is provided.		Betsy Hammond	06/28/2019
<i>Notes:</i>					
<b>2</b>	9/21/17	We will offer additional learning opportunities after school through our "Comet Scholar Academy". Enrichment opportunities will be available to students through: Science Fair, Science Olympiad, Finance Committee, STEAM, Honors Chorus, Math Fair, Battle of the Books, Coding, and a variety of others as determined by student interests and need.		Rachel McElroy	04/30/2018

<i>Notes:</i>						
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The administrators conduct short, regular observations of teachers utilizing the AdvancedED Eleot Classroom Walk-through tool. Paper copies, with feedback are provided to teachers.	Limited Development 09/01/2017		
<i>How it will look when fully met:</i>			Administrators will make short, regular classroom observations. These observations will give school leaders informal opportunities to see what instruction was like in classrooms throughout the school.		Ronald Dixon	06/28/2019
<i>Action(s)</i>	<i>Created Date</i>			0 of 6 (0%)		
1	9/1/17	Administrators will conduct short, regular observations to monitor teaching and best practice.			Ronald Dixon	06/28/2019
<i>Notes:</i>						
2	9/1/17	Administrators will regularly review lesson plans in order to stay abreast of the instructional pacing and methods being used in classrooms.			Ronald Dixon	06/28/2019
<i>Notes:</i>						
3	9/21/17	Administrators will regularly attend Collaboration Around Student Achievement (CASA) meetings in order to participate in conversations about instruction, data-driven assessment, and instruction/curriculum needs.			Ronald Dixon	06/28/2019
<i>Notes:</i>						
4	9/21/17	Administrators will mobilize resources and coordinate efforts in order to ensure that professional development is implemented based on classroom walk-through data.			Ronald Dixon	06/28/2019
<i>Notes:</i>						
5	9/21/17	Administrators will provide some form of feedback to teachers within 24 hours of conducting a classroom walk-through. These forms of feedback may be via the digital or paper copy of the Eleot Tool or a "Close Up" meeting where administrators and teachers meet in person to debrief about the instructional practices observed in a lesson.			Ronald Dixon	06/28/2019
<i>Notes:</i>						
6	9/21/17	Administrators will communicate an instructional focus (equitable learning environment, high expectations, progress monitoring, etc.) at least bi-weekly to teachers.			Ronald Dixon	06/28/2018
<i>Notes:</i>						

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have looked at school performance data to decide what professional development needs exist however we have not implemented any professional development. The team has not had any discussion about aggregated classroom observation data.	Limited Development 03/20/2017		
<i>How it will look when fully met:</i>		Teachers are receiving quality professional development that is needed to drive instruction.		<b>Megan Smith</b>	<b>06/11/2018</b>
Action(s)	Created Date		0 of 4 (0%)		
1	8/16/17	School Leadership Team will analyze student performance data and classroom observational data to ensure research based best practiced are being implemented.		Megan Smith	09/29/2017
<i>Notes:</i>					
2	8/16/17	School Leadership Team will identify key faculty members to offer school based PD based on individual teacher instructional strengths.		Kerri Lamb	10/31/2017
<i>Notes:</i>					
3	8/16/17	School Leadership Team will use the data gathered during instructional rounds to make decisions about school professional development based on instructional weaknesses and strengths.		Kelly Hagood	10/31/2017
<i>Notes:</i>					
4	8/16/17	The School Leadership Team will conduct instructional rounds to gather observational data.		Kelly Hagood	10/31/2017
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The district provides special induction training for beginning teachers in year 1 and 2 before and during the school year to support teacher development. The district holds recruiting fairs to attract possible highly qualified educators. Staff posts teacher vacancies on social media platforms such as Facebook. Beginning teachers are supported weekly by our site-based Beginning Teacher/Mentor. Additional support is provided to beginning teachers monthly by district leadership team. Currently, there is a system working where the principal involves other staff members in the interview and selection process. We have a number of efforts in place to reward staff in light of instructional practices, extra efforts, and student achievement accomplishments.	Limited Development 09/01/2017		
<i>How it will look when fully met:</i>		SAMS will be a school where its staff members have a high level of job satisfaction and actively support, encourage, and recognize fellow staff members. The NC Teacher Working Condition Survey will reflect a high percentage of staff who appreciate and enjoy their place of work.		Ronald Dixon	06/14/2019
<i>Action(s)</i>	<i>Created Date</i>		0 of 3 (0%)		
1	9/21/17	SAMS will continue efforts to consistently and systematically recognize and reward staff; and work to develop additional strategies where staff members consistently uplift one another.		Keri Hill	03/30/2018
<i>Notes:</i>					
2	9/22/17	The leadership team will use the NC Teacher Working Condition Survey to address areas of staff concern related to climate and job satisfaction.		Adriane Clarett	06/28/2019
<i>Notes:</i>					
3	9/22/17	The NC Educator Effectiveness System will be used as a tool for teachers to collaborate and improve their practice. Administrators will train peer observers on how to use the evaluation instrument and maximize the process.		Ronald Dixon	06/28/2019
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently offer three Parent Engagement Nights for our parents/guardians to understand their students level of mastery with the literacy curriculum. We also provide at home resources and model strategies that support their student with learning.	Limited Development 03/20/2017		
<i>How it will look when fully met:</i>		Parents will be actively engaged in parent nights as reflected by survey data		Jaimie Cope	06/29/2018
Action(s)	Created Date		0 of 5 (0%)		
1	8/16/17	All staff at SAMS will write 5 personal messages each month that communicate student celebrations and resources to foster a positive school home relationship.		All Staff	06/08/2018
<i>Notes:</i>					
2	8/16/17	SAMS will hold 3 Family Engagement Nights to share students academic progress and resources with parents.		Tammy Myers	04/30/2018
<i>Notes:</i>					
3	8/16/17	Regularly Connect Ed message home to families from Mr. Dixon to keep them informed of upcoming expectations.		Ronald Dixon	06/29/2018
<i>Notes:</i>					
4	8/22/17	SAMS will hold a report card pick up events for parents. Teachers will share information on student progress.		Leslie Smith-Moore	03/30/2018
<i>Notes:</i>					
5	8/22/17	SAMS faculty will collaborate with community members to make parents aware of resources that are available to support students' success.		Leslie Smith-Moore	10/31/2017
<i>Notes:</i>					

## Comprehensive Progress Report

**Mission:**

Mission: We are committed to providing students with opportunities that will enable them to become confident, self-directed, life-long learners and productive 21st century global citizens.

Vision: We will be a school of excellence where students are honored, learning is valued, and our partnership with the entire community is dedicated to the success for all.

**Goals:**

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

Each student has a personalized education.

Each student has excellent educators every day.

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

Each student is healthy, safe, and responsible.



Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Some teachers employ effective classroom management through positive reinforcement of class rules and procedures, but it is not a practice that all teachers have been trained in or have shown mastery. An assistant principal and school counselor have recently attended Positive Behavior Interventions and Supports (PBIS) training that will be central to our school movement in full implementation of this indicator.	Limited Development 08/10/2017			
<i>How it will look when fully met:</i>		When this is fully implemented, all teachers will have established a set of class norms, rules, and/or procedures that explicitly communicate expectations, rewards, and consequences. School discipline data will also reflect fewer incidences of disciplinary infractions. Additionally.		James Popp	06/10/2019	

! = Past Due Actions

KEY = Key Indicator

		student, parent, and teacher survey results will represent a positive learning environment where everyone exhibits respect, responsibility, and safe actions.			
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 6 (0%)</b>		
1	8/10/17	Develop an AHS PBIS Team and create a clear mission and vision statement for the team to operate.		James Popp	10/04/2017
		<i>Notes:</i>			
2	8/14/17	Provide professional development to the staff to introduce PBIS to the entire staff.		James Popp	10/04/2017
		<i>Notes:</i>			
3	8/14/17	Complete and share an AHS version of a PBIS matrix to be posted in each teacher's classroom, as well as hallways, bathrooms, the cafeteria, and other necessary sites.		James Popp	10/04/2017
		<i>Notes:</i>			
4	8/14/17	Provide ongoing support and reinforcement through classroom observations/walkthroughs, faculty meetings, and professional development.		James Popp	06/10/2019
		<i>Notes:</i>			
5	8/14/17	Host a series of professional development sessions focused on creating and sustaining positive teacher-student relationships.		James Popp	06/11/2018
		<i>Notes:</i>			
6	8/14/17	Complete Tier 1 requirements of the PBIS implementation framework.		James Popp	06/11/2018
		<i>Notes:</i>			

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>			
	<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		Some subject areas have created unit plans and pacing guides, but plans have not been developed for each subject and grade level. All units have not been properly vetted to ensure alignment and integration of appropriate instructional materials. Most of the existing units address big picture objectives, but do not include differentiated lessons and formative assessments. Our professional learning communities, known here as Collaboration Around Student Achievement (CASAs), meet		Limited Development 06/12/2017	

		weekly to discuss lesson plans and student data. There are some groups that have succeeded in collaborating to build units as a teams, but increased vertical and horizontal alignment is needed.			
<b>How it will look when fully met:</b>		Every grade and subject will have standards-aligned units of instruction accessible by all stakeholders. The units will include backwards designed unit maps along with pacing guides, differentiated lesson plans, formative assessments, and summative assessments that include district initiations, such as Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC).		<b>Chandra Manning</b>	<b>08/24/2020</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 7 (0%)</b>		
1	8/14/17	Study content's standards and updates through CASA and Vertical Team meetings.		Chandra Manning	06/10/2020
		<i>Notes:</i>			
2	8/14/17	Review, implement, and revise previously created instructional units.		Lynn Fisher	08/27/2018
		<i>Notes:</i>			
3	8/14/17	Support teachers with unit development feedback from Content Coaches in English/Language Arts (ELA), Math, Science, Social Studies.		Adam Reeder	08/26/2019
		<i>Notes:</i>			
4	8/14/17	Champion the spread of LDC and MDC, led through Cohort 1 trained members, throughout the school in English/Lanugage Arts, Careeer and Technical Education, Science, and Social Studies and Math 1 and Math 2 courses. Integrate LDC and MDC in unit development, where appropriate.		Elizabeth Pack	01/31/2019
		<i>Notes:</i> LDC Cohort: Elizabeth Pack, Angela Dozier, Joshua Faircloth, Nicole Peters MDC: Kathy Kelley			
5	8/14/17	Develop standards-aligned units of instruction for all subject areas/grade levels not currently addressed.		Misty Hildreth	08/24/2020
		<i>Notes:</i>			
6	8/14/17	Ensure all instructional units take into consideration the needs of special populations through the cooperation of EC and ESL teacher leaders.		Matthew Edwards	08/24/2020
		<i>Notes:</i>			
7	8/14/17	Provide training on rigorous lesson and unit development.		Chandra Manning	06/11/2018
		<i>Notes:</i>			



Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		AHS developed a Student Intervention Team (SIT) last year, with weekly scheduled meetings. Dr. McCamish attended several meetings to coach the team through development procedures. We still need additional guidance and support to develop the procedure a teacher will follow to refer a student for special education testing and a local plan for what would qualify a student, once he/she has reached Tier 3 status and has the necessary classroom data to back up the referral. For Tier 1 and Tier 2, the school will strengthen the focus within CASAs for tracking student data and providing in-class interventions toward standards mastery.	No Development 06/12/2017		
<i>How it will look when fully met:</i>		A clearly communicated and understood set of procedures will be in place for all teachers to identify and respond to the needs of struggling students.		David Kirkland	06/10/2019
<i>Action(s)</i>	<i>Created Date</i>		<b>3 of 8 (38%)</b>		
1	8/14/17	Develop and communicate an intervention protocol for teachers to use to document and refer Tier 3 struggling students to the SIT team.		Anna Lowe	12/05/2019
<i>Notes:</i>					
2	8/14/17	Build a digital intervention-strategies-and-documentation-tools notebook for literacy, math, and behavior.		Chandra Manning	10/31/2017
<i>Notes:</i>					
3	8/14/17	Provide PD on what student data tracking can look like in a Core Success Plan model, as well as PD on how to conduct interventions with students within the 90 minute teaching block available each day.	Complete 09/12/2017	Anna Lowe	10/31/2017
<i>Notes:</i>					
4	8/14/17	Implement and monitor teacher integration of 30 minute in-class intervention time and student data tracking within the CASA group.		Kathy Rogers	06/11/2018
<i>Notes:</i>					
5	8/14/17	Establish a year-long 9th grade ELA class with one semester dedicated to reading intervention.	Complete 08/16/2017	Brian Saunders	08/16/2017
<i>Notes:</i>					

6	8/14/17	Host data-driven Family Engagement Events to support home learning and academic interventions		Yajaira Owens	02/28/2018
<i>Notes:</i>					
7	9/15/17	Establish year-long, 45-minute sections of English I, English II, Math I, and Math II so that struggling students receive a different delivery model than the traditional.	Complete 08/16/2017	Brian Saunders	08/16/2017
<i>Notes:</i>					
8	9/19/17	Form an AHS MTSS Readiness Cohort to participate in district training and school planning during the 2017-18 school year.		Seabreeze	05/16/2018
<i>Notes:</i>					
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Asheboro High School has a student services support staff consisting of four school counselors, a college adviser, a school social worker, and a school nurse. There are also mental health counselors that regularly meet with students in need. Although we have a strong support staff, we want ALL teachers and faculty to increase their knowledge and ability to support students' emotional states. School leaders are working to develop a Positive Behavior Intervention System (PBIS) that will be age appropriate and sustainable.	Limited Development 06/12/2017		
<i>How it will look when fully met:</i>		Each student will feel his/her emotional needs are well supported daily at Asheboro High School and will be able to communicate what the support looks like via a student survey administered near the end of the 2017/18 school year. Teachers will also be better equipped to identify students in need. PBIS implementation and data tracking will support students in making positive decisions through coaching as well clear and consistent expectations throughout the building. Behavior intervention plans will assist in preventing large scale discipline issues.		<b>Gayle Higgs</b>	<b>06/18/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 8 (0%)</b>		
1	8/14/17	Design and deliver professional development on relationships and getting to know each learner.		Tim Horsley	02/15/2018
<i>Notes:</i> Growth mindset PD--Brian Saunders Student survey implementation--Tim Horsley Engaging students of poverty PD and/or high-achieving, high-poverty schools PD--Dr. Julie Pack					
2	8/14/17	Post PBIS signage with the school's behavior matrix throughout the		James Popp	01/02/2018

		school (classrooms, hallways, bathrooms, etc.)			
<i>Notes:</i>					
3	8/14/17	Share monthly PBIS and discipline professional development, information, data, or strategies with teachers during staff meetings.		Gayle Higgs	06/11/2018
<i>Notes:</i>					
4	8/14/17	Monitor consistency of Code of Conduct implementation of Office Discipline Referrals.		Brian Saunders	06/11/2018
<i>Notes:</i>					
5	8/14/17	Implement functional behavior assessments and behavior intervention plans.		Anna Lowe	06/11/2018
<i>Notes:</i>					
6	8/14/17	Create a spreadsheet of students failing more than one subject.		Tim Horsley	11/01/2017
<i>Notes:</i>					
7	8/14/17	Establish a Life Skills curriculum for 9th graders that is conducted for 30 minutes a week for 6-9 weeks.		David Kirkland	08/15/2018
<i>Notes:</i>					
8	8/14/17	Administer a student survey in Spring 2018 to collect student perspective data.		Gayle Higgs	06/11/2018
<i>Notes:</i>					
	<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>			While we feel good about opportunities students have to recover credits, we would prefer that students demonstrate proficiency the first time they take a course so they can move to the next grade or the next level within a subject area. Movement of students toward 4-year cohort graduation is vital. We have NOVA Academy and the Success Academy to assist students who fall behind with their necessary credits, but overall we want students to better understand their 4-year plan from the time they walk onto our campus.	Limited Development 08/14/2017	
<b>How it will look when fully met:</b>			Student data will be used to help guide and counsel students, resulting in a lower failure and retention rate. Mentoring, from both staff and peers, will help students navigate through each year of high school. The 4-year cohort graduation rate will be at 98% or higher every school year. with students prepared for careers or college through interest		<b>David Kirkland</b> <b>06/10/2019</b>

		tests, counseling, and relative assignments.			
<b>Action(s)</b>	<b>Created Date</b>		<b>1 of 5 (20%)</b>		
1	8/14/17	Launch "The Success Academy" in 2017/18.	Complete 08/28/2017	David Kirkland	08/28/2017
		<i>Notes:</i> The Success Academy is a re-envisioning of the Long-Term Intervention Program (LTIP) that will allow students with emotional, academic, or behavioral needs an environment to receive the specific support they need in order to be successful in the program while also working toward graduation requirements that mirror that of Nova Academy Students.			
2	8/14/17	Implement a grade-by-grade spreadsheet of students failing more than one subject.		Tim Horsley	11/01/2017
		<i>Notes:</i>			
3	8/14/17	Ensure that 100% of sophomores take a career aptitude test.		Courtney McGowan	10/31/2018
		<i>Notes:</i> We want students to take better ownership over their academic progress. To encourage this ownership, we want them to have a vision for their future. The ASVAB (or another career aptitude test) provides a glimpse of potential post-graduation careers.			
4	8/30/17	Implement a peer mentoring program for incoming freshmen.		Gayle Higgs	09/28/2018
		<i>Notes:</i>			
5	8/30/17	Establish a Life Skills curricula for 9th graders that is conducted for thirty minutes a week for 6-9 weeks.		David Kirkland	08/15/2018
		<i>Notes:</i>			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
	<b>KEY</b>	<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<i>Initial Assessment:</i>			A Support & Improvement Team was established in the 2017-2018 school year.	Full Implementation 06/12/2017	
	<b>KEY</b>	<b>B1.03</b>	<b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<i>Initial Assessment:</i>			We currently meet once a month. The team is comprised of administrators and teachers who are elected by their department.	Limited Development 06/12/2017	

		There are some special appointments to the team by the principal. There are two student reps and at least two parent reps. Most teachers serve 1-2 year terms.			
<b>How it will look when fully met:</b>		AHS's Leadership Team will meet at least twice a month to progress monitor student achievement data, beginning in September 2017. Team meetings may include the larger School Leadership Team, Department Chairs, or School Leadership Team Subcommittees.		<b>Jonathan Dillion</b>	<b>06/11/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 5 (0%)</b>		
1	8/15/17	Set agendas to guide each School Leadership Team meeting.		Jonathan Dillion	06/11/2018
		<i>Notes:</i>			
2	8/15/17	Have minutes recorded and shared with the principal and School Leadership Team process manager.		Chandra Manning	06/11/2018
		<i>Notes:</i>			
3	8/15/17	Meet the first Wednesday of each month to analyze overall student achievement data.		Brian Saunders	06/11/2018
		<i>Notes:</i>			
4	8/15/17	Schedule administrative and department chair meetings for the third week each month to discuss subject area student achievement.		Brian Saunders	06/11/2018
		<i>Notes:</i>			
5	8/15/17	Establish School Leadership Team subcommittees to work based on needs to meet school improvement plan objectives.		Jonathan Dillion	06/11/2018
		<i>Notes:</i>			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
	<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
				<b>Target Date</b>	
<b>Initial Assessment:</b>			Currently teachers have met with content partners in "Collaboration Around Student Achievement" (CASA) meetings. Scheduling can, at times, get in the way of effective teacher teams. Also, some teachers do not have clearly defined roles within teams.	Limited Development 06/12/2017	
<b>How it will look when fully met:</b>			Teachers will have CASA teams that meet on a weekly basis or a monthly departmental basis if there is no other teacher who teaches that same subject.		<b>Chandra Manning</b> <b>06/15/2018</b>

Action(s)	Created Date		3 of 6 (50%)		
1	8/15/17	Ensure that teacher teams will attend content area CASA meetings three times a month and a planning period meeting once a month.		Chandra Manning	06/15/2018
<i>Notes:</i>					
2	8/15/17	Provide PD on what student data tracking can look like in a Core Success Plan model, as well as PD on how to conduct interventions with students within the 90 minute teaching block available each day.	Complete 09/12/2017	Nicole Winsley	09/29/2017
<i>Notes:</i>					
3	8/15/17	Train teachers in student achievement data documentation and collection.	Complete 09/12/2017	Yajaira Owens	09/15/2017
<i>Notes:</i>					
4	8/15/17	Review alternate schedules to build extended teacher team meeting time into the school day.		Brian Saunders	06/15/2018
<i>Notes:</i>					
5	8/15/17	Utilize student achievement & progress data to reflect as a CASA and adjust individual instruction.		Kathy Rogers	06/15/2018
<i>Notes:</i>					
6	8/15/17	Establish whole school and small group CASA norms.	Complete 09/12/2017	Chandra Manning	09/15/2017
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
	B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school currently has block scheduling, which provides a 90 minutes of instruction every day. Teachers offer 1-2 days of tutoring help after school. Snacks are available for students during this after-school tutoring time.	Limited Development 08/30/2017		
<i>How it will look when fully met:</i>		Students will have options available to them, beyond their classroom time, to gain the assistance they need to master the standards in a course.		Brian Saunders	08/15/2018
Action(s)	Created Date		0 of 3 (0%)		
1	9/15/17	Form a committee to review our current practice and evaluate its		Jonathan Dillion	12/13/2017

		effectiveness.			
<i>Notes:</i>					
2	9/15/17	Gain data on the frequency of tutoring in the building.		Jonathan Dillion	10/31/2017
<i>Notes:</i>					
3	9/15/17	Determine those individuals who are finding success with after-school tutoring with their students and seek to have them present to their peers.		Chandra Manning	01/17/2018
<i>Notes:</i>					
<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Formal evaluations take place based on state and/or district time tables and expectations within the NCEES TruNorth Logic system online. Walkthroughs, classroom visits, and quick feedback are high priorities for the administration and are somethings the teaching staff has indicated as a desire as well.	Limited Development 06/12/2017		
<b>How it will look when fully met:</b>		School administration spends an average of 15% of their time being visible and 25% of time observing teaching and learning.		<b>Brian Saunders</b>	<b>06/11/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 5 (0%)</b>		
1	8/15/17	Assign school administration duties so they are able to roam for supervision versus staying in one location		Administrative Team	06/18/2018
<i>Notes:</i>					
2	8/15/17	Provide teachers with their walkthrough feedback within 24 hours.		Administrative Team	06/11/2018
<i>Notes:</i>					
3	8/15/17	Assign an administrator to each CASA team.		Administrative Team	06/11/2018
<i>Notes:</i>					
4	8/15/17	Plan professional development so that an administrator leads a focus topic each month.		Administrative Team	06/18/2018
<i>Notes:</i>					
5	8/15/17	Promote and support the "Let's get REAL" theme as a building of educators focused on one common goal through signage around the school and weekly words of wisdom.		David Kirkland	06/11/2018
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Professional development and school improvement is not always based on performance data and classroom observation data across all content areas throughout the district.	Limited Development 06/12/2017		
<i>How it will look when fully met:</i>		The School Leadership Team will review student performance data and aggregate classroom observation data to inform professional development strategies. Furthermore, CASA groups will review student progress and achievement data weekly or bi-weekly in order to inform instruction and intervention.		<b>Brian Saunders</b>	<b>06/11/2018</b>
Action(s)	Created Date		0 of 6 (0%)		
1	8/30/17	Review classroom walkthrough data as an instructional and administrative team.		Brian Saunders	06/11/2018
<i>Notes:</i>					
2	8/30/17	Review and analyze biweekly common formative assessment data in CASA groups.		Kathy Rogers	06/11/2018
<i>Notes:</i>					
3	8/30/17	Identify and train staff on most effective instructional practices.		Chandra Manning	06/08/2018
<i>Notes:</i>					
4	8/30/17	Create a walkthrough form to align with best practices		David Kirkland	09/22/2017
<i>Notes:</i>					
5	8/30/17	Introduce and educate staff on peer observations.		Chandra Manning	11/02/2017
<i>Notes:</i>					
6	9/15/17	Review aggregate data within School Leadership Team.		Jonathan Dillion	06/08/2018
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			



KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		There have been recent strides in recruiting high-quality teachers. Supports are in place to retain teachers from year to year and the turnover rate bears witness to the success of these supports. The area of growth here is in rewarding and celebrating the staff more often, and not just admin to teacher, but peer to peer as well.	Limited Development 06/12/2017		
<i>How it will look when fully met:</i>		Results from the Teacher Working Condition Survey show upward trends.		James Popp	06/10/2019
<i>Action(s)</i>	<i>Created Date</i>		0 of 2 (0%)		
1	8/15/17	Establish and explain a Teacher of the Month reward program.		James Popp	10/05/2017
<i>Notes:</i>					
2	8/15/17	Display within the building, and digitally, staff accomplishments and innovation highlights.		Laura Holland	06/10/2019
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>		<b>Family Engagement</b>			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have hosted some Academic Family-Teacher Team (AFTT) meetings recently, but they have not been widely attended or very effective in connecting parents with the school community. Only 1% of parents participated in our 2016-17 AFTT events.	Limited Development 06/12/2017		
<i>How it will look when fully met:</i>		Through our community engagement events, we will increase our family engagement participation by 10% during the 2017-18 school year.		Gayle Higgs	06/11/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 3 (0%)		
1	8/15/17	Hold family engagement events where teachers and students share classroom progress through data, discussion, and student work/performance.		Yajaira Owens	03/01/2018
<i>Notes:</i> Oct. 2nd, Nov. 7th, & Feb. 15th: Oct. 2nd FAFSA, CIEE, Parent Portal, ACT, SAT, and teachers sharing student data w/ parents ; Nov. 7th Report Card Night : Feb. 15th devoted to educating parents on					

everything that is REGISTRATION					
<b>2</b>	8/15/17	Partner with the Asheboro branch of the Randolph Public Library to empower students and parents with the print, oral, and digital resources in libraries and media centers locally and within schools.		Laura Holland	03/08/2018
<i>Notes:</i>					
<b>3</b>	8/15/17	Host the 2nd annual Community Engagement Night for students to share their service experiences and reflections.		Gayle Higgs	05/03/2018
<i>Notes:</i>					

Policies  
For  
Approval

**A. PURPOSES**

The board is committed to the goal of providing a safe and orderly learning environment in each school. The educational program and the student behavior management plan developed at each school, in addition to numerous other strategies identified in board policy, are intended to create such an environment and to help each student be a successful and contributing member of the school community.

Alternative learning programs are provided as an option for those instances in which a student's behavior management or academic performance needs cannot be met in a regular educational setting. The purposes of an alternative learning program are: (1) to intervene and address problems that prevent a student from achieving success in the regular educational setting; (2) to reduce the risk that a student will drop out of school by providing resources to help the student resolve issues affecting his or her performance at school; (3) to return a student, if and when it is practicable, to the regular educational setting with the skills necessary to succeed in that environment; and (4) to preserve a safe and orderly learning environment in the regular educational setting.

**B. ALTERNATIVE LEARNING PROGRAMS**

Alternative learning programs should serve the purposes described above. Such alternative education programs are expected to meet all board policy and state requirements. In addition, alternative education programs and support services should be designed to facilitate students' transition back to the regular educational setting when appropriate.

All school personnel at alternative learning programs should receive training so that students enrolled in such programs receive appropriate educational services.

The superintendent or designee shall direct school officials at each alternative learning program to develop a behavior management plan, an academic student learning plan, a conflict resolution plan, and/or a parental involvement plan to address student needs, in accordance with board policy. The board encourages the principal and other school personnel, in developing these plans, to review successful alternative education programs and make effective use of the resources provided by the superintendent or designee.

The superintendent or designee will review these plans in accordance with board policy. While providing flexibility at the school level to develop the plans, the superintendent will only approve plans that are reasonably likely to meet the purposes of an alternative learning program.

Prior to implementing a new alternative learning program, the board will develop a program proposal that is consistent with the State Board of Education standards for

alternative learning programs. The board then will submit the proposal to the State Board for its review. After the proposal has been reviewed by the State Board, the board will consider any recommendations from the State Board to modify the proposal before implementing the alternative learning program.

The board will review on a regular basis whether the school system's alternative learning programs comply with State Board standards.

### **C. ASSIGNMENT TO ALTERNATIVE LEARNING PROGRAMS**

Students generally are assigned to a school based on attendance area. However, as provided by law, the board may assign any student to a school outside of his or her attendance area in order for the student to attend a specialized school or for any other reason the board, in its sole discretion, deems sufficient. The assignment or transfer of a student with a disability will comply with applicable federal and/or state requirements for students with disabilities. Students may be assigned to an alternative learning program on a voluntary or involuntary basis, or pursuant to a disciplinary suspension. The transfer process is provided below.

#### **1. Responsibilities of Personnel at Referring School**

In addition to any other procedures required by this policy, prior to referring a student to an alternative learning program, the principal of the referring school must:

- a. document the procedures that were used to identify the student as being at risk of academic failure or as being disruptive or disorderly;
- b. provide the reasons for referring the student to an alternative learning program or school; and
- c. provide to the alternative learning program all relevant student records, including anecdotal information.

#### **2. Responsibilities of School Personnel at the Alternative Learning Program**

In addition to any other procedures required by this policy, once a student is placed in an alternative learning program, the appropriate school personnel of the program must meet to review the student's records and any other documentation forwarded by the referring school. Based on these records and any input provided by the parent or guardian concerning the student's needs, the personnel at the alternative program shall determine the support services and intervention strategies that are recommended for the student.

If a student who is subject to G.S. 14-208.18 is assigned to an alternative school, the student must be supervised by school personnel at all times.

3. Voluntary Referral

The board encourages parental involvement in decisions regarding the child's education and in identifying effective options for addressing concerns regarding the child's behavior or academic performance.

Voluntary assignments are encouraged whenever possible. A voluntary assignment is an agreement by the parent or guardian, the principal, and the disciplinary review committee that assignment is an appropriate option for the particular student. After agreement has been reached, the principal of the regular educational setting and the principal of the alternative learning program or school shall arrange the process and time for the assignment. The principal of the regular educational setting shall notify the superintendent of the assignment.

4. Involuntary Referral

A student may be required to be assigned from the regular educational setting to an alternative learning program under any of the following circumstances:

- a. the student presents a clear threat to the safety of other students or personnel;
- b. the student presents a significant disruption to the educational environment in the regular educational setting;
- c. the student is at risk of dropping out or not meeting standards for promotion, and resources in addition to or different from those available in the regular educational setting are needed to address the issue;
- d. the student has been charged with a felony or a crime that allegedly endangered the safety of others, and it is reasonably foreseeable that the educational environment in the regular educational setting will be significantly disrupted if the student remains; or
- e. if the Code of Student Conduct provides for a transfer as a consequence of the student's behavior.

Prior to an involuntary assignment in circumstances where a student is experiencing academic or developmental difficulties or chronic social/behavioral problems, the principal or disciplinary committee of the referring school shall document the student's behavior and academic performance and efforts to assist the student in the regular educational environment as provided in Section C.1. School administrators are encouraged to meet with the student's parents or guardians to try to reach a consensus how to address the student's difficulties at school.

The preceding steps are encouraged, but not required in the case of an involuntary assignment arising from a disciplinary reassignment or when the student's behavior immediately endangers other students or personnel.

If an agreement for voluntary assignment is not reached and a basis for involuntary assignment exists, the principal may refer the student to a multi-disciplinary team to determine whether the student should be assigned to an alternative program. The principal must provide in writing: (1) an explanation of the student's behavior or academic performance that is at issue; (2) documentation or a summary of the documentation of the efforts to assist the student in the student's regular educational setting, if applicable; and (3) documentation of the circumstances that support the referral.

A copy of the referral and other documentation must be provided to the parents or guardian by certified mail or in person. The parent may request an informal meeting with the superintendent or designee to discuss the assignment.

The multi-disciplinary team shall consist of the student's parent or guardian and at least three school system employees who are informed about the student's needs. The team shall meet to consider the principal's referral and determine whether the student will be assigned to an alternative program. The student's parent or guardian shall be provided written notice of the time, place, and date of the meeting.

At the meeting, the multi-disciplinary team shall determine whether the student will be assigned to the alternative program. The student's parent or guardian shall be provided written notice of the team's decision, as well as notice of the parent or guardian's appeal and due process rights. If the student's parent or guardian attended the team meeting, such notice shall be provided at the end of the meeting. If the student's parent or guardian did not attend the meeting, such notice shall be provided by certified mail within one business day of the meeting.

If the multi-disciplinary team approves the assignment, the principal of the regular educational setting and the coordinator of the alternative program shall make all necessary arrangements.

The parent may appeal the superintendent's decision to the board. The board will hear the appeal in closed session and will follow its procedures as provided in policy 2500, Hearings Before the Board. During the period of the appeal, the student may be assigned to the alternative learning program.

5. Assignment of Student with Disabilities to Alternative Programs

If the principal intends to refer for an involuntary assignment to the alternative program a student who is eligible for services under the Individuals with Disabilities Education Act (IDEA), the principal shall first convene the student's

Individual Education Program (IEP) team to determine whether such an assignment constitutes a change in placement for the student. All decisions regarding changes in a student's placement or service delivery must be made by the student's IEP team. If the IEP team determines that the proposed assignment would not constitute a change in placement, the principal shall refer the proposed assignment to the multidisciplinary team for consideration in accordance with the process described in subsection C.4, above.

All additional requirements specific to the assignment of students with disabilities to an alternative program established by State Board of Education policy shall be observed

6. Appeals Process

If the student's assignment is the result of an IEP team decision, parents or guardians who are dissatisfied with the decision must comply with the due process procedures set forth in Procedures Governing Policies and Services for Children with Disabilities, as adopted by the State Board of Education.

In all other cases, within three business days of receiving written notice of the multidisciplinary team's decision, the parent or guardian may appeal the decision in writing to the superintendent, who shall review the documentation and render a decision within five business days, absent extraordinary circumstances that require additional response time. Parents and guardians who are dissatisfied with the superintendent's decision may appeal to the board. The board will hear the appeal in closed session and will follow its procedures as provided in policy 2500, Hearings Before the Board. During the period of the appeal, the student may be transferred to the alternative learning program or school, except as prohibited by the IDEA.

7. Assignment During a Long-Term or 365-Day Suspension

A student who receives a long-term or 365-day suspension may be offered services in the alternative learning program for a portion or the full duration of the suspension. See policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion. Any student who receives a long-term or 365-day suspension must be offered alternative education services unless the superintendent provides a significant or important reason for declining to offer such services. Alternative education services include, but are not limited to, the alternative programs or schools established in this policy in accordance with G.S. 115C-105.47A.

8. Assignment of Student Sex Offenders

The board may decide, pursuant to G.S. 115C-390.11(a)(2), to assign a student who is subject to G.S. 14-208.18 to an alternative learning program or school.



**D. TRANSITION FROM ALTERNATIVE LEARNING PROGRAMS**

In most instances, the goal of the alternative learning program is to return the student to the regular educational setting with the skills necessary to succeed in that environment as soon as practicable. The personnel of the alternative learning program and those of the regular educational setting shall work together to help create a successful transition for the student.

If the student is not or will not be returned to the regular educational setting, the alternative learning program will assist in the student's transition to other educational settings, including other programs offered by the school system or a community college or vocational school.

For students identified as eligible under the IDEA, the student's IEP team shall make all transition decisions that would result in a change in placement.

**E. EVALUATION OF ALTERNATIVE LEARNING PROGRAMS****1. State Accountability**

The board will determine annually how each alternative p will participate in the State Alternative Schools' Accountability Model. The superintendent shall provide for this information to be reported to the North Carolina Department of Public Instruction by August 1 of each year.

**2. Information to be Reported to the Board of Education**

Each year, the board will evaluate each alternative learning program or school based upon reports provided by the superintendent and any other information the board wishes to consider. In addition to data required by policy 3430, School Improvement Plan, each alternative learning program or school must report the following information annually to the board:

- a. annual program goals; and
- b. performance on annual goals.

To assist the board in evaluating an alternative learning program or school, each alternative school or program's school improvement plan must include measures of the effectiveness of the alternative program or school.

**3. Items to be Considered**

In addition to any other outcomes the board deems important, the board will determine whether:

- a. the alternative learning program or school complies with State Board standards;
- b. the alternative learning program or school incorporates best practices for improving student academic performance and reducing disruptive behavior;
- c. school personnel at the alternative learning program or school are well-trained and provided with appropriate professional development;
- d. the alternative learning program or school is organized to provide coordinated services;
- e. students at the alternative learning program or school receive high quality and rigorous academic instruction; and
- f. the alternative learning program or school assists students in transitioning back to the regular educational setting or to other educational settings.

Legal References: G.S. 14-208.18; 115C-47(32a), -105.27, -105.47A, -105.48, -276(r), -288, -367, -369, -390.7, -390.9, -390.10, -390.11; State Board of Education Policy ACCT-038, DROP-001, EXCP-001; *Policies Governing Services for Children with Disabilities*, as amended (Public Schools of N.C.); *Policies and Procedures for Alternative Learning Programs and Schools* (NC Dept. of Public Instruction, October 2014), available at <https://eboard.eboardsolutions.com/Meetings/Attachment.aspx?S=10399&AID=31595&MID=1590>

Cross References: Parental Involvement (policy 1310/4002), Hearings Before the Board (policy 2500), School Improvement Plan (policy 3430), Conflict Resolution (policy 3431), Student Sex Offenders (policy 4260), School Plan for Management of Student Behavior (policy 4302), Student Discipline Records (policy 4345), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353), Assignments/Reassignments/Transfers (policy 7440)

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

Revised: May 11, 2000, February 8, 2007, January 8, 2009, October 13, 2011, July 9, 201

The school system computers, networks, and other technological resources support the educational and administrative functions of the school system. Because employees and students depend on these systems to assist with teaching and learning and because sensitive and confidential information may be stored on these systems, system integrity and security is of utmost importance.

**A. NETWORK AND INFORMATION SECURITY**

The school system information technology systems are valuable assets that must be protected. To this end, school technology personnel shall evaluate each information technology asset and assign protective controls that are commensurate with the established value of such assets. Appropriate security measures must be in place to protect all information technology assets from accidental or unauthorized use, theft, modification, or destruction, and to prevent the unauthorized disclosure of restricted information. Network security measures must include an information technology system disaster recovery process. Audits of security measures must be conducted annually.

All personnel shall ensure the protection and security of information technology assets that are under their control.

**B. SECURITY AWARENESS**

The technology director or designee shall provide employees with information to enhance awareness regarding technology security threats and to educate them about appropriate safeguards, network security, and information security.

**C. MALWARE PROTECTION**

Malware detection programs and practices must be implemented throughout the school system. The superintendent or designee is responsible for ensuring that the school system network includes current software to prevent the introduction or propagation of computer malware.

**D. TRAINING FOR USE OF TECHNOLOGICAL RESOURCES**

Users should be trained as necessary to use technological resources effectively and in a manner that maintains the security of the network infrastructure and ensures compliance with state and federal law and regulations. Such training should include information related to remote access, virus protection, the state student information and instructional improvement system applications, network and information security, and other topics deemed necessary by the superintendent or technology director. Training may be conducted as part of the technology-related professional development program (see policy 3220, Technology in the Educational Program).

**E. ACCESS TO INFORMATION TECHNOLOGY SYSTEMS**

Access to the school system's information technology assets will be controlled and managed to ensure that only authorized devices/persons have access.

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1. User ID and Password

All users of information technology systems must be properly identified and authenticated before being allowed to access such systems. The combination of a unique user identification and a valid password is the minimum requirement for granting access to information technology systems. Depending on the operating environment, information involved, and exposure risks, additional or more stringent security practices may be required as determined by the superintendent or technology director. The technology director or designee shall establish password management capabilities and procedures to ensure the security of passwords.

2. Student Information System

The technology director or designee shall ensure that all school system computers with access to the state student information system application pursuant to State Board of Education Policy TCS-C-018 adhere to relevant standards and requirements established by the State Board of Education, including provisions related to user identification, and password and workstation security standards. Employees must follow all such standards when using any computer to access the student information system, including when using the employee's personal computer.

3. Remote Access

The superintendent and technology director may grant remote access to authorized users of the school system's computer systems. The technology director or designee shall ensure that such access is provided through secure, authenticated, and carefully managed access methods.

Legal References: G.S. 115C-523, -524; State Board of Education Policy SBOP-018

Cross References: Professional and Staff Development (policy 1610/7800), Technology in the Educational Program (policy 3220), Technology Responsible Use (policy 3225/4312/7320), Internet Safety (policy 3226/4205), School Improvement Plan (policy 3430), Use of Equipment, Materials, and Supplies (policy 6520)

Other References: *State of North Carolina Statewide Information Security Manual* (Enterprise Security and Risk Management Office), available at <http://it.nc.gov/document/statewide-information-security-manual>

Adopted: January 20, 2009

Revised: June 30, 2009; August 29, 2012, December 12, 2013, March 12, 2015, February 9, 2017

**A. GENERAL PRINCIPLES**

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

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

**B. RECRUITMENT**

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

All vacancies must be adequately publicized within the school system so that employees will be informed of opportunities for promotion or transfer to new jobs. Vacancies also may be publicized externally to attract qualified applicants.

**C. CRIMINAL HISTORY**

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

A criminal history check and a check of sex offender registries must be conducted on all final candidates for employment with the school system. Criminal history checks must be conducted in accordance with state law and any procedures established by the superintendent. School officials shall not require candidates to disclose expunged arrests, charges, or convictions and shall not ask candidates to voluntarily disclose such

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information without first advising that disclosure is not required. The superintendent or designee shall report to the State Board of Education any licensed individual who is found to have a criminal history, as required by State Board policy.

A final candidate for employment or for hiring as an independent contractor will be excluded from hiring on the basis of criminal conduct only when doing so is job-related and consistent with business necessity. If a final candidate is found to have been convicted of a criminal offense, other than a minor traffic violation, the superintendent shall determine whether the individual is qualified for employment despite the criminal history by considering, among other things, whether the individual poses a threat to the safety of students or personnel or has demonstrated that he or she does not have the integrity or honesty to fulfill the duties of the position. The following factors will be considered in making this determination: (1) the nature and gravity of the offense or conduct; (2) the time that has passed since the offense or conduct and/or completion of the sentence; and (3) the nature of the job sought. Before the superintendent may exclude a final candidate based on his or her past criminal convictions, the superintendent must give the candidate the opportunity to demonstrate that the exclusion does not properly apply to him or her.

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

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

## **D. SELECTION**

### **1. Qualifications**

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

- a. application;
- b. education and training;
- c. licensure and certification (when applicable);
- d. relevant experience;

- e. personal interviews; and
- f. references and/or background checks.

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

## 2. Nepotism

- a. For purposes of this subsection, the following definitions apply.
  - i. “Immediate family” means spouse, parent, child, brother, sister, grandparent, or grandchild. The term includes the step, half, and in-law relationships.
  - ii. “Central office staff administrator” includes principals, directors, supervisors, specialists, assistant superintendents, and superintendent.
- b. Before any immediate family of any board of education member or central office staff administrator is employed by the board or engaged in any capacity as an employee, independent contractor, or otherwise, (1) the board member or central office staff administrator must disclose the familial relationship to the board and (2) the prospective employment or engagement must be approved by the board in a duly called open session meeting.
  - i. An employee who knowingly fails to disclose a familial relationship to the board as required will be subject to disciplinary action up to and including dismissal.
  - ii. Notification by the employee to human resources will be deemed disclosure to the board. The human resources department is responsible for conveying the disclosure to the board before the board takes action on the prospective employment or engagement.
- c. When making recommendations for the selection and assignment of personnel, the superintendent shall attempt to avoid situations in which one employee occupies a position in which he or she has influence over the employment status, including hiring, salary, and promotion, of another employee who is a member of the first employee’s immediate family.
- d. No administrative or supervisory personnel may directly supervise a member of his or her immediate family.

## 3. Employment Procedures

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

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

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

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 *et seq.*; Americans with Disabilities Act of 1990, 42 U.S.C. 12101 *et seq.*; Equal Educational Opportunities Act of 1974, 20 U.S.C. 1703; Equal Pay Act of 1963, 29 U.S.C. 206; Fair Credit Reporting Act, 15 U.S.C. 1681 *et seq.*; Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. 2000ff *et seq.*; Military Selective Service Act, 50 U.S.C. Appx. 453; Rehabilitation Act of 1973, 29 U.S.C. 794; Title VII of the Civil Rights Acts of 1964, 42 U.S.C. 2000e *et seq.*; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*; Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. 4301 *et seq.*; 8 U.S.C. 1101 *et seq.*; *Green v. Missouri Pacific Railroad* (8<sup>th</sup> Cir. 1975); *Enforcement Guidance on the Consideration of Arrest and Conviction Records in Employment Decisions Under Title VII of the Civil Rights Act of 1964*, U.S. Equal Employment Opportunity Commission (April 25, 2012), available at [http://www.eeoc.gov/laws/guidance/arrest\\_conviction.cfm](http://www.eeoc.gov/laws/guidance/arrest_conviction.cfm); G.S. 14-208.18; 15A-153; 114-19.2; 115C-36, -47, -276(j), -332; 126-7.1(i), -16; 127A-202.1; 127B-10, -12, -14; 143B-421.1; 16 N.C.A.C. 6C .0313; State Board of Education Policies BENF-009 and NCAC-6C.0313

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

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

Administrative Procedure: Yes

Revised: April 8, 1998, August 14, 2008, June 14, 2012, February 13, 2015, March 11, 2016



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

**A. LICENSURE AND OTHER QUALIFICATION REQUIREMENTS**

1. Except as otherwise permitted by the State Board of Education or state law, a professional employee must hold at all times a valid North Carolina license appropriate to his or her position.
2. To the extent possible, all professional teaching assignments will be in the area of the professional employee's license except as may be otherwise allowed by state and federal law and State Board policy. In addition, all professional teachers employed to teach core academic subjects must be "highly qualified" as required by the State Board of Education. Core academic subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
3. The board encourages lateral entry into the teaching profession by skilled individuals from the private sector who meet state licensing requirements.

**B. EXCEPTIONS TO LICENSURE REQUIREMENTS**

1. Emergency Permit to Practice

In extenuating circumstances when no other appropriately licensed professionals or persons who are eligible for a lateral entry license are available to fill a position, the board may employ for up to one year an individual who holds an emergency permit to practice issued by the State Board of Education. An emergency permit is not renewable.

2. Adjunct CTE Instructors

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

**C. BEGINNING TEACHER SUPPORT PROGRAM**

The superintendent or designee shall develop a plan and a comprehensive program for beginning teacher support. The plan must be approved by the board and kept on file for review. The superintendent or designee shall submit an annual report on the Beginning

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Teacher Support Program to the Department of Public Instruction (DPI) by October 1 of each year. The report must include evidence of demonstrated proficiency on the Beginning Teachers Support Program Standards and evidence of mentor success in meeting Mentor Standards. The school system will also participate in implementing a regionally-based annual peer review and support system.

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

**D. LICENSE CONVERSION**

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

**E. LICENSE RENEWAL**

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

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

Decisions regarding the employment of teachers who fail to meet the required proficiency standard for renewal of a continuing license will be made in accordance with state law G.S. 115C-296(b)(1)b.4 and applicable State Board of Education requirements.

**F. PARENTAL NOTIFICATION**

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

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

**G.     EQUITABLE DISTRIBUTION OF TEACHERS**

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

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6301 *et seq.*; 34 C.F.R. 200.55-57, 200.61; G.S. 115C-296, -325(e)(1)(m) (applicable to career status teachers), -325.4(a)(12) (applicable to non-career status teachers), -333, -333.1; State Board of Education Policies EVAL-004, EVAL-023, LICN-001, -004, -005, -018, -021, NCAC-6C.0102, NCAC-6C.0307

Adopted: June 1997

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

# **OCCUPATIONAL EXPOSURE TO HAZARDOUS CHEMICALS IN SCIENCE LABORATORIES**

*Policy Code:*

**7265**

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It is the policy of the board to comply with federal regulations and state statutes regarding hazardous chemicals as set forth in the Federal Register, 29 CFR §1910.1450 and the North Carolina Administrative Code, 13 N.C.A.C. 7F.0101, by attempting to limit occupational exposure of employees to hazardous chemicals or other potentially hazardous materials that could cause injury or death.

## **A. UNIVERSAL PRECAUTIONS**

Universal precautions must be used at all times. Because few laboratory chemicals are without hazards, the school system shall establish general precautions for handling all laboratory chemicals. Additional precautions consistent with state and federal standards shall be established for the handling of known hazardous chemicals and unknown substances. The program standards for the control of hazardous chemicals as outlined in the Occupational Safety and Health Act (OSHA) rule, "Occupational Exposure to Hazardous Chemicals in Laboratories" (standard 1910.1450), the North Carolina Administrative Code, and/or the most current standards available must be followed.

## **B. SCHOOL SYSTEM REQUIREMENTS**

The superintendent shall ensure that:

1. Aa Chemical Hygiene Plan is developed in accordance with OSHA-issued regulations or the most current available federal and/or state standards issued and that all elements of the Chemical Hygiene Plan are met, including, but not limited to, standard operating procedures for handling hazardous chemicals, such as the use of personal protective equipment and hygiene practices;; control measures to reduce employee exposure to hazardous chemicals;; standards for laboratory protective equipment; identification of laboratory procedures and activities requiring prior approval; proper employee training;; and the assignment of a Chemical Hygiene Officer;
2. bulk elemental mercury, chemical mercury compounds and bulk mercury compounds are not used as teaching aids in science classrooms;
3. labels on incoming containers of hazardous chemicals are not removed or defaced, all safety data sheets received with incoming shipments are maintained and readily accessible to employees, and a current inventory of chemicals is in use and maintained;
4. all employees are trained and apprised of the hazards of chemicals present in their work area and understand how to report unsafe conditions and how to perform proper cleanup;

5. all employees have access to a copy of the Hazardous Chemicals Policy and Chemical Hygiene Plan;
6. science laboratories comply with the OSHA Right-to-Know legislation, bloodborne pathogens regulations (see policy 7260, Occupational Exposure to Bloodborne Pathogens), laboratory standards as provided by the Chemical Hygiene Plan, and other safety rules and guidelines of the profession;
7. records are established and maintained of any measurements taken to monitor employee exposures and any medical consultations or examinations required;
8. the Chemical Hygiene Plan is reviewed annually by a committee appointed by the superintendent and updated as necessary;
9. this policy is reviewed annually and, as needed, updated annually; and
10. a copy of the Chemical Hygiene Plan is submitted to the State Board of Education by January 31 of each school year.

#### **C. TESTING**

Whenever an event takes place in the work area such as a spill, leak, explosion or other occurrence resulting in the likelihood of a hazardous exposure, the employee exposed to the hazard may receive a medical examination at the school system's expense.

Legal References: 29 C.F.R. §1910.1450; G.S. 115C-47(47); 13 NCAC 7F.0101; State Board of Education Policy SCOS-017

Cross References: Occupational Exposure to Bloodborne Pathogens (policy 7260)

Other Resources: *Safe, Orderly and Caring Schools Assessment Inventory*, Safety Provisions – Science Education (North Carolina Department of Public Instruction, Division of School Improvement)

Adopted: October 9, 2008

Revised: January 8, 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 21<sup>st</sup> 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.

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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



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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 NCAC-6C-0601

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

Updated: August 29, 2012, December 12, 2013, March 12, 2015, June 9, 2016

## **EXTRACURRICULAR AND NON-INSTRUCTIONAL DUTIES**

*Policy Code:*

**7405**

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The board acknowledges that instructing students is the primary mission of the school system. Generally, in order to carry out the responsibilities of the school system, teachers and other employees may also be required to perform certain non-instructional and extracurricular duties. Assigned additional duties are considered part of all employees' responsibilities. However, assignment of additional duties to teachers should be minimized to allow time for teachers to plan, collaborate with colleagues, conduct conferences with parents, tutor students and perform any other activities that have a direct impact on student achievement. Beginning teachers also need adequate opportunities to develop their professional skills and need access to experienced teachers who will provide mentoring to them. In light of these goals, the principal of each school has the authority to assign extracurricular and non-instructional duties as necessary to conduct the business of the school, within the following guidelines.

### **A. EXTRACURRICULAR DUTIES**

Initially licensed teachers may not be assigned extracurricular duties unless they request the assignments in writing.

#### **1. Extracurricular Duties Defined**

Extracurricular duties include those duties performed by a teacher outside the regular school day that involve students and are not directly related to the instructional program. Examples of extracurricular activities for which consent is required include such things as coaching duties, taking tickets at sporting events and acting as a faculty sponsor for a student club. Extracurricular duties do not include such things as time spent in parent-teacher conferences or activities related to courses taught by the teacher, such as band concerts that are performed as a part of band class.

#### **2. Exceptions Permitted for Compelling Reasons**

In cases of compelling need, initially licensed teachers may be required to perform extracurricular duties if the procedures set forth in this paragraph are followed.

##### **a. Compelling Need Defined**

A compelling need arises when the principal of a school is not reasonably able to provide adequate supervision by qualified personnel at extracurricular activities without using initially licensed teachers and no initially licensed teachers have volunteered in writing to perform these activities. In determining whether a compelling need exists, it will be assumed that teaching assistants and other non-licensed employees may not be assigned to extracurricular duties unless the assignment is approved in

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advance by the superintendent or designee. Examples of compelling need include circumstances when:

- 1) an employee who is scheduled to perform an extracurricular duty is unexpectedly unavailable and the position must be filled quickly;
- 2) the school principal cannot adequately fill extracurricular duty positions without additional reliance on initially licensed teachers; or
- 3) an extracurricular duty must be supervised by individuals with certain experience, skills or qualifications and initially licensed teachers are the only qualified staff members who possess the required experience, skills or qualifications.

b. Process for Granting a Compelling Need Waiver

1) Board Waiver

In cases in which the need for a waiver is reasonably foreseeable and there is an opportunity to bring the matter before the board of education for approval prior to the extra duty, the superintendent shall bring the matter to the board for a decision on the waiver request. The recommendation for a waiver must be in writing and set forth the circumstances requiring the waiver. The board minutes or other documentation will reflect the reasons for granting the waiver.

2) Superintendent Waiver

If there is not a scheduled board meeting prior to the need to provide adequate supervision at the extracurricular activity, the superintendent may waive the requirement upon a finding of compelling need. The superintendent shall make a written record of all such waivers and the circumstances for requesting each waiver. At the next regular board meeting, the superintendent shall report to the board any past waivers made and the reasons therefore. If the waiver is for an ongoing activity, the superintendent must seek and obtain board approval to continue the initially licensed teacher in the extracurricular activity in accordance with the procedure in paragraph (1) above.

3) Principal Waiver

If there is an exigent need to waive the policy, such as the unexpected illness or absence of an employee, then the school

principal is authorized to waive the policy temporarily for up to five days. However, the principal must report the waiver to the superintendent in writing, setting forth the circumstances requiring the waiver. The superintendent must approve all waivers over five days, as provided in paragraph (2) above. The board must approve all continuing waivers at its next regular meeting, as provided in paragraph (1) above.

4) Teacher Access to Records

The teacher may request and is entitled to receive any documentation regarding waivers requested or granted under this policy.

**B. NON-INSTRUCTIONAL DUTIES**

Principals shall minimize the assignment of non-instructional duties to all teachers, including initially licensed teachers. Specifically, teachers should not be required to use their daily planning periods on an ongoing and regular basis to supervise students. Planning periods generally should be reserved for course planning and meetings with other professional staff regarding the instructional program.

1. Non-Instructional Duties Defined

Non-instructional duties refer to those duties that are not directly involved with the instructional program or the implementation of the current statewide instructional standards, but that all teachers are expected to do. These duties include such things as bus duty, carpool duty and regular and ongoing use of planning periods to monitor hallways and cafeterias. Nothing in this policy should be construed to relieve teachers of the responsibility to provide for the safety and supervision of students during regular school hours, as necessary to maintain order and discipline in the school.

2. Distribution of Non-Instructional Duties

Non-instructional duties should be distributed equitably among employees to the extent that it is reasonably possible to do so. In assigning non-instructional duties, consideration should be given to the need for initially licensed teachers to have adequate professional development, planning time and access to experienced teachers who can share their expertise. Principals are responsible for structuring these opportunities in a way that will be beneficial to the students and employees at their schools.

**C. EVALUATION**

The failure of an initially licensed teacher to volunteer to perform extracurricular

duties is not appropriate grounds to lower the teacher's evaluation or just cause for a less than proficient evaluation rating of an initially licensed teacher, provided that the teacher has conducted himself or herself in a professional manner when declining to accept extracurricular duties. However, a teacher's failure to perform an assigned non-instructional or extracurricular duty in a competent and professional manner may be considered as a part of the teacher's evaluation.

Legal References: G.S. 115C-47(18a), -301.1; State Board of Education Policy LICN-004

Adopted: September 9, 1999

Revised: May 11, 2000, May 10, 2012, January 8, 2015, March 11, 2016

The board recognizes the importance of establishing a clear contractual relationship with teachers employed by the school system. All teacher employment contracts entered into by the board will meet the requirements of state law and State Board of Education policy. For the purposes of this policy, the term “teacher” is defined as a person who meets the requirements of G.S. 115C-325.1(6). An individual who is employed under a part-time teacher contract does not meet this definition of teacher; however, the board’s performance expectations established in this policy apply to such individuals.

Employment contracts for teaching will be granted or renewed only for individuals of proven ability who strive for excellence. Teachers should be familiar with the current statewide instructional standards for their teaching assignment and able to teach the curriculum effectively. The board expects teachers to facilitate student learning and effectively carry out the responsibilities of providing for a safe and orderly environment in which students learn and become college and career ready.

The board will employ teachers upon the recommendation of the superintendent. The superintendent is expected to be able to substantiate any new contract or renewed contract recommendation with data from the selection process for an applicant (see policy 7100, Recruitment and Selection of Personnel) and with evaluation data for a current teacher (see policy 7810, Evaluation of Licensed Employees). The superintendent’s recommendation for a new or renewed contract must include the length of the term of the contract. For more information regarding a decision by the superintendent not to recommend that the board offer a teacher a renewed contract, see policy 7950, Non-Career Status Teachers: Nonrenewal.

If the board is not satisfied that an applicant or employee has met the standards established by the board, initial or continued employment will be denied, following any statutorily prescribed procedures.

A teacher who has or obtains a contract with the school system is expected to strive for excellence, meet all performance standards established by the board, state law, and State Board of Education policy, and pursue professional development as provided in policy 1610/7800, Professional and Staff Development. Any employee who is unable or unwilling to meet reasonable standards of the board, the standards of state law or the State Board of Education, or the terms of the employment contract may be subject to demotion or dismissal, as provided in policy 7930, Professional Employees: Demotion and Dismissal.

Legal References: G.S. 115C-36, -47(18), -325.1, -325.3 through -325.13; S.L. 2013-360; State Board of Education Policy BENF-009

Cross References: Professional and Staff Development (policy 1610/7800), Hearings Before the Board (policy 2500), Recruitment and Selection of Personnel (policy 7100), Evaluation of Licensed Employees (policy 7810), Professional Employees: Demotion and Dismissal (policy 7930), Non-Career Status Teachers: Nonrenewal (policy 7950)

Adopted: June 12, 2014

**A. GENERAL EMPLOYMENT OF SUBSTITUTES**

The school system will employ substitute teachers as deemed appropriate by the administration and in accordance with State Board policies. The board recognizes the importance of employing licensed teachers as substitutes and will give first priority to substitutes who hold or have held any teaching license and second priority to those who have completed Effective Teacher Training or comparable professional development courses. Teaching experience also will be considered.

A criminal history check will be conducted on applicants for substitute teaching positions in accordance with policy 7100, Recruitment and Selection of Personnel, and administrative procedures.

**B. TEACHER ASSISTANTS AS SUBSTITUTES**

A teacher assistant may serve as a substitute teacher in the classroom(s) in which the assistant is regularly assigned and will be paid additional compensation according to state policies.

**C. PARENTAL NOTIFICATION**

In accordance with policy 1320/3560, Title I Parent and Family Engagement, school principals shall notify the parent of any child who receives instruction in a core academic subject for four or more consecutive weeks from a substitute teacher who does not meet the certification and licensure standards for the grade level and subject area to which the substitute teacher has been assigned.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6312(e)(1)(B)(ii); G.S. 115C-12, -36, -47, -332; 16 N.C.A.C. 6C .0313, 16 N.C.A.C. 6C .0403; State Board of Education Policies NCAC-6C.0313, NCAC-6C.0403

Cross References: Title I Parent and Family Engagement (policy 1320/3560), Recruitment and Selection of Personnel (policy 7100)

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

Revised: April 7, 2008; April 28, 2009; March 28, 2013, September 12, 2013, June 8, 2017



The board of education believes that it is important for employees to have leave available to attend to personal, civic, and professional matters as well as to meet family commitments. This need for leave is to be balanced with the need to provide an effective instructional program for students. No employee may be discharged, demoted, or otherwise subjected to adverse employment action for taking leave in accordance with board policies and administrative procedures.

All requests for leave, with or without pay, must be addressed in accordance with state and federal law, as well as policies promulgated by the State Board of Education, including those specified in the most current edition of the *North Carolina Public Schools Benefits and Employment Policy Manual*, available at <http://www.ncpublicschools.org/district-humanresources/key-information>.

In addition to applicable laws and regulations, the following board policies apply to leave requests. The superintendent is directed to develop administrative procedures and make them available to any employee upon request.

**A. MINIMUM LEAVE TIME**

An employee may take any type of leave in increments of hours unless otherwise specified in this policy.

**B. CONTINUOUS LEAVE OF MORE THAN 10 DAYS**

An employee must comply with the notice and verification requirements provided in policy 7520, Family and Medical Leave, for continuous leave of more than 10 days if: (1) the leave also is eligible for leave under the Family and Medical Leave Act (FMLA), defined in policy 7520, and (2) the leave is designated as FMLA-eligible at the time it is taken or as soon as is feasible thereafter.

**C. SICK LEAVE**

The superintendent or designee may require a statement from a medical doctor or other acceptable proof that the employee was unable to work due to illness. Employees who anticipate using sick leave for more than a single day must inform the principal or immediate supervisor in advance so that arrangements may be made to reassign the employee's duties during the period of absence.

**D. PERSONAL LEAVE**

Teachers earn personal leave at a rate of .20 days for each full month of employment, not to exceed two days per year. Unused personal leave may be carried forward from one year to another and may be accumulated without limitation until June 30 of each year. On June 30, personal leave in excess of five days shall be converted to sick leave so that a maximum of five days of personal leave is carried forward to July 1. At the time of his or her

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retirement, a teacher may also convert accumulated personal leave to sick leave for creditable service towards retirement.

Personal leave must be used in half or whole day units. Personal leave may be requested by application in accordance with the policies of the State Board of Education and may be used only upon the authorization of the teacher's immediate supervisor. A teacher shall not take personal leave on the first day he or she is required to report for the school year, on a required teacher workday, on days scheduled for state testing, or on the day before or the day after a holiday or scheduled vacation day, unless the request is approved by the principal. On all other days, if the request is made at least five days in advance, the request will be automatically granted subject to the availability of a substitute teacher. The teacher cannot be required to provide a reason for the request.

#### **E. VACATION LEAVE**

The superintendent or designee has the authority to approve the vacation schedules of all personnel. To promote the efficient operation of the schools, the superintendent may designate certain periods during the nonacademic year as preferred vacation periods for 12-month employees. Vacation earned by 12-month teachers during the two months of "extended employment" may be taken only upon the authorization of the employee's immediate supervisor and in accordance with procedures established by the superintendent. Vacation earned by teachers and other 10-month employees during the 10-month school-year employment may be taken as outlined in the school-year calendar. If a teacher schedules vacation leave in accordance with the school calendar, the board and/or principal must give the teacher at least 14 calendar days' notice before requiring the teacher to work on the scheduled day(s), unless the teacher waives the notice requirement.

Annual vacation leave may be accumulated without any applicable maximum until June 30 of each calendar year. On June 30, accumulated annual vacation leave in excess of 30 days will be converted to sick leave so that only 30 workdays of annual vacation leave are carried forward.

An employee who has unused vacation time from another school system in North Carolina may have the vacation time transferred to this school system.

Instructional personnel who must be replaced by a substitute may not take earned vacation on days when school is in session for students unless the employee's absence is due to the employee's own catastrophic illness and the employee has exhausted all of his or her sick leave or unless the employee qualifies as a new parent. In such instances, the employee will not be required to pay the substitute.

Within any given year, instructional personnel who do not require a substitute may be granted a maximum of five vacation days when students are in attendance. Such days may not be consecutive. Leave will not be granted for days immediately before or immediately following days when students are out of school. Leave will not be granted on mandatory staff development days. An exception to these restrictions may be made when an employee

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is absent due to a catastrophic illness and the employee has exhausted all of his or her sick leave.

The superintendent shall establish procedures for reviewing requests for the use of vacation leave for catastrophic illness by instructional personnel.

**F. CHILD-SCHOOL INVOLVEMENT LEAVE**

All employees may take up to four hours of unpaid leave per year to attend or otherwise be involved in the school of a child for whom the employee is a parent, guardian or person standing in loco parentis.

**G. COMPENSATORY LEAVE**

Because professional employees are expected to fulfill all job duties, compensatory leave should apply only in extraordinary circumstances.

Employees who are not exempt from the provisions of the Fair Labor Standards Act may accrue compensatory time (comp time) at a rate of one and one-half hours for every one hour worked in lieu of receiving overtime pay for each hour worked beyond 40 in a given workweek. For the purpose of compliance with the Fair Labor Standards Act, the workweek for school system employees will be from 12:00 a.m. Saturday until 11:59 p.m. Friday. Supervisors shall arrange for employees to take comp time within one pay period following the time it is earned, if possible. The superintendent or designee may exempt certain employees or categories of employees from this comp time provision when deemed necessary for the proper administration of the school system.

An employee must obtain approval from his or her immediate supervisor before taking compensatory leave.

**H. MILITARY LEAVE**

Employees may take up to 15 workdays of paid military leave during the federal fiscal year, which runs from October 1 through September 30. Paid military leave may be used for: (1) active duty training in the Reserve Components of the U.S. Armed Forces, including the National Guard, the Army Reserve, the Naval Reserve, the Marine Corps Reserve, the Air Force Reserve, and the Coast Guard Reserve; (2) required physical examinations relating to membership in a reserve component; and (3) regularly scheduled unit assemblies, also referred to as drills. For infrequent special activities in the interest of the state when authorized by the Governor or designee, members of the National Guard may be paid for up to 30 days in addition to the 15 days allowed for training.

**I. LEAVE OF ABSENCE WITHOUT PAY**

An employee may be granted a leave of absence without pay for the following reasons and for a period of time of up to one calendar year, renewable at the discretion of the

superintendent with approval from the board:

1. military leave (see also policies 7520, Family and Medical Leave, and 7530, Military Leave);
2. personal illness in excess of sick leave;
3. family leave (see also policy 7520);
4. professional leave; and
5. other reasons at the discretion of the superintendent with the approval of the board.

An employee seeking leave is responsible for making necessary arrangements as provided in the administrative procedures. Except in the case of an emergency, an employee who desires a leave of absence without pay shall provide at least 60 days' notice and shall submit a request in writing to the board stating the beginning and ending dates of the desired leave of absence. The employee is expected to consult with the principal or his or her immediate supervisor. The superintendent may request documentation from the employee in support of his or her request. In determining the length of absence without pay that will be approved, with the exception of military and family leave, due and proper consideration must be given to the welfare of the students as well as the employee. The superintendent may require the employee to give notice of his or her intent to return to work at reasonable time intervals during the leave.

Once a leave of absence without pay has been requested by an employee and approved by the board, the dates are binding unless both parties agree to a change.

Legal References: G.S. 95-28.3; 115C-12, -36, -47, -84.2, -285, -302.1, -316, -336, -336.1; 16 N.C.A.C. 6C -0405; State Board of Education Policy BENF-001, *North Carolina Public Schools Benefits and Employment Policy Manual* (N.C. Dept. of Public Instruction, current version), available at <http://www.ncpublicschools.org/district-humanresources/key-information>

Cross References: Family and Medical Leave (policy 7520), Military Leave (policy 7530), Voluntary Shared Leave (policy 7540), Absences Due to Inclement Weather (policy 7550)

Adopted: May 9, 2013

Revised: January 9, 2014, February 12, 2015

The board supports the practice of bringing employees back to work after a work-related injury or illness as soon as they are medically able in order to enhance the employees' recovery while minimizing the impact of work-related injuries on school system operations.

The superintendent or designee is directed to establish a return to work program that is consistent with federal and state law, board policy, and State Board of Education requirements. The objectives of the program will be to:

1. assist employees who are recovering from a work-related temporary injury or illness to safely return to full duty without restrictions at the earliest possible time;
2. assist recovering employees who have temporary work restrictions to return to a temporary, time-limited transitional work assignment of modified or alternate duties approved by the authorized health care provider, when practicable and in the best interests of the school system to do so;
3. assist employees with permanent work restrictions to find available suitable employment within the school system; and
4. maintain close communication, coordination, and cooperation between the employee, school system representatives, and others working to expedite the employee's recovery and return to work.

The superintendent or designee shall provide specific procedures to guide all employees in carrying out the return-to-work program. All supervisory employees are expected to fully comply with the program procedures and to assist in meeting the program's objectives. Employees experiencing work-related injuries or illnesses shall fulfill all responsibilities assigned to them under the return-to-work program and shall fully comply with the applicable requirements of the North Carolina Workers Compensation Act.

If an employee refuses an approved transitional duty assignment or other suitable employment offered under this policy or under the return-to-work program required by this policy, the superintendent or designee shall notify the workers' compensation administrator who may ~~to~~ apply to terminate the employee's workers' compensation benefit payments in accordance with the North Carolina Workers' Compensation Act. In addition, the employee will be subject to disciplinary action to the extent consistent with law.

This policy and any procedures developed by the superintendent to implement this policy are not intended to, and do not, confer any additional employment rights on any employee, including any right to a transitional duty assignment, nor will they be construed as recognition by the school system that any employee who participates in the return-to-work program has a disability as defined by the Americans with Disabilities Act of 1990, the Rehabilitation Act of 1973, or the North Carolina Persons with Disabilities Protection Act. Furthermore, nothing in this policy shall

be construed to require the superintendent to create an employment position for an employee returning to work with restrictions that prevent the employee from completing the essential functions of his or her previous position.

Legal References: Americans with Disabilities Act of 1990, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. Part 35; Family and Medical Leave Act of 1993, 29 U.S.C. 2601 *et seq.*, 29 C.F.R. Part 825; Rehabilitation Act of 1973, 29 U.S.C. 701 *et seq.*, 34 C.F.R. Part 104; North Carolina Persons with Disabilities Protection Act, G.S. ch. 168A; North Carolina Workers' Compensation Act, G.S. 97, art. 1; 115C-12(43), -337; State Board of Education Policy INSR-001

Cross References: Family and Medical Leave (policy 7520)

Adopted: July 9, 2015

Revised: August 11, 2016

The board recognizes that an effective staff is critical to the smooth operation of the school system and to creating a learning environment in which students can succeed. The board further believes that students will not excel in performance unless those who most directly affect students, including school administrators, teachers, and other licensed professionals, excel in their performance. It is the intent of the board to employ only those licensed employees who continuously exhibit a pattern of behavior that exemplifies excellent performance.

The board places a high priority on securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. An effective evaluation program that clearly describes an employee's performance is a critical aspect of professional growth and assistance. Further, performance evaluation data is an important factor for consideration in decisions regarding continued employment. The superintendent must be able to substantiate any recommendation for continued employment with evaluation data, among other factors.

The superintendent is directed to develop and implement an effective evaluation system for licensed personnel that is consistent with State Board of Education policies. School administrators who are responsible for conducting evaluations shall comply with all state requirements with regard to the type and frequency of evaluation, including as applicable, the processes for evaluating licensed employees in schools designated as low performing. The principal shall evaluate teachers and may incorporate any guidelines or strategies developed by the State Board to assist in the evaluations. The principal shall provide teachers' access to EVAAS data as required by law and shall notify teachers at least annually when the data is updated to reflect teacher performance from the previous school year. The superintendent or designee shall evaluate principals and assistant principals.

All licensed personnel must be evaluated at least annually using state-approved evaluation instruments in conformance with the processes established by the State Board in the North Carolina Educator Evaluation System for that class of personnel. Teachers with fewer than three consecutive years of experience will be evaluated annually in accordance with state law and the comprehensive evaluation cycle established in State Board Policy EVAL-004. For teachers with three or more years of experience, the abbreviated evaluation process established in State Board Policy EVAL-004 satisfies the annual evaluation requirement; however, a teacher receiving an abbreviated evaluation may request that the evaluator conduct a formal observation. In addition, in any given year, the principal may elect to use the comprehensive or standard evaluation processes set forth in State Board Policy EVAL-004 or require additional formal or informal observations to evaluate a teacher with three or more years of experience. The principal also may supplement the State Board evaluation processes for other categories of licensed personnel by requiring additional observations or other evaluation measures. The annual evaluation of principals and assistant principals must include a mid-year review.

The evaluation system must incorporate the following directives.

1. Evaluators must clearly identify exemplary performance as well as deficiencies in performance.
2. Evaluators are encouraged to use supplementary means of assessing and documenting performance in addition to the state performance standards, assessment rubrics, and evaluation instruments, including, but not limited to, additional formal observations, informal observations, conferences, reviews of lesson plans and grade books, interactions with the employee, plans of growth or improvement, and any other accurate indicators of performance.
3. Student performance and growth data will be considered as a part of the evaluation of licensed personnel, as provided in the assessment rubric for the class of employees under evaluation. For teachers, such data shall include analysis of student work for performance-based courses and student performance as measured by the statewide growth model for educator effectiveness or as otherwise authorized by the State Board of Education and approved by the local board. Multiple means of assessing student performance must be used whenever possible. If only one method is used to measure student performance, it must be a clearly valid tool for evaluating an employee's impact on student performance.
4. Peer observations of teachers with fewer than three consecutive years of experience must be conducted as required by law using the evaluation instrument and process established by the State Board and must be considered by the school administrator in evaluating teacher performance.
5. Supervisors and principals should facilitate open communication with employees about performance expectations.
6. An employee who is unclear about how performance is being assessed or who desires additional evaluation opportunities should address these issues with his or her immediate supervisor.
7. Evaluators will be held accountable for following the evaluation system and all applicable state guidelines on the evaluation of employees.
8. Evaluation data will be submitted to the central office personnel file in accordance with state law and policy 7820, Personnel Files.
9. Evaluation data will be used in making employment decisions, including decisions related to professional and staff development (see policy 1610/7800, Professional and Staff Development), and suspension, demotion, and dismissal of employees (see policy 7930, Professional Employees: Demotion and Dismissal and policy 7940, Classified Personnel: Suspension and Dismissal). Employment decisions may be made by the board and administrators regardless of whether evaluators have followed the evaluation system, so long as there is a legally sufficient basis for the decisions.



10. The superintendent and all evaluators are encouraged to develop ways to recognize distinguished performance and to capitalize on the abilities of such exemplary employees in helping other employees.

The superintendent shall develop any other necessary procedures and shall provide training, as necessary, to carry out the board's directives and to meet state requirements.

Legal References: G.S. 115C-47(18), -286.1, -325, -333, -333.1; State Board of Education Policies EVAL-004 through -006, EVAL-022, Eval-025 through -031

Cross References: Professional and Staff Development (policy 1610/7800), School Administrator Contracts (policy 7425), Plans for Growth and Improvement of Licensed Employees (policy 7811), Personnel Files (policy 7820), Professional Employees: Demotion and Dismissal (policy 7930), Classified Personnel: Suspension and Dismissal (policy 7940)

Adopted: February 9, 2012

Revised: January 9, 2014, March 11, 2016, August 11, 2016, June 8, 2017

The board is committed to designing new and renovated facilities in a manner that maximizes the use of space, conserves environmental resources and produces structurally sound and safe buildings. All school buildings should be designed to create safe, orderly and inviting learning environments where students can succeed. School buildings also will be planned to the extent feasible for maximum use by the community and for providing extended services to students.

The superintendent is responsible for overseeing the design of facilities that have been identified in the long-range facility needs plan and have been approved for funding. New or renovated facilities must be designed to meet all legal requirements, including legal standards for accessibility and use of facilities by persons with disabilities. Plans also must take into consideration the facilities guidelines developed by the North Carolina Department of Public Instruction. The superintendent will utilize services of outside professionals, including architects and other consultants, in the facility design and construction. Any contract for professional services must be (1) reviewed by the board attorney, (2) be approved by the board, unless the board delegated this authority to the superintendent in policy 6420, Contracts with the Board, and (3) meet the requirements of any applicable board policies. (See policy 9110, Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk.) The superintendent also should involve school staff, parents and students in the design of school buildings.

Before investing any money in the construction of any new building, or when using any state money for the erection, repair, or equipping of any building, the superintendent must submit the plans to the State Board for review and comment and must review the plans based upon a consideration of the comments received.

Plans for science facilities in middle and high schools are subject to approval by the State Board of Education in accordance with G.S. 115C-521(c1) and State Board of Education policy.

The superintendent shall report periodically to the board on the development of facility plans. The superintendent also will report on the State Board's review of facility plans conducted pursuant to G.S. 115C-521(c) and this policy and must specifically address any concerns noted by the State Board. The board will give final approval of facility plans before any money may be spent on new buildings or renovations.

Legal Reference: 29 U.S.C. § 794(b); 34 C.F.R. pt. 104 (subpt. C); 42 U.S.C. §12101 *et seq.*; 28 C.F.R. pt. 35 (subpt. D); G.S. 115C-204, -521; 133, arts. 1 and 3; State Board of Education Policies SCFC-005, *North Carolina Public School Facilities Guidelines*, and SCFC-006, *Procedures Manual: Public School Building Capital Fund*, both available at [www.schoolclearinghouse.org/](http://www.schoolclearinghouse.org/)

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Cross Reference: Contracts with the Board (policy 6420), Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk (policy 9110)

Other Resources: North Carolina Department of Public Instruction School Planning Publications, available at <http://www.schoolclearinghouse.org/>

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

Revised: July 10, 2014, August 13, 2015, August 11, 2016



## **Points of Pride Update**

October 5, 2017

### **Asheboro High School Students Accepted to Student L.I.F.T Program**

The Student LIFT Class kicked off the 2017-2018 program with an Orientation held on September 6th. Student Leadership Information For Tomorrow, LIFT, is a program sponsored by the Asheboro/Randolph Chamber of Commerce. The program, in its 22nd year, offers twenty-six rising high school sophomores and juniors who reside in Randolph County the opportunity to learn more about the area through day-long sessions following a ropes course. Students from Asheboro High School include: Will Clauser; Mary Cate Kovash, Georgia Shipley, and Lauren Smith.

### **Asheboro City Schools Names Exceptional Children Teacher of Excellence**

Ms. Kristen Toscano has been selected as the 2017 Exceptional Children Teacher of Excellence for Asheboro City Schools. Ms. Toscano is truly committed to growing as an educator and she is an extraordinary team member. She is EC certified and certified to teach middle school ELA, Math, Science, and Social Studies. The district is proud to recognize her hard work, passion, and commitment to the students in Asheboro City Schools.

*\*Ms. Toscano will be recognized at the 2017 NCDPI Exceptional Children Educator of Excellence on November 16. We will then recognize her under Special Presentations and Recognitions at the December 14 Board of Education meeting.*

### **Asheboro Zoo FFA Leadership Announced for 2017-2018**

Congratulations to Destiney Houghtalen and Nathaly Trinidad who were elected to the 2017-2018 Guil-Rand FFA Federation Officer Team! Destiney will serve as President and Nathaly will serve as Historian along side seven other students from Guilford and Randolph counties. Mrs. Elizabeth Pack will also serve as the Federation advisor for this team this year!

### **DECA Kicks Off School Year with Breakfast with A Buddy Interest Meeting**

Asheboro High School DECA hosted "Breakfast with a Buddy," their membership information gathering for potential DECA students. AHS DECA Leadership includes Co-Presidents, Andrew Cox and Ashley Holland. Miriam Rico and Skyy Nunn serve as secretary and treasurer. Approximately 30 students attended the meeting.

### **Luke Hurley – Finalist for National Science Festival Competition**

Luke Hurley, an eighth grade student attending South Asheboro Middle School, placed second in the Chemistry division at the North Carolina Science and Engineering Fair last March. The event was hosted at Meredith College and featured regional science fair winners from across the state. First and second place state winners were nominated to compete in the Broadcom Master's Program, a nation-wide science fair for middle school students. Although Hurley did not make the semi-finals, we are still incredibly proud of his accomplishments and for making it as far as he did in the science competition. Way to go Luke!

Day	Date	Event	Time	Location
Monday	2-Oct	Academic Family Teacher Team Mtg and Title 1 at C. W. McCrary Elementary School	5:15 - 7 p.m.	C.W. McCrary Elementary School
Monday	2-Oct	Academic Family Teacher Team Mtg at Asheboro High School	4:30 - 7:30 p.m.	Asheboro High
Tuesday	3-Oct	Balfour PTO Meeting	6:30 p.m.	Balfour Media Center
Wednesday	4-Oct	International Walk to School Day	7 a.m.	Donna Lee Loflin Elementary School
Thursday	5-Oct	ACS Board of Education Meeting	7:30 p.m.	Professional Dev. Center
Friday	6-Oct	ACS Manufacturing Day at Randolph Community College	All day	Randolph Community College
Monday - Friday	Oct. 9-13	Asheboro High Spirit Week	All day	Asheboro High
Monday	9-Oct	Asheboro High Powder Puff Game	7 - 9 p.m.	Lee J. Stone Stadium
Monday	9-Oct	Guy B. Teachey PTO Family Reading Night	5-7 p.m.	Guy B. Teachey Elementary School
Monday - Friday	Oct. 9 - 13	Guy B. Teachey PTO Scholastic Book Fair	School Day	Guy B. Teachey Elementary School
Tuesday	10-Oct	SAMS 6th Grade Concert	7:30 - 9 p.m.	Performing Arts Center
Wednesday	Oct. 11-13	NCSBA Law Conference	1:00 p.m.	Asheville, NC
Thursday	12-Oct	Asheboro High Chorus Concert	7:30-9 p.m.	Performing Arts Center
Thursday	12-Oct	Donna Lee Loflin Cultural Heritage Night featuring a potluck dinner	5 - 7 p.m.	Donna Lee Loflin Elementary School
Friday	13-Oct	Asheboro High Homecoming Pep Rally	2-3:30 p.m.	Asheboro High New Gym
Friday	13-Oct	Asheboro High Homecoming Football Game	7:30 p.m.	Lee J. Stone Stadium (AHS)
Tuesday	17-Oct	All-County Chorus Performance	6:00 p.m.	Performing Arts Center
Tuesday	17-Oct	Guy B. Teachey PTO Biscuitville After Dark	5 - 8 p.m.	Biscuitville (Highway 64)
Thursday	19-Oct	Lindley Park World Heritage Night	5:30 - 7 p.m.	Lindley Park Elementary School
Thursday	19-Oct	McCrary Multicultural Festival	5 - 7 p.m.	McCrary Elementary School
Friday	20-Oct	Balfour PTO Fall Ball	6-8 p.m.	Balfour
Tuesday	24-Oct	Asheboro High BANDORAMA	7:30 p.m.	Performing Arts Center
Tuesday	24-Oct	Balfour Academic Family Teacher Team Mtg	5:30 - 6:30 p.m.	Balfour
Friday	27-Oct	Asheboro High Senior Night at Home Football Game	7:30 p.m.	Lee J. Stone Stadium (AHS)
Tuesday	31-Oct	Asheboro High College Fair	9-10 a.m.	Asheboro High
Monday - Thursday	Nov. 6 - 9	Guy B. Teachey School PTO Invite a Veteran to Lunch Week	Lunch period	Guy B. Teachey Elementary School
Tuesday	7-Nov	ACS Middle School Tours	6 -7 p.m.	NAMS and SAMS
Tuesday	7-Nov	Academic Family Teacher Team Mtg. at Donna Lee Loflin Elementary	5:30 - 6:45 p.m.	Donna Lee Loflin Elementary School
Tuesday	7-Nov	Academic Family Teacher Team Mtg. at Asheboro High	4:30 - 7:30 p.m.	Asheboro High
Tuesday	7-Nov	Balfour PTO Meeting	6:30 p.m.	Balfour Media Center
Thursday	9-Nov	Asheboro High Blood Drive	All Day	Asheboro High Original Gym
Thursday	9-Nov	ACS Board of Education Meeting	7:30 p.m.	Professional Dev. Center
Thursday	9-Nov	Guy B. Teachey Elementary Academic Awards Celebration	8 a.m. - 11 a.m.	Guy B. Teachey Elementary School

Friday	Nov. 10-12	Field of Honor (Asheboro/ Randolph Chamber of Commerce)	Fri. 10 a.m. - Sun. 4 p.m. □ Opening ceremony 12 noon on 10th □ Closing ceremony 3 p.m. on 12th	SAMS Ball Field
Saturday	11-Nov	Veteran's Day Parade (AHS Marching Band and Mustache Fraternity)	4:00 p.m.	Downtown Asheboro
Monday - Friday	Nov. 13-17	American Education Week	All Day	All Sites
Monday - Friday	Nov. 13-17	Principal for a Day	TBD	TBD
Monday - Wednesday	Nov.13-15	NCSBA Annual Conference	All Day	Greensboro (Koury Center)
Thursday	16-Nov	Academic Family Teacher Team Mtg at South Asheboro Middle School	5 - 7 p.m.	SAMS Media Center
Thursday	16-Nov	Guy B. Teachey Elementary PTO Chick-Fil-A Night	5 - 8 p.m.	Chick-fil-A (Highway 64)
Thursday - Sunday	Nov. 16-19	Asheboro High Park Street Players Fall Show	Thurs-Sat 7:30 - 10 p.m. Sun - 2:30	Performing Arts Center
Friday	17-Nov	BalfourWorld Heritage Night	5:30-7 p.m.	Balfour Elementary School
Tuesday	28-Nov	Guy B. Teachey Elementary PTO Dish N Keepsake Day	School Hours	Guy B. Teachey Elementary School
Thursday	30-Nov	District DECA Competition	All day	Winston-Salem, NC
Friday	1-Dec	Christmas Parade (AHS Marching Band)	7:00 p.m.	Downtown Asheboro
Monday	4-Dec	Hour(s) of Code	5-7 p.m.	Professional Dev. Center
Tuesday	5-Dec	SAMS Chorus Concert	7:30 - 9 p.m.	Performing Arts Center
Tuesday	5-Dec	Balfour PTO Meeting	6:30 p.m.	Balfour Media Center
Thursday	7-Dec	**Superintendent's Holiday Lunch**	11:30 a.m. - 1 p.m.	Professional Dev. Center
Thursday	7-Dec	Asheboro High Chorus Concert	7:30 - 9:00 p.m.	Performing Arts Center
Friday	8-Dec	Christmas on Sunset (Select Asheboro High Marching Band members)	6:00 - 9:00 p.m.	Downtown Asheboro
Monday	11-Dec	Middle School Band Concert	7:30 - 9 p.m.	Performing Arts Center
Tuesday	12-Dec	Middle School Band Concert	7:30 - 9 p.m.	Performing Arts Center
Wednesday	13-Dec	Senior Holiday Lunch	11:45 a.m. -1:30 p.m.	Donna Lee Loflin Elementary School
Wednesday	13-Dec	Asheboro High Band Concert	7:30 - 9 p.m.	Performing Arts Center
Thursday	14-Dec	ACS Board of Education Meeting	7:30 p.m.	Professional Dev. Center
Friday	15-Dec	Asheboro High Winter Band Concert	7:30 p.m.	Performing Arts Center
Tuesday	19-Dec	Asheboro High Jazz and Percussion Concert	7:30 PM	Performing Arts Center
Wednesday	20-Dec	Advanced Placement Reception	3:45 p.m.	Asheboro High Media Center
Thursday	21-Dec	Guy B. Teachey Elementary PTO Chick-Fil-A Night	5 - 8 p.m.	Chik-fil-A (Highway 64)
<b>2018</b>				
Tuesday	2-Jan	Balfour PTO Meeting	6:30 p.m.	Balfour Media Center
Thursday	4-Jan	District Science Fair	8 a.m. - 1 p.m.	NAMS
Tuesday	9-Jan	NAMS Spelling Bee	2:30 PM	NAMS Little Theater
Thursday	11-Jan	District Science Fair (rain date)	8 a.m. - 1 p.m.	NAMS
Thursday	11-Jan	ACS Board of Education Meeting	7:30 p.m.	Professional Dev. Center
Thursday	11-Jan	ACS Board of Education Appreciation Reception	5:30 p.m.	Professional Dev. Center

Friday	12-Jan	Donna Lee Loflin Spelling Bee	1 p.m.	Donna Lee Loflin Elementary School
Friday	12-Jan	SAMS Spelling Bee	9:00a.m.	SAMS Media Center
Wednesday	17-Jan	Balfour Spelling Bee	1:00 PM	Balfour multipurpose room
Thursday	18-Jan	Charles McCrary Spelling Bee	1:00 PM	CWM multipurpose room
Thursday	18-Jan	Oratorical Contest (preliminary contest)	6 p.m.	Sunset Theatre
Thursday	18-Jan	Guy B. Teachey Elementary PTO Chik-Fil-A Night	5 - 8 p.m.	Chik-fil-A (Highway 64)
Friday	19-Jan	Lindley Park Elementary Spelling Bee	8:15a.m.	Lindley Park Elementary School
Wednesday	24-Jan	MAKE-UP DATE for Balfour Spelling Bee if needed	1:00 PM	Balfour Elementary School
Thursday	25-Jan	Oratorical Concest (Final Contest)	6 p.m.	Sunset Theatre
Thursday	25-Jan	Academic Family Teacher Team Mtg - NAMS	6:30 p.m.	NAMS
Friday	26-Jan	Guy B. Teachey Spelling Bee	1:00 PM	Guy B. Teachey School multipurpose rm
Friday	26-Jan	Guy B. Teachey Elementary Academic Awards Celebration	8 a.m. - 11 a.m.	Guy B. Teachey School multipurpose rm
Saturday	27-Jan	Board Of Education Winter Board Retreat	8:00a.m.-5 p.m.	TBD
Monday	29-Jan	MAKE-UP DATE for GBT Spelling Bee, if needed	1:00 PM	Guy B. Teachey Elementary School
Tuesday	30-Jan	State of our Schools	5:00-7 p.m.	Asheboro High Media & Performing Arts Center
Friday	2-Feb	Asheboro High Student Council Spirit Night - King Comet	7:30 - 8 p.m.	Asheboro High
Tuesday	6-Feb	Academic Family Teacher Team Mtg at Guy B. Teachey Elementary	4:30-6:15 p.m.	Guy B. Teachey Elementary School
Tuesday	6-Feb	Academic Family Teacher Team Meeting - Donna Lee Loflin Elementary	5:30 - 6:45 p.m.	Donna Lee Loflin Elementary School
Tuesday	6-Feb	Balfour PTO Meeting	6:30 p.m.	Balfour Media Center
Thursday	8-Feb	ACS Board of Education Meeting	6:00 p.m.	Professional Dev. Center
Thursday	8-Feb	ACS Board Meeting - County Commissioners Invited		
Friday	9-Feb	Guy B. Teachey PTO Valentine Fancy Dance Party	2:30 - 5:30 p.m.	Guy B. Teachey Elementary School
Thursday	15-Feb	Balfour Academic Family Teacher Team Meeting	5:30 - 6:30 p.m.	Balfour Elementary School
Thursday	15-Feb	Academic Family Teacher Team Meeting at Asheboro High School	4:30 - 6:45 p.m.	Asheboro High
Thursday	15-Feb	Guy B. Teachey Elementary - PTO Chik-Fil-A Night	5 - 8 p.m.	Chik-fil-A (Highway 64)
Thursday - Saturday	Feb. 15-17	Asheboro High Park Street Players Winter Show	7:30 - 10 p.m.	Performing Arts Center
Monday - Friday	Feb.19-23	Asheboro High FFA Week	All day	Asheboro High
Tuesday	20-Feb	ACS District Spelling Bee	7:00 p.m.	Professional Dev. Center
Friday	23-Feb	All-Randolph County Honor Band	7 p.m.	Asheboro High Performing Arts Center
Saturday	24-Feb	Secondary STEAM Kick-off	9 a.m. - 12 p.m.	Asheboro High Media Center
Saturday	24-Feb	ACS Teacher Recruitment Fair	8:00a.m.-12 p.m.	Professional Dev. Center
Tuesday	27-Feb	MAKE-UP DATE: ACS District Spelling Bee	7:00 PM	Professional Dev. Center
Monday - Friday	Feb. 26-March 2	ACS Read Across the District Week	All Day	All Sites
Thursday	1-Mar	Secondary Battle of the Books	10:30 a.m.	SAMS
Friday	2-Mar	Read Across America Day	All Day	All Sites
Tuesday	6-Mar	Kindergarten Registration Day	4:00-7 p.m.	All Elementary Sites

Tuesday	6-Mar	Asheboro High Chorus Concert	7:30 - 9 p.m.	Performing Arts Center
Tuesday	6-Mar	Balfour Elementary PTO Meeting	6:30 p.m.	Balfour Media Center
Wednesday	7-Mar	ACS and RCSS Youth Art Month Reception	4:00-6 p.m.	Randolph Arts Guild
Thursday	8-Mar	ACS Board of Education Meeting and Budget Meeting	6:00 p.m.	Professional Dev. Center
Thursday - Saturday	Mar. 8-10	North Carolina State DECA Competition	All Day	Greensboro
Tuesday	13-Mar	Middle School Festival Band Concert	7:30 p.m.	Asheboro High
Thursday	15-Mar	Academic Family Teacher Team Mtg at SAMS	5 - 7 p.m.	SAMS Media Center
Thursday	15-Mar	Asheboro High Band Concert	7:30 p.m.	Asheboro High Performing Arts Center
Thursday	15-Mar	Guy B. Teachey PTO Chick-Fil-A Night	5 - 8 p.m.	Chick-fil-A (Highway 64)
Friday	16-Mar	AHS Blood Drive	All day	Asheboro High Original Gym
Sunday	18-Mar	REGIONAL SPELLING BEE	12:00pm -Registration	Milton Rhodes Center for Arts, W-S
Monday - Tuesday	March 19-20	Central District Concert Band Festival	All Day	Asheboro High Performing Arts Center
Thursday - Monday	Mar. 22 - 26	Asheboro High Band Trip (TBA)	All Day	New York, New York
Wednesday	28-Mar	Elementary Battle of the Books	9 a.m. - 12 p.m.	C.W. McCrary Elementary School
Monday-Friday	April 2-6	ACS Spring Break	All Day	Every day
Friday - Monday	April 6-9	National School Boards Association Conference	All Day	Every day
Tuesday	10-Apr	C.W. McCrary Elementary School Kindergarten Orientation	8:30 a.m. - 1 p.m. & 3 - 6 p.m.	C.W. McCrary Elementary School
Tuesday	10-Apr	Balfour Elementary - Academic Family Teacher Team Meeting	5:30 - 6:30 p.m.	Balfour Elementary School
Tuesday	10-Apr	Academic Family Teacher Team Meeting at Guy B. Teachey Elementary	4:30-6:15	Guy B. Teachey Elementary School
Wednesday	11-Apr	STEAM Competition	All Day	Asheboro High Gym and Professional Dev. Center
Thursday	12-Apr	ACS Board of Education Meeting and Budget Meeting	6 p.m.	Professional Dev. Center
Thursday	12-Apr	Asheboro High Student Council - Lemonade Lawn	7 - 8 p.m.	Asheboro High (front lawn)
Friday	13-Apr	Greensboro Symphony Performance (4th/5th graders)	9:30 a.m. - 12 p.m.	Performing Arts Center
Monday	16-Apr	Academic Family Teacher Team Meeting at Donna Lee Loflin Elementary	5:30- 6:45 p.m.	Donna Lee Loflin Elementary School
Tuesday	17-Apr	Lindley Park Kindergarten Orientation	8:30 a.m. - 1 p.m. & 3 - 6 p.m.	Lindley Park Elementary School
Thursday	19-Apr	G.B. Teachey Elementary PTO Chick-Fil-A Night	5 - 8 p.m.	Chick-fil-A (Highway 64)
Friday	20-Apr	Guy B. Teachey Elementary Academic Awards Celebration	8 a.m. - 11 a.m.	Guy B. Teachey Elementary School
Friday - Wednesday	April 20-25	International DECA Competition	All Day	Atlanta, GA
Tuesday	24-Apr	Academically Intellectually Gifted Expert Fair	5- 6 p.m.	C. W. McCrary Elementary School
Wednesday	25-Apr	Balfour Kindergarten Orientation	8:30 a.m. - 1 p.m. & 3 - 6 p.m.	Balfour Elementary School
Thursday	26-Apr	Balfour Kindergarten Orientation	8:30 a.m. - 1 p.m. & 3 - 6 p.m.	Balfour Elementary School
Thursday	26-Apr	Cap and Gown Runway - Class of 2018	10:15-10:30 a.m.	All Elementary Schools
Thursday	26-Apr	TENTATIVE - Randolph Awards for Excellence	7 p.m.	Asheboro High Performing Arts Center
Friday	27-Apr	cARTwheels Performance (3rd graders)	9:30 a.m. - 12 p.m.	Asheboro High Performing Arts Center
Friday	27-Apr	All Comet Challenge	6:00-7:30 p.m.	SAMS
Saturday	28-Apr	Asheboro High Prom	6 - 12 p.m.	105 Worth Event Center
Tuesday	1-May	Guy B. Teachey Elementary Kindergarten Orientation	12-6 p.m.	Guy B. Teachey Elementary School



Tuesday	1-May	Balfour PTO Meeting	6:30 p.m.	Balfour Media Center
Wednesday	2-May	Guy B. Teachey Elementary Kindergarten Orientation	8:30 a.m. - 1 p.m.	Guy B. Teachey Elementary School
Thursday	3-May	Mayor's Prayer Breakfast	6:45 a.m.	AVS Banquet Centre
Thursday	3-May	Donna Lee Loflin Elementary Kindergarten Orientation	8:30 a.m. - 1 p.m. & 3 - 6 p.m.	Donna Lee Loflin Elementary School
Thursday	3-May	Asheboro High Band Chamber/Percussion Music Night	7:30 p.m.	Asheboro High Performing Arts Center
Monday	7-May	Academic Family Teacher Team Meeting Night at NAMS	6:30 p.m.	NAMS
Monday-Friday	May 7-11	Teacher Appreciation Week	All Day	All Sites
Friday	11-May	Guy B. Teachey Elementary PTO Spring Event	TBD	Guy B. Teachey Elementary School
Tuesday	8-May	Teacher of the Year Banquet	6:00 p.m.	Pinewood Country Club
Tuesday	8-May	SAMS Chorus Concert	7:30 - 9 p.m.	Asheboro High Performing Arts Center
Thursday	10-May	ACS Board of Education Meeting	7:30 p.m.	Professional Dev. Center
Friday	11-May	Asheboro High Senior Showcase	7 - 10:30 p.m.	Asheboro High Performing Arts Center
Tuesday	15-May	Asheboro High Chorus Concert	7:30 - 9 p.m.	Asheboro High Performing Arts Center
Thursday	17-May	Asheboro High Jazz Concert	7:30 p.m.	Asheboro High Performing Arts Center
Thursday	17-May	Guy B. Teachey Elementary PTO Chick-Fil-A Night	5 - 8 p.m.	Chick-fil-A (Highway 64)
Friday	18-May	FFA Chapter Awards Banquet	6 - 9 p.m.	Professional Dev. Center
Thursday	24-May	Asheboro High Spring Band Concert	7 p.m.	Asheboro High Performing Arts Center
Friday	25-May	Asheboro High Academic Awards Day/ALOHA Day	Awards @ 9:30 a.m.	Performing Arts Center/ Lee J. Stone Stadium
Wednesday	30-May	Asheboro High Academic Awards Night	7 - 8 p.m.	Asheboro High Performing Arts Center
Sunday	3-Jun	Asheboro High Baccalaureate Ceremony	TBD	Asheboro High Performing Arts Center
Monday	4-Jun	Asheboro High Band Awards Banquet	6:30 p.m.	Central United Methodist Church
Tuesday	5-Jun	Balfour Elementary PTO Meeting	6:30 p.m.	Balfour Media Center
Monday-Thursday	June 4 - 7	Superintendents Reading Challenge Celebrations	TBD	All Sites
Friday	8-Jun	Last Day of School/Graduation	7:00 p.m.	Asheboro High
Monday	11-Jun	Retirement Breakfast	7:30 a.m.	Performing Arts Center
Thursday	14-Jun	ACS Board of Education Meeting	7:30 p.m.	Professional Dev. Center
Thursday - Friday	June 14-22	ACS Summer Academy (5 days instruction, 2 days testing)	8:00-12 p.m.	Asheboro High & Elementary School
Monday - Wednesday	July 23-25	Asheboro High Marching Percussion Camp	12 - 5 p.m.	Asheboro High
Monday - Friday	July 30 - Aug. 3	Asheboro High Band Camp	10 a.m. - 5 p.m.	Asheboro High/SAMS