

ASHEBORO CITY BOARD OF EDUCATION

December 8, 2016

**7:30 p.m. Asheboro High School
Professional Development Center**

***6:00 p.m. – Policy Committee**

6:45 p.m. – Finance Committee

I. Opening

- A.** Call to Order
- B.** Moment of Silence
- C.** Pledge of Allegiance – Jackson Thompson, Ella Armstrong, and Isaiah Carrizales – Kindergarten Students from Lindley Park Elementary School
- D.** Approval of Agenda

II. Special Recognition and Presentations

- A.** Holiday Card Recognition – Leigh Anna Marbert
- B.** Community Spotlight – Central United Methodist Church - Leigh Anna Marbert
- C.** Board Spotlight – Nikia Domally, Principal of Lindley Park Elementary School
- D.** PBIS Celebrations – Dr. Cayce McCamish
- E.** Top 10 School District Award - Dr. Terry Worrell
- F.** Retirement Recognition for Tom Quinn – Sandra Spivey

III. Public Comments

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

IV. *Consent Agenda

- A.** Approval of Minutes – November 10, 2016
- B.** Surplus Sale Bid
- C.** Field Trip Request – Balfour Elementary School, North Carolina Outer Banks, April 12-13, 2017
- D.** Merit Bonus Plan
- E.** Asheboro City Schools Local 1% Bonus
- F.** Budget Amendments CE-01, CO-01, CE-02
- G.** Personnel

V. Information, Reports and Recommendations

- A.** School Social Workers Update – Dr. Sean McWherter and Tena Lester
- B.** Policies Recommended for 30-Day Review – Dr. Drew Maerz
 - Policy 9010 – Site Selection
 - Policy 9110 – Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk
 - Policy 9115 – Prequalification of Bidders for Construction Projects
 - Policy 9120 – Bidding for Construction Work
 - Policy 9400 – Sale, Disposal and Lease of Board-Owned Real Property

VI. Action Items

***A. Policies Recommended for Approval – Dr. Drew Maerz**

- Policy 2010 - Board and Superintendent Relations
- Policy 2115 - Unexpired Term Fulfillment
- Policy 2220 - Official School Spokesperson
- Policy 3320 - School Trips
- Policy 4003 - Translating Policies for Students and Parents
- Policy 4135 - Tuition for Discretionary Admissions
- Policy 5000 - Schools and the Community

VII. Superintendent's Report/Calendar of Events

- A. Calendar of Events – Leigh Anna Marbert
- B. Points of Pride – Leigh Anna Marbert
- C. 2016-2017 Board Goals - December Update – Dr. Terry Worrell

VIII. Board Operations

- *A.** Board Leadership Decision
- B.** Important Dates to Remember

IX. Adjournment

Asheboro City Schools' Board of Education meetings are paperless. All information for the board meetings may be viewed at <http://www.asheboro.k12.nc.us> under Board of Education the Friday following the board meeting.

Mission

We are committed to providing rigorous, individualized, and engaging learning opportunities for all students in a safe and inviting environment to ensure our students can become successful lifelong learners, prepared for global citizenship.

**ASHEBORO CITY SCHOOLS
BOARD OF EDUCATION
December 8, 2016
7:30 p.m.
Asheboro High School
Professional Development Center
Addendum**

6:00 p.m. – Policy Committee

6:45 p.m. – Finance Committee Meeting

- I. **Opening**
- II. **Special Recognition and Presentations**
- III. **Public Comments**
- IV. ***Consent Agenda**
 - The following items are presented for Board approval:
 - G. Personnel Addendum
- V. **Information, Reports, and Recommendations**
 - A. Student Support Update (Item Name Change)
- VI. **Action Items**
- VII. **Superintendent's Report/Calendar of Events**
- VIII. **Board Operations**
- IX. **Adjournment**

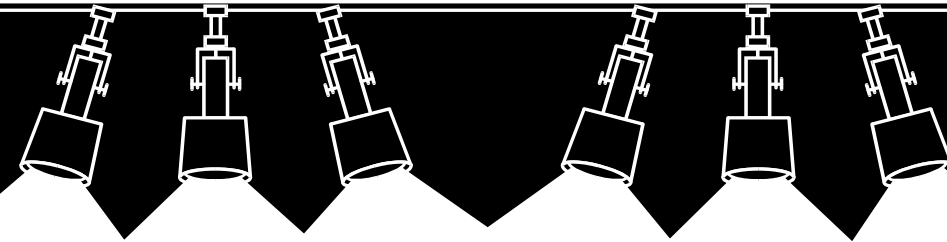
Asheboro City Schools' Board of Education meetings are paperless. All information for the board meetings may be viewed at <http://www.asheboro.k12.nc.us> under Board of Education the Friday following the board meeting.

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

Mission

We are committed to providing rigorous, individualized, and engaging learning opportunities for all students in a safe and inviting environment to ensure our students can become successful lifelong learners, prepared for global citizenship.

December 8, 2016



Holiday Card Recognition:

The winner of the 2016 Superintendent's Holiday Card Contest is Racheal Lynn Moore, a ninth grade student from Asheboro High School. Miss Moore is in Mr. Lopina's Art 1 class. Mr. Lopina said Miss Moore was "very adamant about creating the perfect look for her submission." Thank you Miss Moore for sharing your artistic talents with our school family and the greater Asheboro Community.

Community Partner Spotlight:

Tonight the district is excited to welcome Dr. J.F. Howard, pastor of Central United Methodist Church of Asheboro as the Community Partner Spotlight. Central United Methodist Church has helped to keep the Holiday Store at Lindley Park in full supply. Members have donated many new and gently-used items for students to "purchase" (using their Leopard Loot – no monetary transactions needed) gifts for their families and friends this holiday season. The Holiday Store is a popular destination at the school thanks to the donated items provided by Central United Methodist Church. Please join me in welcoming Dr. Howard from Central.

Board Spotlight:

Tonight's Board Spotlight will be presented by Ms. Nikki Domally, principal at Lindley Park Elementary School. Ms. Domally and her colleagues will share information about the Positive Behavior Interventions and Supports program (PBIS) and how this program has impacted the culture at Lindley Park. Please welcome Ms. Domally!

Top 10 School District Award

Asheboro City Schools was recognized for being one of top 10 school districts with the highest four-year cohort graduation rate for 2016. Our graduation rate was 92.6%, surpassing the three-year strategic goal of 90 percent. We are extremely grateful to our Board of Education, administrators, educators, families, and students who have helped us achieve this phenomenal accomplishment!

Policy Committee Meeting
November 10, 2016

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

Board members present: Kyle Lamb, Linda Cranford, Gidget Kidd, and Michael Smith

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

- Dr. Maerz mentioned that all policies share the same update based on the new General Statute (147, Article 6E) regarding the Iran Divestment list. Mr. Blair provided a brief explanation of the law.
- Policy 9010 – Site Selection
 - Updated legal references
- Policy 9110 – Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk
 - Updated title of policy
 - Updated legal references throughout policy
- Policy 9115 – Prequalification of Bidders for Construction Projects
 - Updated legal references
- Policy 9120 – Bidding for Construction Work
 - Updated policy and legal references
- Policy 9400 – Sale, Disposal and Lease of Board-Owned Real Property
 - Updated legal references and cross references

With no further business, the meeting was adjourned at 6:05 p.m.

Finance Committee Meeting
November 10, 2016

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
Phillip Cheek	Jeni Martin
Baxter Hammer	Archie Priest
Joyce Harrington	

Staff members present were: Dr. Terry Worrell and Harold Blair.

Mr. Blair presented two bonus pay plans to be proposed at the December Board meeting for Board approval. The first plan uses merit bonus funding from the North Carolina legislature. The legislature allows the bonuses to be paid based on a local plan with the following restrictions: the funding can only be used for employees not paid on a teacher salary schedule and the bonuses cannot be across the board amounts. The district's proposal is that all eligible employees receive a bonus based on years of service. The plan also includes approximately \$20,000 of local and federal funding for employees not paid from state funds.

The second bonus plan discussed was funded by the Board of Education in the 2016-2017 Budget. Local funding was set aside to provide for a 1% bonus to all district employees. Both bonuses are projected to be paid on December 14, 2016.

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

Board of Education Meeting **November 10, 2016**

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

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

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

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

Following a moment of silence led by Chairman Lamb, Alli Auman, Daniel Hamm, and Bryan Flores, students at Guy B. Teachey Elementary School, led the Pledge of Allegiance.

Special Recognition and Presentations

Community Partner Spotlight: Ms. Leigh Anna Marbert, Public Information Officer, recognized the Kiwanis Club of Asheboro for their Terrific Kids program at Guy B. Teachey Elementary. Mr. Lynn Jones, Kiwanis representative, was in attendance and accepted the certificate of appreciation.

Board Spotlight: The reading incentive program at Guy B. Teachey Elementary, was highlighted by Ms. Amy Day, Principal. School-wide incentives are earned based on the number of books read as the program continues to foster a culture of reading and literacy at Teachey.

Principal of the Year: Ms. Jusmar Maness, Principal of Balfour Elementary School, was recognized by Superintendent Terry Worrell, as the 2016-2017 Asheboro City Schools Principal of the Year. Ms. Maness led the development of the Dual Language Immersion program which started with Kindergarten for the 2016-2017 school year with plans to add an additional grade level each successive year. The faculty and staff of Balfour Elementary School have demonstrated phenomenal growth under Ms. Maness' leadership.

Public Comments

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

Consent Agenda

Upon motion made by Mr. Hammer and seconded by Mr. Agudelo, the Board unanimously approved the following items under the Consent Agenda.

- *Approval of Minutes – October 20, 2016*
- **Discard Lists*
- **Asheboro High School Chorus Overnight Field Trip to New York City, April 7-10, 2017*
- *Personnel*

*This item is made a part of these minutes.

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Holden	Sara	NAMS	English Language Arts	12/9/2016

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Boozar	Laura	DLL/NAMS	Speech Language Pathologist	11/8/2016
McNeill	Carrie	ECDC	After School Assistant (part-time)	10/31/2016
Somero	Rhiannon	ECDC	Instructional Assistant	10/31/2016
Allred	Melissa	CO	Substitute/\$103 per day	11/14/2016
Andrews	John	SAMS	Non-Faculty Coach (Baseball)	2/1/2017
Crutchfield	Delores	CO	Substitute/\$103 per day	11/14/2016
Glennon	Katie	CO	Substitute/\$80 per day	12/5/2016
Hughes	Jamie	CO	Substitute/\$80 per day	11/28/2016
Thompson	Kelly	SAMS	Health Occupations/Bio-Technology	11/29/2016
Woodle	Ralph	SAMS	Non-Faculty Coach (Basketball)	11/7/2016

Information, Reports and Recommendations

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

- Policy 2010 - Board and Superintendent Relations
- Policy 2115 - Unexpired Term Fulfillment
- Policy 2220 - Official School Spokesperson
- Policy 3320 - School Trips
- Policy 4003 - Translating Policies for Students and Parents
- Policy 4135 - Tuition for Discretionary Admissions
- Policy 5000 - Schools and the Community

Action Items

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

- Policy 2300 – Board Meetings
- Policy 2302 – Remote Participation in Board Meetings
- Policy 2320 – Compliance with the Open Meetings Law
- Policy 6220 – Operation of School Nutrition Service

B. Continuous Improvement Plans for Charles W. McCrary Elementary School, Balfour Elementary School, Guy B. Teachey Elementary School, and Lindley Park Elementary School were presented by the site leadership teams. Upon motion made by Ms. Cranford, seconded by Ms. Harrington, the Board unanimously approved the plans as presented. (Copies of these plans are made a part of these minutes)

- C. Dr. Julie Pack presented the Asheboro High School Course Proposals for 2017-2018. Upon motion made by Mr. Agudelo, seconded by Ms. Martin, the Board unanimously approved the proposals as presented.

Superintendent's Report/Calendar of Events

- A. Ms. Leigh Anna Marbert, Public Information Officer, shared the *Calendar of Events* noting the next Board of Education meeting will be on December 8, 2016. She also reviewed the latest edition of *Points of Pride*.
- B. Superintendent Worrell presented an update on the 2016-2017 Board Goals.
- C. Others Items of Note:
- Superintendent Worrell congratulated Dr. Wendy Rich, Director of Elementary Education, who defended her dissertation last month, and Ms. Leigh Anna Marbert, Public Information Officer, who earned her MBA.
 - Mr. Clyde Foust, Sr., former Board of Education member and community leader, passed away this past week. Superintendent Worrell acknowledged Mr. Foust's outstanding community and civic leadership and extended sympathies and expressed thanks to the Foust family on behalf of the Board of Education and staff of Asheboro City Schools.
 - Superintendent Worrell thanked Board of Education members who assisted students at Charles W. McCrary Elementary School and the Central Boys and Girls Club with painting the Little Free Libraries (six units) which will be placed in various locations throughout the Asheboro City Schools district.
 - Superintendent Worrell thanked Mr. Mike Mize, Director of Facilities, and the entire maintenance department for tirelessly working with our community partners to prepare our fields for the Field of Honor which will display American flags throughout the Veterans Day weekend.

Board Operations

Chairman Lamb reviewed the calendar of upcoming events.

Adjournment

There being no further business and upon motion made by Mr. Agudelo, seconded by Mr. Cheek, and unanimously approved by the Board, the meeting was adjourned at 9:25 p.m.

Chairman

Secretary

ASHEBORO CITY SCHOOLS SURPLUS SALE**Bid Form
Miscellaneous Items**

I, the undersigned, hereby submit a bid of \$ 101.01 for the items advertised in the Courier Tribune for Asheboro City Schools as surplus property. Bid must be received no later than 4:00 Tuesday, November 22, 2016. Bids can be mailed or brought to 1126 South Park Street, Asheboro, NC 27203.

I also agree that should I be awarded the bid, I will remove the property no later than Friday, December 16, 2016, or procession will revert back to the owner.

BID 1 \$ 101.01 for items located at the PDC.

C. Perry Tucker
Bidder

Date: 11-22-16

Address: 465. Lewallen Rd

Asheboro N.C.

Phone Number: 336-669-6427

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

RECEIVED NOV 08 2016

Group Making Request: Fourth Grade School: Balfour Elementary

Destination: NC Outer Banks (Manteo, Nags Head) Date of Trip: April 12-13, 2017

Number of Students Involved: 105 Percent of Total Group: 211

Reasons for Students Not Attending: _____

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

If using a Charter Bus service, state name of Vendor here: Sunway Charters (WS) / Trolley Tours

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

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

Departure Time: 6:00 am 4/12/17 Return Time: 8:30 pm 4/13/17 Round Trip Miles (estimated): _____

Estimated Cost to the Student: \$189.00

Purpose(s) of the Field Trip: To learn about the history of NC and the importance of state landmarks and memorials

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.

Elisabeth Bernhardt, Krissy Beck, Jessica Luther, Desiree Langbein,
Kristen Smith, *one administrator (TBD)

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.

Elisabeth Bernhardt 11-2-16
Sponsor (Group Responsible for Paying for the Trip) Date

Approved: [Signature] 11-3-16
Principal Date

Approved: [Signature] 11/10/16
Superintendent or Designee Date

Transportation
Scheduled: _____ Date
Transportation Supervisor

Special Comments/ Response: _____

Dear Dr. Worrell and Dr. Woody,

Balfour's fourth grade team is very excited to share one of our field trip plans for this school year. You are probably aware, but the North Carolina fourth grade social studies curriculum covers almost everything about the state of North Carolina: geography and environmental literacy, history, culture, economics and government. We thought the best way for our students to learn about some of these objectives would be to let them experience it firsthand. We are currently in the process of planning an overnight trip to the Outer Banks of North Carolina that will strongly correlate with many of these social studies objectives as well as other content standards. Below are the proposed stops on the trip's itinerary and how they link to the NCSCOS.

Field Trip Stops	NC Standard(s)
NC Aquarium, Manteo	<p><i>Science Standard</i></p> <p>4.L.1 Understand the effects of environmental changes, adaptations and behaviors that enable animals (including humans) to survive in changing habitats.</p> <p><i>Social Studies</i></p> <p>4.G.1.2 Explain the impact that human activity has on the availability of natural resources in North Carolina.</p>
Wright Brothers Memorial	<p>4.H.2 Understand how notable structures, symbols and place names are significant to North Carolina.</p> <p>4.H.2.1 Explain why important buildings, statues, monuments and place names are associated with the state's history.</p> <p>4.H.2.2 Explain the historical significance of North Carolina's state symbols.</p>
Jockey's Ridge	<p>4.H.2 Understand how notable structures, symbols and place names are significant to North Carolina.</p> <p>4.G.1 Understand how human, environmental and technological factors affect the growth and development of NC.</p>
Cape Hatteras Lighthouse	<p>4.H.2 Understand how notable structures, symbols and place names are significant to North Carolina.</p> <p>4.H.2.1 Explain why important buildings, statues, monuments and place names are associated with the state's history.</p>
Roanoke Island Festival Park	<p>4.H.1 Analyze the chronology of key historical events in North Carolina history.</p> <p>4.H.1.1 Summarize the change in cultures, everyday life and status of indigenous American Indian groups in North Carolina before and after European exploration.</p> <p>4.H.1.2 Explain how and why North Carolina was established.</p> <p>4.C.1 Understand the impact of various cultural groups on North Carolina.</p> <p>4.C.1.1 Explain how the settlement of people from various cultures affected the development of regions in North Carolina (languages, foods and traditions).</p> <p>4.C.1.2 Explain how the artistic expression of various groups represents the cultural heritage of North Carolina.</p>

In order to tie in literacy standards, we plan for students to keep a journal during the trip. We will have them keep notes and take pictures during the trip. They will use these notes and pictures to create a culminating project upon return. Beyond the NCSCOS, we feel that this trip will provide students with life experiences that they may not otherwise encounter, enhancing their vocabulary and increasing their background knowledge to apply in all aspects of learning and life. Due to opening and availability for some locations we are proposing to go on April 12th and 13th. The cost for the trip is approximately \$190 per student. We plan to hold several fundraisers to raise money for the students to assist in the cost of the trip. We hope that you will see learning and life benefits of a trip like this for our students. Please let us know if you have any further questions.

Sincerely,

Balfour's Fourth Grade Teachers

Krissy Beck, Elisabeth Bernhardt, Desiree Langbeen, Jessica Luther, and Kristen Smith

Asheboro City Board of Education

2016-2017 Merit Bonus Plan

Years of Service as of December 01, 2016	Merit Bonus*
0-5	\$225
6-15	\$325
16-25	\$425
26+	\$525

**Amounts may be adjusted to maximize state funding of \$60,330.*

- Merit pay will only be paid to employees who are employed as of December 1, 2016.
- Merit pay will be distributed on December 14, 2016.
- For part-time employees, the bonus shall be pro rata based on the number of hours worked.
- Merit pay is not subject to retirement.
- Based on state law, employees eligible for merit pay must be paid on a salary schedule other than a teacher based salary schedule.
- While the language in the General Assembly bill indicates that merit pay will only go to “state paid” employees, Asheboro City Schools will use local and federal funds to pay eligible non state funded employees.

Asheboro City Board of Education

2016-2017 Local 1% Bonus Plan

The 2016-2017 Budget Resolution includes funding to provide a one-time 1% Bonus to all Asheboro City Schools employees.

- The 1% Bonus will be paid to all employees, full-time and part-time, who are employed as of December 1, 2016.
- The 1% Bonus is calculated on the annual base salary.
- The 1% Bonus will be distributed on December 14, 2016.

Budget Amendment
Asheboro City Schools Administrative Unit
Current Expense Fund

The Asheboro City Board of Education at a regular meeting on the 8th day of December, 2016, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2017.

REVENUE

2.4910.000	Fund Balance Appropriated	\$	67,962
		\$	<u>67,962</u>

EXPENDITURE

2.5110.061.411.328	Regular Instruction-Supplies	\$	1,263
2.6550.706.376	Transportation Services-Yellow Bus Insurance		420
2.6550.856.372	Transportation Services-Activity Bus Insurance		3,932
2.6580.802.372	Maintenance Services-Vehicle Insurance		8,055
2.6932.801.311	External Audit-Contracted Services		44,200
2.6950.804.411	Public Relations-Subscription Services		10,092
		\$	<u>67,962</u>

Total Appropriation in Current Budget	\$	8,571,000
Total Increase/Decrease of above amendment		<u>67,962</u>
Total Appropriation in Current Amended Budget	\$	<u>8,638,962</u>

Passed by majority vote of the Board of Education of Asheboro City on the 8th day of December, 2016.

Chairman, Board of Education

Secretary

Budget Amendment
Asheboro City Schools Administrative Unit
Capital Outlay Fund

The Asheboro City Board of Education at a regular meeting on the 8th day of December, 2016 passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2017.

REVENUE

4.4910.999	Fund Balance Appropriated	\$	648,571
		\$	648,571

EXPENDITURE

4.9101.999.529.332	Ceiling Repairs - LP	\$	2,996
4.9103.999.529.320	HVAC System - CWM		74,503
4.9103.999.529.332	HVAC System - LP		68,753
4.9105.999.529.332	Flooring - LP		138,334
4.9108.999.529	Roofing Projects - District Wide		3,654
4.9108.999.529.336	Roofing Projects - NAMS		98,138
4.9110.999.529.312	Fire Alarm Installation - BAL		32,897
4.9130.999.529.332	Window Replacement - LP		169,516
4.9130.999.529.332	Blind Replacement - LP		24,030
4.9199.999.526.332	Architectural Design - LP		5,985
4.9199.999.529.332	Painting - LP		29,765
		\$	648,571

Total Appropriation in Current Budget	\$	1,053,350
Total Increase/Decrease of above amendment		648,571
Total Appropriation in Current Amended Budget	\$	1,701,921

Passed by majority vote of the Board of Education of Asheboro City on the 8th day of December, 2016.

Chairman, Board of Education

Secretary

Budget Amendment
Asheboro City Schools Administrative Unit
Current Expense Fund

The Asheboro City Board of Education at a regular meeting on the 8th day of December, 2016, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2017.

REVENUE

2.4910.000	Fund Balance Appropriated	\$	18,000
		\$	<u>18,000</u>

EXPENDITURE

2.5210.306.180	Special Instruction-Merit Bonus	\$	5,000
2.5230.063.180	Pre-K Special Instruction-Merit Bonus		1,000
2.5340.413.180	Pre-K Remedial and Supplemental Services-Merit Bonus		5,000
2.6580.802.180	Maintenance Services-Merit Bonus		5,000
2.6610.003.180	Financial Services-Merit Bonus		1,000
2.6940.002.180	Leadership Services-Merit Bonus		1,000
		\$	<u>18,000</u>

Total Appropriation in Current Budget	\$	8,638,962
Total Increase/Decrease of above amendment		<u>18,000</u>
Total Appropriation in Current Amended Budget	\$	<u>8,656,962</u>

Passed by majority vote of the Board of Education of Asheboro City on the 8th day of December, 2016.

Chairman, Board of Education

Secretary

**Asheboro City Schools
Personnel Transactions
December 8, 2016**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Bassett	Dana	NAMS	English Language Arts	12/21.2016
Craven	John	AHS	Head Custodian	5/31/2017
Pugh	Pat	CO	Administrative Assistant/Business & Finance	2/28/2017
Shipton	Jordan	NAMS	Agri-Science/Bio-Technology	12/15/2016
Wright	Lisa	CO	Administrative Assistant/C&I	12/31/2016

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Allred	Melissa	NAMS	English Language Arts	12/12/2016
Glennon	Katie	TBD	Elementary	8/14/2017
Meisch	Heather	DLL	School Nurse	1/3/2017
Rouse	Ra'Tasha	NAMS	Agri-Science/Bio-Technology	1/3/2017
Smith	Leah	TBD	Elementary	8/14/2017

**Asheboro City Schools
Certified Appointments
December 8, 2016**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Allred, Melissa	Nicholls State University B: Elementary Education University of North Carolina at Greensboro M: Reading Education	Elementary Education Middle Grades ELA English as a Second Language Reading Principal

Ms. Allred is recommended as an English Language Arts teacher at North Asheboro Middle School for the 2016-2017 school year. Ms. Allred is a veteran educator and previously taught many years in Asheboro City Schools. She was a valued team member and we are very pleased to welcome her back. Ms. Allred is eager resume her teaching career at North Asheboro Middle School. We look forward to seeing the positive impact she makes on her students. With her experience, dedication and familiarity with Asheboro City Schools, we expect this to be a smooth transition. Welcome back to your ACS home Ms. Allred!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Glennon, Katie	John Carroll University B: Psychology Focus: Family & Children Baldwin Wallace University M: Middle Childhood Education	Education 4-5 Generalist Reading Endorsement

Mrs. Katie Glennon is recommended as an elementary teacher for the 2017-2018 school year. The grade level and school where she will be teaching will be determined at a later date. She is coming to us from Cleveland, Ohio as a first year teacher. Ms. Glennon completed her student teaching at Charles W. McCrary Elementary School this fall through our partnership with Baldwin Wallace University. Mrs. Glennon has also served as an in-home tutor, substitute teacher and AVID tutor while in Ohio. Mr. Glennon is transferring to the Asheboro Lowe's Hardware and they are excited to become a part of our community. Welcome to Asheboro City Schools Mrs. Glennon!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Rouse, Ra'Tasha	NC A&T University B: Animal Science/Lab Animal Science M: Agricultural Education	Agricultural Ed.

Ms. Ra'Tasha Rouse is recommended as an Agri-Science/Bio Tech teacher at North Asheboro Middle School for the 2016-2017 school year. Ms. Rouse will be a first year teacher at Asheboro City Schools. Ms. Rouse gained experience in the classroom while working as a teacher assistant at NC A&T University, as well as completing her student teaching experience at Southeast Guilford High School this fall. Ms. Rouse is eager to share her love of science with her students and inspire them to love science as well. Welcome to Asheboro City Schools Ms. Rouse!

NAME

Smith, Leah

COLLEGE/DEGREEPfeiffer University
B: Elementary Education**LICENSURE**

Elementary Education

Ms. Leah Smith is recommended as an elementary teacher for the 2017-2018 school year. Ms. Smith is coming to us as a first year teacher. The grade level and school where she will be teaching will be determined at a later date. Ms. Smith completed her student teaching at Guy B. Teachey Elementary School. She is looking forward to the opportunity to begin her teaching career with Asheboro City Schools and to make a lasting and positive impact on each student she teaches. We expect a smooth transition since she is already familiar with our school system. We welcome Ms. Smith as a new and valued team member of Asheboro City Schools.

Asheboro City Schools
Personnel Transactions - Addendum
December 8, 2016

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Applegate	Tamara	AHS	Mathematics	6/13/2017
Routh	Judy	SAMS	Custodian	12/31/2016

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Brittain	Marcella	CO	Office Support (part-time; temporary)	12/02/2016 - 12/21/2016
Hughes	Jamie	GBT	3rd grade Teacher	1/3/2017
Nichols	Patsy	CO	Office Support (part-time; temporary)	12/07/2016 - 12/16/2016
Allison	April	CO	Substitute; \$80 per day	12/12/2016
Baxter	Brooke	CO	Substitute; \$103 per day	12/12/2016
Patel	Poonam	CO	Substitute; \$80 per day	12/12/2016
Walker	Deenna	CO	Substitute; \$80 per day	12/12/2016

Asheboro City Schools
Certified Appointments – Addendum
December 8, 2016

NAME

Hughes, Jamie

COLLEGE/DEGREE

East Carolina University
B: Elementary Education

LICENSURE

Elementary Education

Mrs. Hughes is recommended as a 3rd grade teacher at Guy B. Teachey Elementary School for the 2016-2017 school year. Mrs. Hughes recently completed her student teaching at Teachey and she will serve as a co-teacher through the end of this school year. Mrs. Hughes previously worked in our district as an Instructional Assistant before leaving to continue her education in 2013. Mrs. Hughes is excited to return to Asheboro City Schools as a teacher and valued ACS team member. We are pleased to welcome Mrs. Hughes back to Asheboro City Schools and we look forward to partnering with her as she teaches and inspires her students. Welcome Mrs. Hughes!

Student Support Services Update

Thanksgiving Partnership Update

- Vintage Church in Asheboro worked with our counselors and social workers to identify families to deliver Turkey Dinners to for the Thanksgiving Holiday.
- Vintage Church was responsible for donating 2 large bags of groceries and a turkey to 86 families whose children attend ACS.

Thanksgiving Partnership Update

- First United Methodist Church also served our families by cooking a traditional Thanksgiving Dinner for them. Their church is located within walking distance for many of our families. They also provided 6 boxed meals for families from AHS.
- First Baptist Church provided dinners for 3 AHS families.
- Balfour Elementary had a food drive among their staff to assist in serving their families. They were able to collect enough food for 30 families to have Thanksgiving Dinner.

Taking
Thanksgiving
Dinners to
those in need



Christmas Assistance Partnership

Update: Salvation Army

- The Angel Tree Program continues to be a much needed resource in our community.
- The Salvation Army will provide assistance to children who are newborn-11 years old.
- Their program requires recipients to attend a budgeting class if they have been assisted more than one time.



Christmas Assistance Partnership Update: Operation Red Sleigh

- Operation Red Sleigh has been serving Randolph County since 2000.
- Operation Red Sleigh serves children who are newborns- 8th grade
- They will serve 56 students from ACS and 344 students from RCS this Christmas.



Christmas Assistance Partnership

Update: Toys for Tots

- ◉ This program is spearheaded by Sgt. Clay Andrews, a retired Marine and Asheboro resident, who has a heart for the children in our community.
- ◉ Toys for Tots assists children ages newborn-14 years old.
- ◉ Each child is given 2 toys.
- ◉ Donated toys are gathered in collection boxes throughout the community and are then distributed to children in Randolph and Montgomery Counties.



- Our counselors and social workers work together to identify families who would benefit from these programs.
- They provide parents with information about these programs and assist with the application process.
- They assist these organizations in cross-referencing the applicants to ensure as many families as possible can be served.
- They provide transportation on collection day.
- They volunteer with these organizations to help with organizing and distributing gifts.

Career Day: Balfour Elementary



- Organized by Jennifer Page
- Tomorrow, December 9th at Balfour; GBT will have one on March 9th.
- ACS School Board Members Beth Knott and Baxter Hammer, along with our Board attorney, Wilson Alexander will all be participating.
- Students in 3rd, 4th, and 5th grades will have the opportunity to learn about a variety of careers including skilled trade careers including machinist and brick layer; health field careers including medical equipment specialist, nursing, and audiology; community protection careers including firemen and policemen.

Community Resource Fair: McCrary Elementary

- Organized by Judy Ebanks
- Will be held on Tuesday, April 11th in the school gym
- Students and their families will be able to learn about different resources in our community for child care, health and dental care, and non-profit organizations serving our area.



Policies

For

30-Day

Review

The board will select future school sites in a manner consistent with facility needs as identified in the long range plan. The board will consider options for acquiring property and buildings that are within its legal authority, are economically sound and meet immediate and future needs.

The superintendent shall assist the board in site selection. In making recommendations to the board, the superintendent should consider the following factors, along with any other factors the superintendent determines to be appropriate:

1. the size of the site needed for current and future needs;
2. the cost for acquisition and development;
3. a site's suitability for its intended uses;
4. a site's accessibility for students and the community; and
5. whether a site meets all legal requirements, including environmental standards.

The superintendent shall investigate and recommend to the board reasonable options for acquiring property or buildings, such as purchasing, leasing, or entering into relationships with other governmental agencies or private businesses, as permitted by law. The superintendent is authorized to select and work with consultants in identifying and assessing site options. Any contract for professional services must be reviewed by the board attorney, approved by the board, and meet any applicable board policies.

Legal References: G.S. 115C-47, -204, -517, -518, -521; 153A-164; 160A, art. 2, pt. 1; 147, art. 6E

Cross References: Selection and Use of Architects and Engineers (policy 9110)

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

Administrative Procedure: None

Updated: July 10, 2014

USE AND SELECTION OF ARCHITECTS, ENGINEERS, SURVEYORS, AND CONSTRUCTION MANAGERS AT RISK

Policy Code:

9110

A. USE OF ARCHITECTS AND/OR ENGINEERS

To the extent required by North Carolina General Statute 133-1.1, a registered architect or registered engineer, or both, will be used to design and inspect school system buildings being repaired or constructed. In addition, architects and/or engineers may be used for services, such as:

1. preparing feasibility studies for additions, alterations, or renovations of existing facilities;
2. providing consulting services on technical matters;
3. providing services related to long-range planning or facility design; and
4. assisting in the preparation and submission of any documents requested by other governmental agencies.

B. SELECTION PROCESS FOR ARCHITECTURAL, ENGINEERING, SURVEYING, AND CONSTRUCTION MANAGEMENT AT RISK SERVICES

Except as otherwise permitted under G.S. 115C-521(g), the procurement of architectural, engineering, surveying, or construction management at risk services for facility design, construction, and related services will be accomplished in accordance with the following requirements.

1. Projects with an Estimated Professional Fee of \$50, 000 or More
 - a. The superintendent shall solicit proposals from service providers for selection based upon qualifications using the following or similar criteria:
 - 1) training and experience of the service provider, especially in school-related projects;
 - 2) planning ability and promptness;
 - 3) experience in specification writing, including reputation for accuracy and sufficiency of detail;
 - 4) experience in the construction of K-12 buildings;

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- 5) reputation for quality of design and construction in appearance and utility;
 - 6) history of thorough inspections and follow-through with jobs;
 - 7) timely completion of projects within the established budgets;
 - 8) relationships with contractors and designers; and
 - 9) any other factors the superintendent deems relevant.
- b. The superintendent shall provide a list of qualified service providers to the board for consideration and selection unless the estimated professional fee for the project is within the superintendent's authority to contract as provided in policy 6420, Contracts with the Board. The list shall not include any service provider whose name appears on the state treasurer's Final Divestment List or Iran Parent and Subsidiary Guidance list, as required by G.S. 147, art. 6E.
 - c. A North Carolina resident firm will be granted a preference over a nonresident firm if the home state of the nonresident firm has a practice of granting a preference to its resident firms over North Carolina resident firms. Any preference granted to a resident firm will be in the same manner, on the same basis, and to the same extent as the preference granted by the nonresident firm's home state. The solicitation documents must require that nonresident firms disclose and describe any construction contract preferences granted by the firm's home state.
 - d. Fees will be negotiated with the selected firm. If a fair and reasonable fee cannot be agreed upon, the board or superintendent will select the next best qualified firm and negotiate fees. The contract with the firm must be reviewed by the board attorney and meet all applicable laws and board policies. The contract must have board approval unless the board has delegated this authority to the superintendent in policy 6420.
2. Projects with an Estimated Professional Fee of Less than \$50,000
 - a. The process established in subsection B.1. is not required unless otherwise directed by the board or superintendent for a specific project.
 - b. When the estimated professional fee for a project is estimated to be within the superintendent's authority to contract on behalf of the board as provided in policy 6420, Contracts with the Board, the superintendent shall have authority to select the firm. Board approval of the firm is not required. The contract with the firm must meet all applicable laws and board policies and must be consistent with G.S. 147, art. 6E.

- c. When the professional fee is estimated to exceed the superintendent's authority to contract on behalf of the board as provided in policy 6420, Contracts with the Board, the superintendent shall recommend one or more firms to the board for consideration. The board will approve the selection of the firm. The contract with the firm must be reviewed by the board attorney, be approved by the board, ~~and~~ meet all applicable laws and board policies, and be consistent with G.S. 147, art. 6E.

Legal References: G.S. 115C-521(g); 133, arts. 1 and 3; 143-64.31, -64.32; 147, art. 6E

Cross References: Contracts with the Board (policy 6420), Site Selection (policy 9010), Facility Design (policy 9020)

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

Updated: June 12, 2014, June 9, 2016

PREQUALIFICATION OF BIDDERS FOR CONSTRUCTION PROJECTS

Policy Code:

9115

A. GENERAL

1. The purpose of this prequalification process is to impartially evaluate a contractor, and to properly determine by its responsible business practices, work experience, manpower, and equipment that it is qualified to bid on a board construction project, including prime contracts awarded by construction managers pursuant to the Construction Manager at Risk (“CM at Risk”) process. The award of contracts should be the result of open competition in bidding; impartiality in the selection of contractors; integrity in business practices; and skillful performance of public contracts.
2. The administration shall be responsible for prequalifying individual contractors to bid on board construction projects when the administration believes prequalification is preferred. The administration is not required to prequalify contractors for any particular project or projects. However, a contractor shall not be allowed to submit a bid on a construction project subject to prequalification, unless it has been prequalified in accordance with board policy. Prequalification shall not relieve the contractor from compliance with the certification requirements of G.S. 147, art. 6E at the time the contractor’s bid is submitted or the contract is executed.
3. The construction manager and the administration shall jointly develop the assessment tool and criteria for each CM at Risk project, including the prequalification scoring values and minimum requirement score. The construction manager shall use the process outlined in this policy for the prequalification of contractors on CM at Risk projects.
4. Notwithstanding the fact that a contractor was prequalified, the board, administration, and construction manager reserve the right to reject a contractor’s bid if it is determined that the contractor has not submitted the lowest responsible and responsive bid. The prequalification of the contractor shall not preclude the board, administration, or construction manager from subsequently concluding that the contractor is not a responsible bidder pursuant to G.S. 143-129. The prequalification of a contract for a project shall only apply to the individual project. All construction and repair contracts shall be awarded to the lowest responsive and responsible bidder, taking into consideration quality, performance, and the time specified in the proposals for the performance of the contract.

B. APPLICATION PROCESS

1. The superintendent or designee shall designate a school official to oversee the prequalification process for each individual project ("School Prequalification Official").
2. Each prospective bidder on contracts identified for prequalification by the administration and all CM at Risk projects shall submit an application on the approved prequalification application form in order to become prequalified. The approved prequalification application form will require information to be provided on the ownership of the firm, experience of the firm's personnel, any affiliations with other construction firms, bonding capacity, financial resources, the type of work performed by the firm, and other objective criteria rationally related to the contract to be awarded.
3. The administration shall ensure that applications prepared for the projects comply with this policy and State law. The application is to be submitted by the deadline established in the notice of prequalification. The act of submitting the application does not permit the firm to submit a bid. Incomplete applications will be rejected or returned for further detail or correction in the sole discretion of the school system or construction manager.

C. APPLICATION

The application used by the school system or the construction manager must be approved by the School Prequalification Official and shall, at a minimum, address the following items:

- a. **Organizational Structure** – The firm shall provide a list of all owners, officers, partners, or individuals authorized to represent or conduct business for or sign legal documents for the firm. This list must include the full legal name, typed or printed in a clear legible form. Firms experiencing changes in ownership, organizational structure, or material changes in assets must inform the school system prior to the award of a contract. Failure of the firm to comply with this requirement may result in the termination of any contract awarded by the school system or construction manager.
- b. **Classification** – The firm shall indicate the type(s) of work the firm's workforce and equipment normally perform, licensure, and other pertinent information. The firm shall provide its MWSBE (Minority, Women, Small Business Enterprise) status.
- c. **Experience** – The firm shall furnish information that documents the ability of the firm to undertake a project involving the type(s) of work for which prequalification is requested.

- d. Financial – Firms will be required to provide a complete current annual financial statement (current within the previous 12-month period).
- e. Litigation/Claims – Firms must provide information on its success at completing projects on time, including the payment of liquidated damages. The firm will be required to submit information regarding its litigation history, including litigation with owners.
- f. Capacity – Firms shall demonstrate sufficient bonding capacity, insurance, and resources for the project. Firms must provide relevant information on the personnel that will be directly responsible for the work, including the location of the office that will be primarily responsible for work. Firms shall also demonstrate an acceptable safety history for construction projects.
- g. Legal Authorization – All firms must show that they are legally authorized to conduct business in the State of North Carolina and have all required licensure for the work to be performed.

D. REVIEW OF APPLICATION – SCHOOL SYSTEM BID PROJECTS

- 1. Prequalification Committee – The School Prequalification Official shall establish a committee to review and score applications, including approving and denying prequalification (“Prequalification Committee”). The superintendent or designee shall not be a member of the Prequalification Committee.
- 2. Review of Applications – The school system’s Prequalification Committee shall use the school system’s objective assessment process. The prequalification criteria shall not require the firm to have previously been awarded a construction or repair project by the school system. The prequalification criteria used by the Prequalification Committee shall include prequalification scoring values and the minimum required score to be prequalified for the project. The school system’s Prequalification Committee shall approve or deny the applications in accordance with the prequalification criteria and scoring system.
- 3. Notice of Decision – The firms shall be promptly notified of the school system’s Prequalification Committee’s decision, including the reason for denial, via e-mail. Notice shall be provided prior to the opening of bids for the project and with sufficient time for the firm to appeal the denial of prequalification.

E. REVIEW OF APPLICATION – CM AT RISK PROJECTS

- 1. Prequalification Committee – The construction manager and the School Prequalification Official shall agree upon the members of the construction manager’s Prequalification Committee. The superintendent or designee shall not be on the Prequalification Committee. The construction manager’s Prequalification

Committee will review prequalification applications submitted by the firms and will determine the firm's prequalification eligibility for the CM at Risk project.

2. Review of Applications – The construction manager's Prequalification Committee and the School Prequalification Official shall agree upon an objective assessment process. The construction manager and the School Prequalification Official shall develop prequalification criteria, including prequalification scoring values and the minimum required score to be prequalified for the project. The prequalification criteria shall not require the firm to have previously been awarded a construction or repair project by the construction manager or the school system. The construction manager's Prequalification Committee shall approve or deny the applications in accordance with the prequalification criteria and scoring system.
3. Notice of Decision – The firms shall be promptly notified of the construction manager's Prequalification Committee's decision, including the reason for denial, via e-mail. Notice shall be provided prior to the opening of bids for the project and with sufficient time for the firm to appeal the denial of prequalification.

F. APPEALS PROCEDURE

The firm may appeal from the denial of prequalification as noted below:

- a. Written Appeal – A written appeal may be filed via hand-delivery or e-mail to the applicable Prequalification Committee within three business days of receipt of notice that the firm has been denied prequalification. The written appeal shall clearly articulate the reasons why the firm is contesting the denial and attach all documents and additional information supporting the firm's position. The Prequalification Committee may contact the firm regarding the information provided prior to ruling on the appeal. If the Prequalification Committee is satisfied that the firm should be prequalified, the firm shall be notified that it is prequalified to bid on the project and allowed to participate in the bid process. If the Prequalification Committee upholds its denial, the firm shall be promptly notified in writing via e-mail.
- b. Hearing – The firm may appeal the Prequalification Committee's decision on the written appeal by requesting a hearing before the superintendent or designee via hand-delivery or e-mail within three (3) business days of the receipt of the Prequalification Committee's decision. The hearing shall be held within five (5) business days. The firm shall not be allowed to submit additional information without the written consent of the superintendent or designee. The firm shall be allowed thirty (30) minutes for the hearing. In the event the superintendent or designee is unable to hold a hearing in a timely manner, he/she may designate a school official to handle the appeal.
- c. Decision – For projects bid by the school system, the decision of the superintendent or designee or designee shall be final, and the firm shall be

promptly notified of the decision via e-mail. For CM at Risk projects, the superintendent or designee shall notify the construction manager of its recommended decision. The construction manager shall review the recommended decision and issue a final decision to the school system and firm. In the event the construction manager rejects a recommendation from the superintendent or designee to prequalify the firm, the construction manager shall provide a written explanation of the denial to both the superintendent or designee and the firm.

- d. General Rules for Appeals – Firms submitting applications shall be provided an e-mail address for communication with the construction manager or school system during the appeal process. The firm shall provide at least two e-mail addresses for use by the school system or construction manager in communicating with the firm. All appeals shall be completed prior to the date and time for the receipt and opening of bids.

Legal References: G.S. 143-128.1, -129, and 135.8; 147, art. 6E

Adopted: August 13, 2015

The board strives to obtain high quality services at a reasonable price through the bidding process employed by the school system.

A. STANDARDS FOR PARTICIPATION IN CONSTRUCTION CONTRACTS

All contracts formally or informally bid will be awarded to the lowest responsible bidder, taking into consideration quality, performance, reliability and the time specified in the bids for performance of the contract. Contracts will contain a provision stating that the contractor and contractor's subcontractors, if any, must comply with the requirements of G.S. Chapter 64, Article 2. Prior to bidding, contractors may be required to prequalify if the board has elected to use this process. For all contracts valued at \$1,000 or more, the board will require each bidder or vendor to certify that it is not listed on the state treasurer's Final Divestment List or Iran Parent and Subsidiary Guidance list, as required by G.S. 147, Article 6E, and that it will not engage subcontractors who are on either list.

The board prohibits discrimination against any person or business on the basis of race, color, ethnic origin, sex, disability or religion. In addition, in accordance with G.S. 143-133.5, the board prohibits discrimination against a bidder or contractor for being party to, refusing to be party to, adhering to, or refusing to adhere to an agreement with a labor organization. The superintendent is required to conduct contracting and purchasing programs so as to prevent such discrimination.

The superintendent, on behalf of the board, must certify that good faith efforts have been made to increase the participation in construction contracts by minority-owned and female-owned businesses, as required by policy 9125, Participation by Women- and Minority-Owned Businesses.

The board will grant a North Carolina resident firm providing architectural, engineering, surveying, construction management at-risk service, design-build services, or public-private construction services a preference over a nonresident firm, if the home state of the nonresident firm has a practice of granting a preference to its resident firms over North Carolina resident firms. Any preference granted to a resident firm will be in the same manner, on the same basis, and to the same extent as the preference granted by the nonresident firm's home state. The school system's bid documents will require that nonresident firms disclose and describe any construction contract preferences granted by the firm's home state.

B. BIDDING METHODS

The board may request bids for contracts for building projects using either single prime, multi-prime (separate prime), construction management at-risk, dual bidding, design-build, design-build bridging, and public-private partnership methods, as permitted by law. The superintendent shall make a recommendation to the board as to the method(s) that should

be used for a particular project.

If the superintendent believes the project cannot be reasonably completed under the methods authorized by G.S. 143-128, the superintendent shall so inform the board and make the recommendation to the board that it approve the use of alternative methods. Upon board approval, the superintendent shall submit to the State Building Commission a request to use an alternative contracting method along with supporting documentation.

C. FORMAL BIDDING

Construction and repair work requiring the estimated expenditure of \$500,000 or more will be advertised for bid and will be awarded through formal bidding procedures. Dividing contracts to lower the expenditure amounts so as to evade these requirements is prohibited. The board authorizes the use of newspaper advertisement, electronic advertisement, or both for formal bids; however, the superintendent has the authority to determine which method will be used for a specific purchase or categories of purchases. The superintendent shall establish formal bidding procedures consistent with this policy and applicable law and make the procedures available to all bidders or potential bidders.

D. INFORMAL BIDDING

Informal bids will be obtained for construction and repair contracts between \$30,000 and \$500,000. Quotations from contractors may be solicited by telephone or in writing. Informal bids are recommended, but not required, for construction and repair work costing less than \$30,000.

Dividing contracts to lower the expenditure amounts so as to evade the informal bidding requirements is prohibited. The superintendent shall develop informal bidding procedures consistent with this policy and applicable law and make the procedures available to all bidders and potential bidders.

E. APPROVAL

All formally bid construction contracts must be reviewed by the board attorney and submitted by the superintendent to the board for approval.

The superintendent shall consult with the board attorney in developing standard form contracts for informally bid construction projects. Board approval of informally bid projects is not required, unless otherwise directed by the board on specific projects.

F. RECORDS AND REPORTING REQUIREMENTS

Records of all informal or formal bids received will be maintained and will be available for public inspection. Such records should include the date the bid is received, from whom it is received, and what project it is for. The records will document why the selected contractor was the lowest responsive, responsible bidder if the contractor was not the low

bidder.

The superintendent must submit required reports to the State and provide reports to the board on the progress being made towards reaching the board's goals.

G. DISPUTE RESOLUTION PROCESS

The board establishes the following dispute resolution process to resolve issues arising out of construction and repair projects or contracts related to such projects. The dispute resolution process may be used by any party involved in the construction project for those disputes in which the amount in controversy is at least \$15,000.

Prior to initiating litigation concerning a dispute, parties to the dispute must do the following: (1) submit the dispute for review by the superintendent or other designated school official and the project architect, as appropriate, and (2) participate in mediation, if the matter cannot be resolved by school officials and the architect. The cost of the dispute resolution process will be divided between the parties to the dispute. If the board is a party to the dispute, the board will pay at least one-third of the cost.

Legal References: G.S. 64, art. 2; 115C-521, -522; 143-64.31 and art. 8; 147, art. 6E

Cross References: Prequalification of Bidders for Construction Projects, (policy 9115), Participation by Women- and Minority-Owned Businesses (policy 9125)

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

Updated: May 8, 2014, August 13, 2015, June 9, 2016

SALE, DISPOSAL AND LEASE OF BOARD-OWNED REAL PROPERTY

Policy Code:

9400

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, -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

Policies
For
Approval

The board recognizes the importance of an effective working relationship between the board and superintendent. The board further recognizes the distinct and separate areas of responsibility of the board and superintendent of the school system. The superintendent is responsible for the administration of the system of schools consistent with the board's policies.

To maintain a cohesive relationship between the board and the school system, the superintendent shall serve as secretary of the board and assist all board committees. The superintendent shall keep the board informed of the operation of the system. The superintendent shall make recommendations to the board as required by law and board policy and as otherwise determined appropriate by the superintendent. The superintendent also will assist the board in making sound decisions and meeting the requirements of law by providing information and advice regarding all matters which require board action.

Legal References: G.S. 115C-36, -47, -276

Cross References: Board Authority and Duties (policy 1010), Duties of Officers (policy 2210)

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

Reviewed by Policy Committee on June 14, 2012

All vacancies in the membership of the board of education caused by death, resignation or otherwise, will be filled by a person appointed by the remaining members of the board to serve until the next election of board members, at which time the remaining unexpired term will be filled by election.

Immediately upon the occurrence of a vacancy in the membership of the board, an announcement of such vacancy shall be made at a board meeting. Arrangements will be made to notify all absent members of the vacancy. The board chairperson will appoint three board members to an ad hoc committee to make one or more nominations for the position at the next regular meeting of the board.

The ad hoc committee shall have full discretion in determining who to nominate for the vacant position. The board shall have full discretion to either accept the nomination of the ad hoc committee or elect some other person to fill the vacant position.

In the event an additional vacancy in the membership of the board arises before the ad hoc committee presents its nomination(s) for the first vacant position, the existing ad hoc committee will also consider and make one or more nominations for the other vacant position. The ad hoc committee will make its nomination(s) for the first vacant position at the next regular meeting of the board following its appointment, and may make its nomination(s) for the subsequently arising vacant position either at that same meeting or at the next following regular meeting of the board.

Legal References: G.S. 115C-37(f)

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

Updated: August 9, 2012

Reviewed by Policy Committee on June 14, 2012

The official spokespersons of the school district will be the chairperson of the board or designee and the superintendent and designees. Any person speaking in an official capacity shall conduct his or her assignment from the standpoint of the best interests of the board, the school system and the community, not as a representative of his or her own personal ideas or feelings. In addition, the superintendent and other school employees who are called on to speak in their official capacities as employees of the school system shall communicate the position of the school board when asked to comment on legislative, policy, or political issues.

Legal References: G.S. 115C-36, -276

Cross References: Board Authority and Duties (policy 1010), Board and Superintendent Relations (policy 2010), Code of Ethics for School Board Members (policy 2120)

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

Reviewed by Policy Committee on July 12, 2012

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

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

A. AUTHORIZATION OF SCHOOL TRIPS

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

To be approved, a school trip must:

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

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

B. PARENTAL NOTICE AND CONSENT

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

C. COSTS

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

D. STUDENT SAFETY AND DISCIPLINE

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

E. TRANSPORTATION AND OTHER ACCOMMODATIONS

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

Any contracts with outside companies to provide transportation, lodging, or other accommodations related to a school trip must be approved in accordance with policy 6340, Transportation Service/Vehicle Contracts, and policy 6420, Contracts with the Board.

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

F. CHAPERONES AND VOLUNTEERS

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

G. NON-SCHOOL SPONSORED TRIPS

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

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

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

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

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

Legal References: G.S. 115C-47, -288, -307, State Board of Education Policy TCS-H-009

Cross References: School Safety (policy 1510/4200/7270), Goals and Objectives of the Educational Program (policy 3000), Student Behavior Policies (4300 series), Attendance (policy 4400), Student Fees (policy 4600), School Volunteers (policy 5015), Community Use of Facilities (policy 5030), Distribution and Display of Non-School Material (policy 5210), Advertising in the Schools (policy 5240), Drivers (policy 6315), Use of Student Transportation Services (policy 6320), Transportation Service/Vehicle Contracts (policy 6340), Contracts with the Board (policy 6420)

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

Updated: September 12, 2002, February 10, 2005, October 9, 2014, July 9, 2015, July 14, 2016

Administrative Procedure: Yes

TRANSLATING POLICIES FOR STUDENTS AND PARENTS

Policy Code:

4003

The board recognizes that there are many students and parents in the school system whose primary language is not English. The board further recognizes the importance of communicating the policies of the school system to all students and parents. As funds permit, to the extent practicable, and as otherwise required by law, the school system will provide translations of pertinent school system information and policies to those students and parents whose primary language is not English. During non-instructional times, staff in the English Learners Services Department may assist schools in providing such translations. The superintendent may explore additional options for providing translations or interpretations of student and parent policies.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6318; G.S. 115C-36, -47

Cross References: Parental Involvement (policy 1310/4002)

Adopted:

Unless provided otherwise in this policy, tuition will be charged to students admitted under policy 4130, Discretionary Admission, if the students (1) are not domiciled in the State or (2) are domiciled in the State and residing outside of the school system boundaries. Tuition may not exceed the local per pupil allocation for current expense as provided by the board of commissioners. The tuition rate will be determined annually by the board no later than August 1.

Tuition may be prorated or waived if a student meets one of the following criteria:

1. the student is admitted to the school system pursuant to an agreement between this board and another board of education, and the agreement specifies that the payment of tuition by the student will not be required;,-
2. the student resides on a military base within North Carolina;
3. the student demonstrates extraordinary financial hardship;
4. the student is a nonresident whose parents will move into the school administrative unit on or before December 1, and the student is approved for assignment at the beginning of the school year to the school serving the student's future domicile. Payment of tuition will be pro-rated according to the number of days these students are assigned to the school district's schools prior to the domicile change;
5. the student was domiciled within the school administrative unit at the beginning of the school year and remains enrolled in the school system for the duration of the school year after moving into another school administrative unit during the school year will be eligible for continued enrollment during the school year with the payment of tuition being pro-rated after the change in domicile; and
6. the student's parent(s) are employed by the school system.

In addition, no tuition will be charged to:

1. students residing on military bases within North Carolina where federal funds designed to compensate for the impact on public schools of military dependent students are provided to the school system in an amount not less than 50 percent of the total per capita cost for education, exclusive of capital outlay and debt service;; or
2. students who are domiciliaries of the State and who reside within the school administrative unit. However, the board may enter an agreement with the board of education of the student's domicile for payment of tuition by that board.

Legal References: G.S. 115C-366, -366.1

Cross References: Discretionary Admission (policy 4130)

Adopted: July 11, 2013

Updated: July 14, 2016

The board recognizes that the public schools are an integral part of the community and that the public has a vested interest in having students develop into productive members of the workforce and of society. The board encourages the community to be involved in the school system and to assist the school system in the goal of providing every student with the opportunity to receive a sound basic education.

Each year the board will ensure that the report card issued for the school system by the State Board of Education receives widespread distribution to the local press or to other local channels of news and information. In addition, the school system shall publish on its website all information required by law, including assessment and performance information and information on how state funds have been used to address local educational priorities.

A. POLICIES

In making policy decisions, the board will keep in mind its commitment to providing all students in our community the opportunity to obtain a sound basic education.

The board's commitment to the wider community is expressed in various policies that address the relationship between the school system and the community, such as:

1. Parental Involvement (policy 1310/4002);
2. Title I Parent and Family Engagement (policy 1320/3560);
3. Public Records – Retention, Release, and Disposition (policy 5070/7350);
4. School Volunteers (policy 5015);
5. Compliance with the Open Meetings Law (policy 2320);
6. Registered Sex Offenders (policy 5022);
7. Distribution and Display of Non-School Material (policy 5210);
8. Community Use of Facilities (policy 5030); and
9. Visitors to the Schools (policy 5020).

B. SCHOOL ADMINISTRATORS

School administrators shall:

1. demonstrate a commitment to working with the community;

2. identify appropriate opportunities for community input;
3. communicate to the public the goals and objectives of the school system and the progress of the school system in meeting those goals and objectives; and
4. provide the public with school progress and performance reports as required by state and federal law.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6301; G.S. 115C-12(9)c3, -36, -47, -83.1J, -105.25(c); Leandro v. State, 346 N.C. 336 (1997)

Cross References: Board Authority and Duties (policy 1010), Parental Involvement (policy 1310/4002), Title I Parent and Family Engagement (policy 1320/3560), Compliance with the Open Meetings Law (policy 2320), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Community Use of Facilities (policy 5030), Public Records – Retention, Release, and Disposition (policy 5070/7350), Distribution and Display of Non-School Material (policy 5210)

Adopted: April 11, 2013

Revised: March 13, 2014, August 11, 2016

Calendar of Events - December 2016			
Monday, December 5	Hour of Code Event	5 - 7 p.m.	Professional Development Center
Monday, December 5	SAMS Choral Concert	7:30 p.m.	AHS Performing Arts Center
Tuesday, December 6	AHS Winter Choral Concert	7:30 p.m.	AHS Performing Arts Center
Wednesday, December 7	Senior Holiday Lunch	11:45 a.m. - 1:30 p.m.	DLL
Thursday, December 8	Board of Education Meeting	7:30 p.m.	Professional Development Center
Friday, December 9	Christmas on Sunset Community Event	5: 30 p.m.	Downtown Asheboro
Monday, December 12	NAMS Winter Band Concert	7:30 p.m.	AHS Performing Arts Center
Tuesday, December 13	NAMS Winter Choral Concert	6 p.m.	NAMS Theatre
Tuesday, December 13	SAMS Winter Band Concert	7:30 p.m.	AHS Performing Arts Center
Thursday, December 15	Superintendent's Holiday Luncheon	11:30 a.m. - 1 p.m.	Professional Development Center
Thursday, December 15	AHS Winter Band Concert	7:30 p.m.	AHS Performing Arts Center
Tuesday, December 20	Advanced Placement Reception	3:45 p.m.	AHS Media Center
Tuesday, December 20	AHS Jazz and Percussion Concert	7:30 p.m.	AHS Performing Arts Center
December 23-27	Christmas Holiday	All Day	All
December 28-30	Teacher Annual Leave Days	All Day	All
Wednesday, January 11	District Science Fair	9 a.m. - 12 p.m.	SAMS
Wednesday, January 11	The Phantom Strikes Again - NAMS Winter Play	6 p.m.	NAMS Theatre
Thursday, January 12	Board of Education Appreciation Reception	5:15 p.m.	Professional Development Center
Thursday, January 12	Board of Education Meeting	7:30 p.m.	Professional Development Center
Friday, January 13	The Phantom Strikes Again - NAMS Play	6 p.m.	NAMS Theatre
Saturday, January 28	BOE Winter Retreat	8 a.m. - 5 p.m.	Professional Development Center
Tuesday, January 31	State of Schools Community Event	6 - 7:30 p.m.	AHS Performing Arts Center
Thursday, February 9	Board of Education Meeting	7:30 p.m.	Professional Development Center
Thursday - Saturday Feb. 16-18	AHS Musical - The Phantom of the Opera	7 p.m.	AHS Performing Arts Center
Sunday, February 19	AHS Musical - The Phantom of the Opera	2 p.m.	AHS Performing Arts Center
Tuesday, February 21	District Spelling Bee	7 p.m.	Professional Development Center
Monday, February 27	BOE Planning Session for Legislative Breakfast	5 p.m.	Central Office Board Room
Tuesday, March 7	AHS Choral Concert	7:30 p.m.	AHS Performing Arts Center
Wednesday, March 8	2017 Youth Art Month Exhibit Reception	4-6 p.m.	Randolph Arts Guild
Thursday, March 9	Board of Education Meeting	7:30 p.m.	Professional Development Center
Tuesday, March 14	Middle School Festival Band Concert	7:30 p.m.	AHS Performing Arts Center
March 20-21	Central District Concert Band Festival	All Day	AHS Performing Arts Center
Friday, April 7	Legislative Breakfast	8 a.m. - 10 a.m.	Professional Development Center



Points of Pride Update

December 8, 2016

Student Celebrations

- **NAMS Student Earns CIS New Century Scholarship**

A 7th grade student from NAMS has been selected to receive the New Century Scholarship provided by Communities in Schools.

- **Little Free Libraries Painting Party**

In October, six Little Free Libraries were painted by students at McCrary Elementary School and the Central Boys & Girls Club. A special thanks to all board members and community partners who made this painting party a success.

School Celebrations

- **Teachey Celebrates Veteran's Day**

In recognition of Veteran's Day, Guy B. Teachey Elementary students honored men and women who have served our country in the armed forces. Each classroom invited a veteran to eat lunch with their class, followed by a question and answer session.

- **NAMS Mustache Fraternity Volunteers with the Pilot Club of Asheboro**

The NAMS Mustache Fraternity volunteered with the Pilot Club of Asheboro to host the Veteran's Day luminary service in downtown Asheboro.

- **AHS Students Excel in Sodexo Healthy High School Challenge**

Asheboro High School placed in the top 50 high schools across the country for Sodexo's Healthy High School Challenge. With over 400 schools participating, Asheboro High School ranked in the top 10 percent across the nation!

- **College Application Week at AHS**

November 14 - 18 was College Application Week, a week where many colleges across the state waive their application fees for North Carolina seniors. So far this year, Asheboro High School seniors have submitted over 400 college applications!

- **A Season Well-Played Blue Comets**

Congratulations to the Asheboro High School Blue Comets for another incredible football season.

- **Leaders are Readers at NAMS**

To celebrate American Education Week, NAMS hosted a "Leader are Readers" day, in which staff members from Central Office and NAMS read silently during 20-minute intervals in the lobby at NAMS.

Family & Community

- **Lindley Park Hosts Heritage Night**

Lindley Park recently held their annual Heritage Celebration Night. Cultures from around the world were celebrated with student-made projects, performances, and delicious food.

- **ESL Night at SAMS**

SAMS held their ESL Family Night in November. The night began with a meal in the cafeteria, and then moved to the library for several presentations.

- **Balfour Hosts Heritage Night**

Balfour Elementary School hosted their annual Heritage Night last Thursday.

- **ACS to Host Hour of Code Next Monday**

Asheboro City Schools hosted Hour of Code this past Monday. The event demonstrated that anyone – from third graders to seniors in high school - can learn computer coding basics. It was an exciting and educational learning opportunity for the Asheboro community.

- **Senior Holiday Lunch**

The annual Senior Holiday Luncheon was hosted yesterday. The following sponsors donated door prizes (as of 11/28): Nikki Cherry-Needham with the Preppy Possum; The Flying Pig; Chik-fil-A; Belk; and Jimmy John's Gourmet Sandwiches.

District Celebrations

- **Field of Honor**

Asheboro City Schools was honored to host the first annual Field of Honor event in partnership with the Asheboro/Randolph Chamber of Commerce and the City of Asheboro during Veteran's Day weekend.

- **American Education Week and Principal for a Day**

American Education Week was hosted the week of November 14. Dr. Worrell delivered healthy snack baskets to each ACS location to show appreciation for each staff person in the district. Principal for a Day also occurred at several of our schools throughout the week. AHS hosted Mayor David Smith. Lindley Park hosted Wilson Sabagado. SAMS hosted Martha Ogburn, and NAMS hosted Baxter Hammer.

- **ACS Top 10 School Districts in NC for Highest Graduation Rate**

Asheboro City Schools was recognized by NCDPI in October for having one of the highest graduation rates (based on 2015-16 school year) in the state.

Welcome to the



Points of Pride Update

Asheboro City Board of Education Meeting
Thursday, December 8

STUDENT CELEBRATIONS

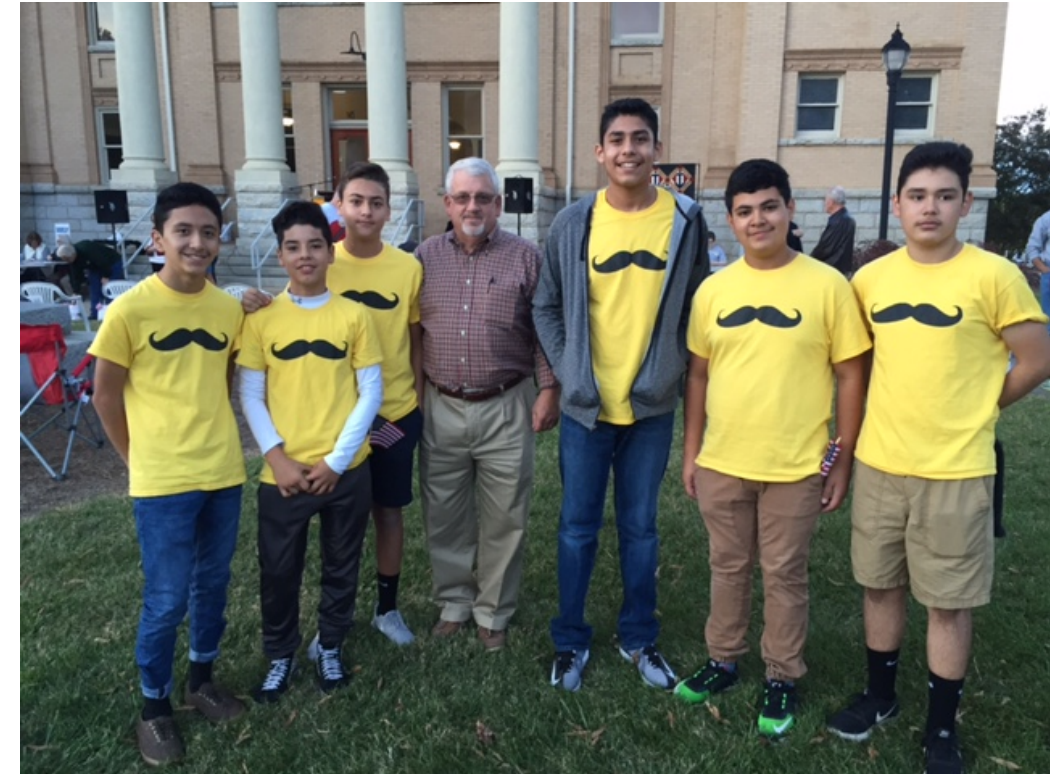


SCHOOL CELEBRATIONS

Teachey Celebrates Veteran's Day

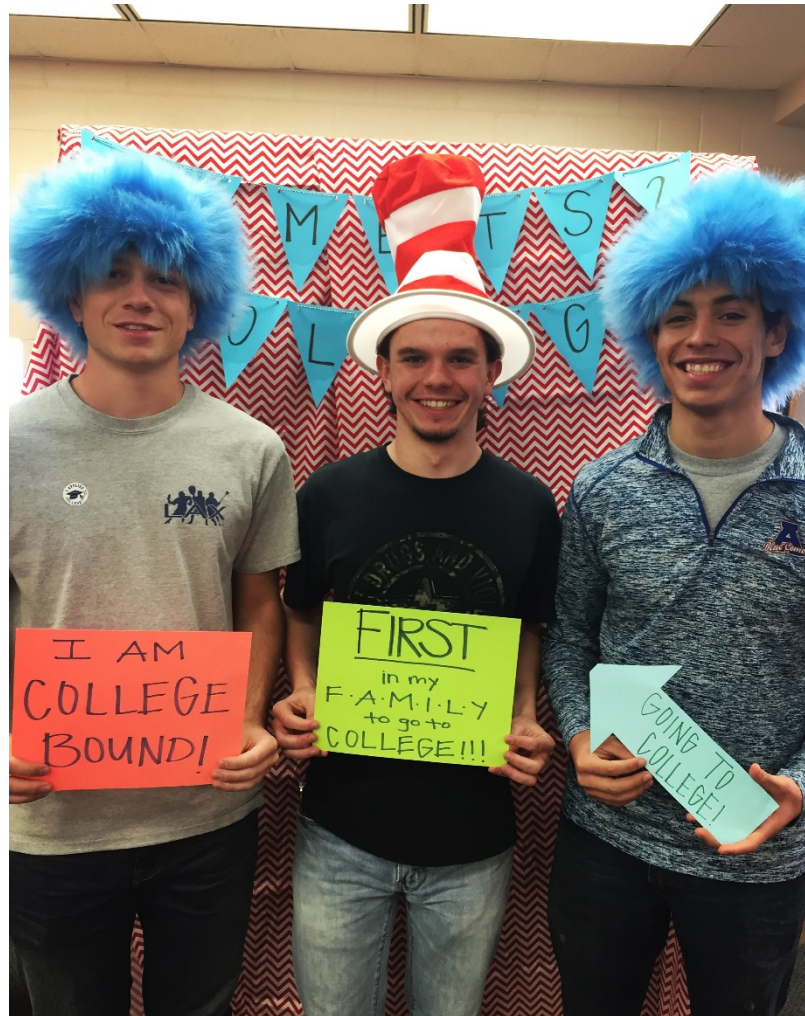


NAMS Mustache Fraternity Volunteers with Pilot Club



SCHOOL CELEBRATIONS

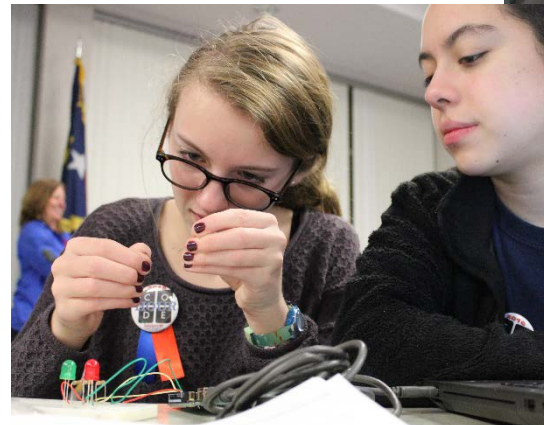
AHS College Application Week



FAMILY AND COMMUNITY



DISTRICT CELEBRATIONS





BOARD OF EDUCATION GOALS 2016-2017

STRATEGIC GOAL:

Recognizing that the long range goal of Asheboro City Schools is the successful preparation and graduation of each student, the goal for this plan is: **By 2021, 100 percent of Asheboro City Schools' students will graduate globally competitive for college, careers, and citizenship.**

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

Objective 1. Align instruction with a guaranteed and viable curriculum, so that students master grade /course standards for career and college readiness.

- a) Develop a plan to ensure a consistent and connected pacing guide, K-12.
 - Elementary pacing guides revised and completed for all content areas.
 - Secondary pacing guides revised and completed for all content areas.
 - Instructional Facilitators and Principals check for alignment and make appropriate adjustments during weekly CASA meetings to ensure consistent and connected pacing guides.
- b) Provide a Collaboration Around Student Achievement (CASA) toolkit for principals.
 - Administrative and school improvement teams were provided CASA toolkits during summer leadership meetings.
 - Thought partners provide support for CASA meetings as needed.
- c) Create a district scorecard to reflect up-to-date data.
 - Elementary schools have progress monitoring data sheets to monitor student progress and growth.
 - Monthly scorecards for each school with up-to-date data are available.
- d) Enhance monitoring of core instruction through professional development, walkthrough data, and administrative leadership team meetings.
 - August 19 and 22, core content teachers and support teachers participated in professional development to unpack standards, align pacing and unit plans,

increase rigor, and delve into strategies for identifying and addressing literacy deficits.

- November 8 Professional Development workday: Secondary teachers participated in Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC) professional development to incorporate rigorous tasks into core content. Elementary teachers participated in “Engaging Literacy and Core pt. 2” professional development to continue their work from the August professional development (PD) day. All instructional staff began a discussion about addressing unconscious bias through a Canvas PD assignment which included a video message from Dr. Worrell.
- We have had two of the five literacy focused PD sessions for administrators, IF’s, and cabinet members. Phonemic awareness was the ALT literacy topic covered on October 19 and phonics was the topic at the November 16th meeting.
- During the Fall Administrative Leadership Team Meetings, Administrators have had professional development on enhancing and monitoring Core Instruction: Engaging Students and Increasing Rigor: Intentional Planning; Data Literacy; EVAAS; MTSS; and Literacy Components of the ACT.

Objective 2. Define and implement consistent grading practices, so that students and families have a clear understanding of performance.

- a) Develop a plan to reinforce consistency in grading practices across all schools.

Objective 3. Enhance the integration of technology with instruction, so that students use digital resources as tools for learning.

- a) Develop and present a digital framework that reflects the multiple aspects of instruction in ACS.
- b) Use technology as a tool to provide access to resources and support student achievement.
 - The Canvas Learning Management System and Accelerated Reader have been refreshed with current students and course rosters for 2016-17.
 - Computer-Based SRI (Scholastic Reading Inventory) tests are being administered for each K-8 student. The Scholastic Reading Inventory (SRI) is a criterion-referenced test intended to measure reading comprehension and match students to text so they can read with confidence and control. Results from SRI are reported as scale scores (Lexile® measures).
 - Canvas was used as a medium to deliver district-wide professional development on November 8, 2016.
 - 120 new teacher laptops have been issued to K-8 teachers for use in classroom instruction.
 - Discovery Science Techbook, an online interactive technology tool, was renewed for grades 4-5 and added for grade 8 for 2016-2017.

- The REAL² partnership with Randolph Public Library is active where students can utilize their school ID to access electronic resources for research and other instructional resources.

Objective 4. Establish transition plans for the district and individual students, so that each student makes continual progress towards graduation.

- a) Develop a process to design measurable transition plans for all students.
- b) Expand opportunities for students to earn college credits.
 - Asheboro City Schools, Randolph Community College, and Randolph County Schools received a grant through NC Works to fund two Career Coaches in Randolph County. Asheboro High School shares a Career Coach with Southwest Randolph High School. The Career Coach focuses on raising dual community college enrollment, supporting students enrolled at the community college, and assisting in developing career plans for students.
 - The Asheboro High School Early College Academy was officially launched at the October 20, 2016, Board of Education meeting by Dr. Worrell and Dr. Shackelford. Students in 8th 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.
 - Beginning in the Spring of 2017, AHS Freshmen and Sophomores will have the opportunity to participate in two automotive Career & College Promise pathways at RCC.

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.

- a) Provide literacy opportunities for primary grade students to improve reading skills and meet grade level expectations by the end of third grade.
 - Each school has designed a school schedule for the 2016-17 school year that provides a minimum of 90 minutes for Core Literacy Instruction and a structured intervention time to support remediation of reading skill deficits.
 - Students receive extra adult support during the guided reading block that provides them with eyeball-to-eyeball instruction from reading assistants, reading specialists, ESL, and EC teachers.
 - Each elementary school has an academic after-school program that provides academic support to students that need additional support in reading.
 - During our Academic Family Teacher Teams (AFTT) meetings, parents are provided with reading achievement levels and progress monitoring data, experience activities to support students at home, and set goals for their child's progress.
- b) Expand summer literacy camps and after-school opportunities to provide the extra

support students need to read on grade level.

- Summer camps have been extended for students in grades K-3 in literacy. Read to Achieve (RtA) served first and second grade students this year. Camps were located in four of the five elementary schools. Two hundred and thirteen (213) students attended the RtA camp. We also had an ELL camp for Kindergarten through third grade students. Fifty-three (53) students attended the ELL camp.
 - Students had multiple opportunities to check out books from the public library and school media centers this summer and take AR tests and receive incentives for reading.
- c) Provide high quality, evidenced-based interventions for students. Develop interventions based on assessment data, teacher observations, and other tools.
- Professional development for supporting diagnostic literacy assessments was provided to secondary staff on 8/22/16.
 - Professional development for utilizing literacy diagnostic data to plan instruction and intervention was provided to all elementary teachers on 8/22/16.
 - Select teachers will participate in evidence-based literacy program trainings focusing on phonemic awareness and multi-sensory literacy instruction between August 15 and October 30, 2016, to strengthen teacher instructional and intervention practices.

Objective 6. Provide each student service learning opportunities, so that all students will further develop their citizenship and contribute to their community.

- a) Integrate character education, service learning, and civic engagement into our educational / instructional standards.
- On November 2, the Board of Education members along with the McCrary Globe-Trotters, and the Boys and Girls Club members painted our Little Free Libraries.
 - On November 11, ACS maintenance staff and ACS students assisted in the Field of Honor for the Asheboro Community.
 - Zoo School students participated in the annual Downtown Cleanup (Keep Randolph Beautiful) on October 28th. They collected 10.5 lbs. of cigarette filters, which is 28,000 filters, plus 150 lbs. of trash, almost tripling the amount of cigarette filters collected last year.
- b) Promote the use of service learning as an instructional tool and structure opportunities for teachers to create and evaluate integrated units of study through community service learning projects.

Goal 2. Each student has a personalized education.

Objective 1. Implement a multi-tiered system of support (MTSS), so that all students are ensured equitable access to rigorous instruction aligned to their educational needs.

- a) District Multi-Tiered System of Support (MTSS) team module training and identify pilot schools for cohort one.
 - The District MTSS Implementation Team participated in the first session of MTSS Module training with Cohort 3 on September 21, 2016.
 - Meeting dates have been scheduled for the District MTSS Problem-Solving Team, MTSS Implementation Team, and the Instructional Facilitators/Coaches teams to continue developing the district-wide implementation plan for MTSS.
 - MTSS District Problem-Solving Team will review data regarding potential barriers, developing a communication plan, and developing common language and understanding in the meeting scheduled for December 12, 2016.
 - MTSS Implementation Team continues to participate in NC DPI on-line training modules to further develop capacity and skills to support implementation.
- b) Provide Instructional Success Plan (ISP) training and support to begin implementation for all schools and grade levels, focusing on literacy.
 - Administrators and elementary teams from each school received training on Instructional Success Plans on August 22nd and will implement plans focusing on literacy in the fall of 2016.
 - Data from Core Success Plans from all schools will be reviewed with Instructional Facilitators to engage in problem-solving at the school and district level regarding core instruction on October 18, 2016.
 - Procedures have been clarified for implementing the Instructional Success Plans within the context of the pre-referral team, and will be shared with stakeholders on October 18 and 19, 2016.
 - Teams from each elementary school will receive training on Instructional Success Plans on August 22, 2016, to support implementation.
 - Teams will provide recommended forms and proposed timelines for initial implementation to the Curriculum and Instruction Department.
 - Teachers across all grade levels are completing Instructional Success Plans (or similar instructional planning tools) to strengthen the effectiveness of Core Instruction and engaging in an on-going review of student progress data.

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

- a) All students grades 7-8 will interact with Career Cruising to conduct an interest inventory to begin career exploration and individual career & course plans.
- b) Implement Early College Academy for ACS Students in collaboration with Randolph Community College.

- The Asheboro High School Early College Academy was officially launched at the October 20, 2016, Board of Education meeting by Dr. Worrell and Dr. Shackleford. Students in 8th 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.
- c) Launch third Pathways to Prosperity Process with Randolph Community College and Randolph County Schools. Conduct Asset Mapping to determine high need area.

Objective 3. Increase number of STEAM (science, technology, engineering, arts, and math) and global education experiences for all students, so that students are globally competitive.

- a) Provide a variety of STEAM events at the district and school level.
 - Students attended STEM camps this summer through the following opportunities: Secondary students attended the STEM Camp at the AHS Zoo School and elementary students at Saint Luke's Church.
 - Hour of Code is the week of December 5-9. A district Hour of Code event was held Monday, December 5, 2016, in the PDC from 5-7 p.m. Students and families were able to code together in Minecraft, Pixel Press, Arduino, Code Academy, and more! Each school will hold Hour of Code events throughout the week.
- b) Provide technology training as part of parent education offerings.

Objective 4. Expand opportunities for personalized learning and engagement during and beyond the regular school day, so that student needs are met and personal interests are encouraged.

- a) Explore and implement additional after-school, summer opportunities that align with student interest and improve proficiency.
 - Students had opportunities to attend camps this summer that were aligned to their interests; some camps were the City Camp at Balfour Elementary, STEM camps, literacy camps, health sciences camps... the Read to Achieve camps added a new component this year that allowed students to research and study topics that were high interest to the students.
 - Each elementary school has an academic after-school program that provides academic support to students that need additional support in reading.
- b) Provide opportunities for Asheboro City Schools' students to participate in cultural exchange activities.
- c) Pilot dual language program at Balfour Elementary School.
- d) Create and evaluate integrated units of study that personalize student learning.
 - Six elementary teachers attended Math and Project-based/ Problem-Based Learning for Student Success (MAPSS) training this summer and are currently

implementing integrated math units of instruction. These teachers have shared some of their expertise during the November mandatory professional development days at their schools.

Objective 5. Cultivate partnerships with families and the community so that student learning *experiences are enhanced*.

- a) Develop and implement Family Engagement initiatives that are connected to student learning and build strong relationships with parents.
 - All schools trained in the Karen Mapp model of family engagement and are currently planning the first or three Academic Family Teacher Team meetings.
 - All schools hosted their first Academic Family Teacher Teams (AFTT) engagement nights during the first semester based on the Karen Mapp model of family engagement.

Objective 6. Expand opportunities for each student to experience the cultural arts, so that all students strengthen and develop their creativity and collaboration.

- a) Expand opportunities for students to experience cultural/ performing arts.
 - The Charlotte Opera Express Company performed for Asheboro City Schools third, fourth, and fifth grade students. They performed the Tortoise and the Hare.
 - The Park Street Players performed “You Can’t Take It With You” in November.

Goal 3. Each student has excellent educators every day.

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

- a) Research and evaluate the feasibility of hosting a local career fair.
- b) Implement TeacherMatch and the North Carolina new online application process.
 - We are planning to transition to this new applicant-tracking system by December 2016.
- c) Evaluate the impact of attending specific college career fairs.
- d) Work with Asheboro High School administration to determine steps to re-launch a teacher cadet program.
 - In 2017-2018, students will have the opportunity to take new Career and Technical Education courses: Principles of Education & Training and Human Growth & Development. These two courses will offer students the opportunity to gain the understanding of careers within the education and training career cluster as well as understanding the human development across the lifespan. In addition, students will have the opportunity for work-based learning opportunity in classrooms across the district and give the district a chance to nurture our own teaching force.

Objective 2. Foster a culture of professional growth, so that all employees are supported in achieving high standards and increased student performance.

- a) Develop a school administrator leadership program.
- b) Complete a professional development needs assessment, which will result in a comprehensive professional development plan.
- c) Evaluate and summarize Collaboration Around Student Achievement team data to determine professional development needs.

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.

- a) Research employee recognition programs and recommend new ways to celebrate and recognize staff.
- b) Communicate regularly regarding the services provided through Asheboro City Schools Employee Assistance Program provider.

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

Objective 1: Provide access and up-to-date training on the use of technology and communication systems, so that students, families, and/or staff can effectively use these resources to support student progress.

- a) Participate in Department of Public Instruction's Enterprise Resource Planning Systems software study.
- b) Document current telecommunication capabilities and needs.
- c) Develop implementation plan and budget for updated communications system.
- d) Conduct a needs assessment survey of students and families on home internet access.
- e) Communicate with city and local government to assess plans for community internet access.

Objective 2: Utilize technology-based collection systems for data analysis, so that data-based decisions are made about instruction, programs, and operations to ensure continuous improvement throughout the district.

- a) Deliver professional development for the Administrative Leadership Team and each school on the disaggregation and analysis of SchoolNet data generated through formative and benchmark assessments.
 - SchoolNet data from the final benchmark of the 2015-2016 school year was disaggregated by standard for each school and shared with administrators in July and school leadership teams in August to support the EOG and EOC summative data analysis.

- SchoolNet data from the initial benchmark assessments from the 2016-2017 school year were shared and analyzed with the Administrative Leaders. Data was compiled for the progress monitoring forms in the Elementary Schools.
- b) Deliver professional development for administrators and each school on the effective use of EVAAS to support instruction.
 - Professional development was provided to administrators and instructional facilitators in October on the effective use of EVAAS to support instruction.
 - Administrators reviewed the use of EVAAS data in problem solving with data during the November Administrative Team Meeting.
- c) Update benchmark assessments and monitor alignment with the NC Standard Course of Study and state assessments.
 - All grade levels have updated benchmarks. Initial benchmarks were given in September and the mid-year will be in January. Final summative benchmarks will be in April.
- d) Provide additional professional development on the implementation of the Baldrige Performance Excellence Program.
- e) Implement district Long Range Facilities Plan and work with County Commissioners to secure funding to support the plan.
- f) Deliver professional development on the use of Canvas to support integration into instruction.
 - “Coffee & Canvas” Professional Development was presented to new and veteran teachers at AHS on August 24. Twenty plus teachers were in attendance. Future sessions are planned as well.
 - New users to Canvas are encouraged to participate in a self-paced Canvas course on how to use Canvas.

Objective 3: Develop and execute a comprehensive marketing plan, so that our community is informed about student outcomes, opportunities, quality educators, and the benefit of the district to the community.

- a) Continue to distribute a monthly community newsletter.
 - Newsletter is being sent on a monthly basis. The August newsletter is set to be sent the week of August 15.
- b) Develop a team and begin researching strategies for district marketing.
 - Members of the Marketing Team include: Maira Cortes, Carla Freemyer, Leigh Anna Marbert, and Andrew Hurley. No meeting with all members has occurred yet.
- c) Update the district website to better communicate with all stakeholders.
 - Facebook feed has been added to the front of the Asheboro City Schools website. The new logo should be added to the site within the next week.
- d) Develop materials featuring diverse programs throughout Asheboro City Schools for potential employee candidates.

- e) Integrate the new Asheboro City Schools logo across all mediums and platforms.
 - New logo has been added to ID badges, website, letterhead, presentations, presentation folders, and administrative apparel.

Goal 5. Each student is healthy, safe and responsible.

Objective 1. Design, implement, and evaluate a system-wide process to ensure students are connected to an adult advocate, so that each student collaborates regularly with a mentor or trusted adult.

- a) Research evidence-based practices in student mentor programs to develop an implementation plan.

Objective 2. Provide a system of support to ensure access to effective health and safety programs so that the physical, social, and emotional needs of students are met.

- a) Coordinate professional development related to mental health to best serve student needs.
- b) Review and update crisis response and threat assessment protocols to provide appropriate professional development.
 - Secondary schools have reviewed and modified their crisis response.

Objective 3. Design, implement, and evaluate a comprehensive continuum of behavioral supports, so that students, families, and staff have clear expectations for appropriate behavior and resources are available to meet student needs.

- a) Collect and summarize policy documentation and disciplinary data.
- b) Present an annual summary to school and district stakeholders for review and utilization for planning.
- c) Utilize school and district problem-solving teams.
- d) Assess current needs and lead professional development on classroom management.

Objective 4. Expand community partnerships that promote a healthy lifestyle, so that the wellness of our students, families, and staff is improved.

- a) Work with community partners and agencies to increase common health and wellness activities.
 - Mayor's fitness challenge in our schools and central office.