

ASHEBORO CITY BOARD OF EDUCATION

August 11, 2016

7:30 p.m.

Asheboro City Schools

Professional Development Center

***6:00 p.m. – Policy Committee**

***6:20 p.m. – Finance Committee Meeting**

I. Opening

- A. Call to Order
- *B. Approval of Agenda
- C. Executive Session – Superintendent’s Annual Evaluation (6:30 p.m.)
- D. Moment of Silence
- E. Pledge of Allegiance

II. Special Recognition and Presentations

- A. Community Spotlight – Lowe’s Home Improvement – Leigh Anna Marbert

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

The following items are presented for Board approval:

- A. Approval of Minutes – July 14, 2016
- B. Articulation of Credit Agreement between Asheboro City Schools and Randolph Community College
- C. 2016-2017 Board Goals
- D. Sodexo Contract Amendment
- E. Personnel

V. Information, Reports and Recommendations

- A. Policies for 30-Day Review – Dr. Drew Maerz
 - Policy 2500 – Hearings Before the Board
 - Policy 3410 – Testing and Assessment Program
 - Policy 6525 – Instructional Materials Services
 - Policy 6530 – Resource Conservation
- B. Advanced Placement Exams Update – Dr. Julie Pack

VI. *Action Items

- A. Policies Recommended for Approval – Dr. Drew Maerz
 - Policy 5000 - Schools and the Community
 - Policy 5026/7250 - Smoking and Tobacco Products
 - Policy 5028/6130/7267 - Automated External Defibrillator
 - Policy 5030 - Community Use of Facilities
 - Policy 5120 - Relationship with Law Enforcement
 - Policy 6000 - Support Services
 - Policy 6120 - Student Health Services
 - Policy 6402 - Participation by Historically Underutilized Businesses
 - Policy 7635 - Return to Work
 - Policy 7810 - Evaluation of Licensed Employees
 - Policy 7950 - Non-Career Status Teachers: Nonrenewal
 - Policy 9000 - Planning to Address Facility Needs
 - Policy 9010 - Site Selection

- Policy 9020 - Facility Design
- Policy 9220 - Security of Facilities
- Policy 9400 - Sale, Disposal, and Lease of Board-Owned Real Property

VII. Superintendent's Report/Calendar of Events

A. Points of Pride – Leigh Anna Marbert

VIII. Board Operations

A. School Assignments for the 2016-2017 School Year

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

ASHEBORO CITY BOARD OF EDUCATION

August 11, 2016

7:30 p.m.

Asheboro City Schools

Professional Development Center

Addendum

- I. **Opening**
 - E. Pledge of Allegiance – Jessica Diaz – rising 4th grader at Balfour Elementary School
- II. **Special Recognition and Presentations**
- III. **Public Comments**
- IV. ***Consent Agenda**
 - E. Asheboro High School FFA Field Trip - October 19-23, 2016
 - F. Personnel – Addendum
- V. **Information, Reports, and Recommendations**
- VI. **Action Items**
 - B. 6th Graders Eligible to Try Out for School Sponsored Athletic Teams – Wes Barrier, Athletic Director at South Asheboro Middle School, and Graham Gloseclose, Athletic Director at North Asheboro Middle School
- VII. **Superintendent’s Report/Calendar of Events**
 - B. Calendar of Events – Leigh Anna Marbert
 - C. 2016-2017 Board Goals, August Update – Dr. Terry Worrell
- VIII. **Board Operations**
 - B. Important Dates to Remember
- IX. **Adjournment**

Mission Statement

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.

August 11, 2016

Community Partner Spotlight:

The Asheboro Lowe's Home Improvement store has partnered with Asheboro City Schools for many years now and this past school year was no different. Through the Lowe's Heroes program, Balfour Elementary School was able to renovate their blacktop in April. During phase one, trees were removed, a retaining wall was built, and the ground was leveled to redirect rain water. After a few weeks, the crews then provided ground cover to the blacktop and it was then pressure-washed so that students could fully enjoy the blacktop once again! The project was completed thanks to help from Asheboro City School maintenance workers, Lowes Heroes volunteers, Russell Lineberry Construction, and several families from Balfour.

Several months later Lowe's Home Improvement again provided supplies and materials for our district. When asked for donations during our Administrative Leadership Team's service learning projects, Lowe's Home Improvement was "all in." They provided shrubbery, potting soil, and flowers for administrators to replant five 35-gallon planters at the Central Boys & Girls Club of Asheboro.

We are appreciative for the generosity Lowe's Home Improvement has bestowed on our students and district. Tonight we are here to formally recognize them and their continued commitment to the students of Asheboro City Schools. Please help me in welcoming Randy Lucas and other employees from Asheboro Lowe's Home Improvement store.

**Minutes of the Asheboro City Board of Education
July 14, 2016**

Policy Committee

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

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

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

- Policy 2500 – Hearings Before the Board
 - Minor and technical language updates
 - Updated cross references
- Policy 3410 – Testing and Assessment Program
 - Paragraph added covering online test administration
 - Minor language and terminology updates
- Policy 6525 – Instructional Materials Services
 - Minor formatting updates
- Policy 6530 – Resource Conservation
 - Minor formatting and terminology updates
- Policy 2115 - Unexpired Term Fulfillment
 - Policy provided to committee members for discussion
 - Current policy has functioned well for Asheboro City Schools
 - No revisions have been recommended thus far
 - Committee would like to include policy on future agenda for a formal review.

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

With no further business, the meeting was adjourned at 6:10 p.m.

Finance Committee

The Finance Committee convened at 6:15 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, Jr.
Joyce Harrington	

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

Mr. Blair presented the 2016-2017 list of school treasurers, 2016-2017 Payroll Calendar, and bank signature cards for South Asheboro Middle School, Lindley Park Elementary School, Child Nutrition, and Asheboro High School. Superintendent Worrell and Mr. Blair provided information on the State budget and the impact on Asheboro City Schools.

There being no further business, the meeting adjourned at 6:30 p.m.

Board Of Education

The Asheboro City Schools Board of Education met in regular session at 6:32 p.m. in the Professional Development Center with the following members present:

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

Wilson Alexander, Attorney

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

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

Upon motion made by Mr. Cheek, seconded by Mr. Smith, the agenda was unanimously approved by the Board.

Upon motion made by Ms. Cranford, seconded by Mr. Cheek, and unanimously approved by the Board, an executive session was held beginning at 6:34 p.m. to discuss the Superintendent's annual evaluation.

Upon motion by Ms. Kidd, seconded by Mr. Agudelo, the executive session was adjourned at 7:40 p.m. and the members returned to open session.

Chairman Lamb led the meeting with a moment of silence, followed by the Pledge of Allegiance led by Boy Scout Troop 525 members Nick Clark (South Asheboro Middle School), and Carter Crisco and Kevin Laur (North Asheboro Middle School).

Special Recognition and Presentations

Superintendent Worrell addressed the Board of Education asking them to reflect on the successes of Asheboro City Schools during the 2015-2016 school year. Each member was asked to write their comments on the provided stars, announce it to the audience, and display the star(s) on the bulletin board.

Public Comments

Chairman Lamb opened the floor to public comments. Ms. Lois Bohnsack, candidate for the North Carolina House of Representatives, addressed the Board asking that Asheboro High School consider sponsoring a voter registration drive to register eligible students to vote in the fall of 2016.

Consent Agenda

Upon motion made by Ms. Cranford, seconded by Ms. Harrington, the following items under the Consent Agenda were unanimously approved by the Board:

- *Approval of Minutes – June 9, 2016*
- *List of School Treasurers for 2016-2017*
- *2016-2017 Payroll Calendar*
- *Signature Cards – Asheboro High School, South Asheboro Middle School, Lindley Park Elementary School, Asheboro City Schools Cafeteria*
- *Personnel*

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Carr	Sean	SAMS	Exceptional Children	8/15/2016
Causey	Joshua	DLL	Music	7/7/2016
Caviness	Amelia	CWM	2nd grade	8/5/2016
Coble	Janna	BAL	Speech Pathologist	8/11/2016
Forrest	Brook	BAL	3rd grade	8/4/2016
Garwood	Shannon	AHS	Health Occupations /Health	8/5/2016
Klinger	Jennifer	DLL	EC Instructional Assistant	7/12/2016
McClosky	Kristen	GBT/BAL/CWM	Academically Gifted Consultant	7/1/2016
Mock	Cecil	AHS	Assistant Principal	7/31/2016

***B. APPOINTMENTS**

	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Allred	Melissa	NAMS	English Language Arts	8/18/2016
Bardou	Katie	LP	Art	8/15/2016
Brown	Laura	DLL	1st grade	8/18/2016
Bullins	Abigail	AHS	Non-faculty coach (asst. girls basketball)	7/1/2016
Headon	Gabriella	NAMS	Non-faculty coach (cheerleading)	7/1/2016
Kiser	Kaitlyn	GBT	4 th grade	8/18/2016
Parrish	Melanie	LP	Music	8/18/2016
Richardson	Meredith	CWM	Art	8/15/2016
Sargent	Tressie	GBT	4th grade	8/18/2016
Shue	Angela	GBT	5th grade	8/18/2016
Stutts	Jeff	AHS	Non-faculty coach (head girls basketball)	7/1/2016
Winters	Kenneth	CO	summer maintenance (temporary/PT)	6/22/2016 - 8/12/2016

***C. ADMINISTRATOR CONTRACTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Kirkland	David	AHS	Assistant Principal	8/1/2016-06/30/2018
McWherter	Sean	CO	Executive Director Support Services	8/01/2016-6/30/2020
Noack	Jaime	DLL/LP	Assistant Principal	8/1/2016 - 6/30/2018
Owens	Yajaria	NAMS	Assistant Principal	7/1/2016 - 6/30/2020
Popp	James	AHS	Assistant Principal	8/1/2016 - 6/30/2018
Woodyard	Anthony	CO	Director of Technology & Innovation	8/1/2016 - 6/30/2020

***D. Transfers**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Johnson	Laurie	DLL to BAL	Instructional Facilitator to Reading Specialist	8/18/2016
Malpass	Kathy	LP	5th grade to Media Specialist	8/18/2016

Information, Reports and Recommendations

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

- Policy 5000 - Schools and the Community
- Policy 5026/7250 - Smoking and Tobacco Products
- Policy 5028/6130/7267 - Automated External Defibrillator
- Policy 5030 - Community Use of Facilities
- Policy 5120 - Relationship with Law Enforcement
- Policy 6000 - Support Services
- Policy 6120 - Student Health Services

- Policy 6402 - Participation by Historically Underutilized Businesses
- Policy 7635 - Return to Work
- Policy 7810 - Evaluation of Licensed Employees
- Policy 7950 - Non-Career Status Teachers: Nonrenewal
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- Policy 9020 - Facility Design
- Policy 9220 - Security of Facilities
- Policy 9400 - Sale, Disposal, and Lease of Board-Owned Real Property

B. Analysis of Student Work:

Dr. Drew Maerz reviewed the Analysis of Student Work; Request for Local Flexibility explaining the Local Option, the Local Option Application, and the Analysis of Student Work. Upon motion by Ms. Cranford, seconded by Mr. Agudelo, the Board unanimously approved the Local Option Application. (A copy of this application is made a part of these minutes.)

C. School Support Services Update:

Our system's nurses and social workers made presentations regarding their contributions to our students' academic and social success. (Copies of the PowerPoint presentations are made a part of these minutes.)

D. Extended Student Instructional Time:

Principal Jusmar Maness of Balfour Elementary School, and Katie Hill, second grade teacher at Guy B. Teachey Elementary School, addressed the Board and explained how extending daily instructional time would allow more flexibility in serving our students and literacy instruction. Upon motion by Mr. Agudelo, seconded by Mr. Cheek, the Board unanimously approved to extend the instructional day at Balfour Elementary School, Lindley Park Elementary School, Donna Lee Loflin Elementary School, and Guy B. Teachey Elementary School by 20 minutes beginning with the 2016-2017 school year.

Action Items

A. Following a 30-day review, a motion was made by Ms. Kidd, seconded by Ms. Harrington, to approve the following policies:

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

The Board unanimously approved to accept the policies as presented. (A copy of the policies will become a part of these minutes.)

Superintendent's Report/Calendar of Events

Leigh Anna Marbert shared the Calendar of Events noting the next Board of Education meeting will be on August 11, 2016.

Leigh Anna Marbert reviewed the latest edition of Points of Pride highlighting the Administrative Leadership Team Retreat Service Learning projects.

Superintendent Worrell presented a final update on the 2015-2016 Board Goals and reviewed the proposed goals for 2016-2017. The goals for 2016-2017 were placed for 30-day review. (A copy of the proposed goals for 2016-2017 are made a part of these minutes.)

Board Operations

Chairman Lamb reviewed the important upcoming dates with the Board.

Adjournment

There being no further business, a motion was made by Mr. Agudelo, seconded by Michael Smith, and unanimously approved by the Board, to adjourn at 9:18 p.m.

Chairman

Secretary

**ARTICULATION AGREEMENT
BETWEEN
ASHEBORO CITY SCHOOLS AND
RANDOLPH COMMUNITY COLLEGE
2016-2017**

Articulation is a systematic, seamless student transition process from secondary to postsecondary education which maximizes use of resources and minimizes content duplication. Articulated credit is credit that is granted in specific courses by Randolph Community College to students who have satisfactorily completed equivalent high school courses.

CRITERIA TO AWARD COLLEGE CREDIT

To receive articulated credit, students must enroll at Randolph Community College within two years of their high school graduation date and meet the following criteria:

- Final grade of **B** or higher in the course and
- A score of **93** or higher on the standardized CTE post-assessment

The student must inform the RCC registrar that he/she wishes to receive articulated college credit and must be enrolled the semester for which credit is granted.

High school students who enroll in a Career and College Promise pathway may earn articulated college credit as described in this agreement while enrolled in high school if the CTE articulated college credit is part of their Career and College Promise Pathway and they meet the articulation criteria.

PROCESS TO DOCUMENT CREDIT

The official high school transcript and all official standardized CTE post-assessment scores will be required to verify that the criteria to award credit for articulated course work has been met. Where indicated, students will submit supporting documentation to Randolph Community College.

Randolph Community College officials will have responsibility for verifying eligibility and acceptance of the articulated course or courses on the high school transcript for college credit.

EVALUATION

This agreement will be evaluated annually.

This is to certify that this articulation agreement has been developed in accordance with the “North Carolina High School-to-Community College Articulation Agreement” and will be carried out according to the terms of the agreement.

This Articulated Credit Agreement between Asheboro City Schools and Randolph Community College will become effective for students who enroll at Randolph Community College beginning with the fall semester.

Signature of Superintendent, Asheboro City Schools Date

Signature of Board Chairman, Asheboro City Schools Date

Signature of President, Randolph Community College Date

Signature of Board of Trustees Chairman, Randolph Community College Date

ARTICULATED COURSES
Asheboro City Schools and Randolph Community College
2016-2017

Courses Articulated by the NC High School to Community College Articulation Agreement - Effective - July 1, 2012
 Students completing the following courses at Asheboro High School and who meet the requirements of this document will receive credit as indicated.

<u>Asheboro High School Course</u>	<u>Randolph Community College</u>	<u>College Credits</u>
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BUSINESS & INFORMATION TECHNOLOGY / BUSINESS EDUCATION

BM102 Microsoft Word & Power Point	OST 136 Word Processing	3
BD102 Multimedia and Webpage Design	WEB 110 Internet/Web Fundamentals	3

FAMILY & CONSUMER SCIENCE / EARLY CHILDHOOD EDUCATION

FE112 Early Childhood Education I AND		
FE122 Early Childhood Education II	EDU 119 Intro to Early Childhood Education	4

HEALTH OCCUPATIONS / HEALTH SCIENCES

HU102 Health Sciences I	MED 121 Medical Terminology I AND	3
	MED 122 Medical Terminology II	3
HN432 Nursing Fundamentals	NAS 101 Nursing Assistant I	6

MARKETING EDUCATION / ENTREPRENEURSHIP

MM512 Marketing I	MKT 120 Principles of Marketing	3
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PROPOSED 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.
- Develop a plan to ensure a consistent and connected pacing guide, K-12.
 - Provide a Collaboration Around Student Achievement (CASA) toolkit for principals.
 - Create a district scorecard to reflect up-to-date data.
 - Enhance monitoring of core instruction through professional development, walkthrough data, and administrative leadership team meetings.
- Objective 2.** Define and implement consistent grading practices, so that students and families have a clear understanding of performance.
- 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.
- Develop and present a digital framework that reflects the multiple aspects of instruction in ACS.
 - Use technology as a tool to provide access to resources and support student achievement.
- Objective 4.** Establish transition plans for the district and individual students, so that each student makes continual progress towards graduation.
- Develop a process to design measurable transition plans for all students.
 - Expand opportunities for students to earn college credits.
- 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.
- Provide literacy opportunities for primary grade students to improve reading skills and meet grade level expectations by the end of third grade.
 - Expand summer literacy camps and after school opportunities to provide the extra support students need to read on grade level.
 - Provide high quality, evidenced-based interventions for students. Develop interventions based on assessment data, teacher observations, and other tools.
- Objective 6.** Provide each student service learning opportunities, so that all students will further develop their citizenship and contribute to their community.
- Integrate character education, service learning, and civic engagement into our educational / instructional standards.

- 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.
 - b) Provide Instructional Success Plan (ISP) training and support to begin implementation for all schools and grade levels, focusing on literacy.
- 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 RCC.
 - c) Launch third Pathways to Prosperity Process with RCC and RCSS. 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.
 - 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.
 - 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.
- 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.
- 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.

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.
 - c) Evaluate the impact of attending specific college career fairs.
 - d) Work with AHS administration to determine steps to re-launch a Teacher Cadet program.
- 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.
- b) Deliver professional development for administrators and each school on the effective use of EVAAS to support instruction.
- c) Update benchmark assessments and monitor alignment with the NC Standard Course of Study and state assessments.
- 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.

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.
- b) Develop a team and begin researching strategies for district marketing.
- c) Update the district website to better communicate with all stakeholders.
- 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.

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.
- 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.

AMENDMENT

ASHEBORO CITY SCHOOL DISTRICT

AND

SODEXO MANAGEMENT, INC.

THIS AMENDMENT, dated July 1, 2016, is between ASHEBORO CITY SCHOOL DISTRICT ("SFA" or "District") and SODEXO MANAGEMENT, INC. ("FSMC" or "Sodexo").

WITNESSETH:

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

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

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

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

1. As per Section P.1 of the Request for Proposal and Contract, the Term of the Agreement is hereby extended to cover the period July 1, 2016 to June 30, 2017.

2. Attachment B is to reflect the following:

Maximum Allowable Charge per Meal	\$1.515
Management Fee per Meal	<u>\$0.050</u>
Total Firm, Fixed Price Cost	\$1.565

4. Break-even Guarantee: If Food Service program result in a Deficit during the 2016-2017 school year, the following shall apply:

(i) Sodexo shall reimburse District for the Food Service program Deficit in any amount.

Amounts pursuant to this Section, shall be paid within thirty (30) days after the final audited Surplus/Deficit is released.

For purposes of calculating the Surplus/Deficit as it relates to the Break-even Guarantee the following definition shall apply:

Surplus/Deficit. The Surplus/Deficit shall be defined in accordance with the Audited financial Statements as Income/(Loss) before transfers plus transfers in from the State Public School Fund.

5. Assumptions. Financial terms of the Agreement are based upon existing conditions and the following assumptions. If there is a change in conditions, including, without limitation, changes to the following assumptions, the financial terms of the Agreement, including the Guarantee, shall be adjusted to compensate for such change at the District's discretion.

A) Prices to be charged for meals during the 2016-2017 academic year shall be as follows:

	Elementary	Middle	High
Breakfast:			
Paid:	\$.80	\$.80	\$.80
Reduced:	\$.30	\$.30	\$.30
Lunch:			
Paid:	\$2.00	\$2.10	\$2.10
Reduced:	\$.40	\$.40	\$.40

B) The projected number of full feeding days shall remain at
Elementary 179
Middle 179
High School 178

C) There shall be no competitive sales during all service hours.

D) A la Carte sales shall be permitted at all locations for the term of the contract.

E) The District shall not inhibit Sodexo from being able to serve hot breakfasts.

7. Sodexo agrees to comply with the final rule, "Nutrition Standards in the National School Lunch and School Breakfast Programs" issued by the US Department of Agriculture on January 26, 2012.

8. Sodexo will comply with all requirements pertaining to the meal pattern and dietary standards for reimbursable meals served in the NSLP as prescribed in 7 CFR 210 and the SBP as prescribed in 7 CFR 220.

9. Sodexo will comply with the nutrient content of a la carte and snack items under its purview as indicated in the Smart Snacks Interim Final Rule issued June 25, 2013.

10. This Amendment is effective July 1, 2016, and thereafter, unless

amended. All other terms and conditions contained in the Agreement shall remain unchanged and in full force and effect, except by necessary implication.

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

ASHEBORO CITY SCHOOL DISTRICT

By: _____

Name (printed): _____

Title: _____

SODEXO MANAGEMENT, INC.

By: _____

Name (printed): _____

Title: _____

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

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

Destination: National FFA Convention, Indianapolis, IN Date of Trip: October 19-23, 2016

Number of Students Involved: 7 Percent of Total Group: _____

Reasons for Students Not Attending: Personal choice, poor grades/attendance.

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

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

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

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

Departure Time: 7am (10/19) Return Time: 8pm (10/23) Round Trip Miles (estimated): 1200

Estimated Cost to the Student: \$300

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

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

Elizabeth Pack, Brooke Davis

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

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

Elizabeth Pack _____ 8/8/16
Sponsor (Group Responsible for Paying for the Trip) Date

Approved: [Signature] _____ 8/8/16
Principal Date

Approved: [Signature] _____ 8/8/16
Superintendent or Designee Date

Transportation Scheduled: _____
Transportation Supervisor Date

Special Comments/ Response: _____

**Asheboro City Schools
Personnel Transactions
August 11, 2016**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Allred	Melissa	NAMS	English Language Arts	7/19/2016
Baltes	Samantha	BAL	GBT	7/25/2016
Davis	Janet	AHS	Science	7/31/2016
Johnson	Sheri	LP	2nd grade	7/20/2016
Macaulay	Carolyn	SAMS	Social Studies	7/29/2016
Mondragon	Marisol	LP	Instructional Assistant	8/4/2016
Palm	Leslie	CWM	1st grade	7/20/2016
Wright	Lee	SAMS	Mathematics	8/2/2016

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Bassett	Dana	NAMS	English Language Arts	8/18/2016
Carranza	Javier	CWM	1st grade	8/15/2016
Carrera	Antonio	AHS	Non-faculty coach Asst. Mens Soccer Coach	7/31/2016
Clodfelter	Bryan	SAMS	Non-faculty coach Head Football Coach	8/1/2016
Harper	Jonathan	AHS	Non-faculty coach Asst. Football Coach	8/1/2016
Hayes	Amy	GBT	1st grade	TBD
Knepper	Jarret	DLL	Art	8/15/2016
Mabe	Roger	SAMS	Non-faculty coach Men's Basketball	10/1/2016
Marks	Jessica	DLL	Music	8/15/2016
McDonald	Heather	DLL	Instructional Facilitator	8/18/2016
Newman	Sara	CO	EC Lead Program Specialist	TBD
Patton	Kelly	NAMS/BAL	Academically Gift	8/18/2016
Stone	Mary	AHS	Science	8/15/2016
Walter	Shea	GBT	Therapeutic Classroom Teacher	TBD
Ward	Vickie	CWM	3rd grade	8/15/2016

***C. LEAVES OF ABSENCE**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Beck	Margaret	GBT	Kindergarten	8/18/16-06/14/17

D. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Phillips	Mari Beth	AHS to ECDC	Exceptional Children	8/18/2016
Dawalt	Keisha	BAL	Media to Instructional Facilitator	8/18/2016

**Asheboro City Schools
Personnel Transactions - Addendum
August 11, 2016**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Harrison	Mary	BAL	Daycare Assistant	8/4/2016
Hawks	Amanda	GBT	School Nurse	8/4/2016
Hayes	David	CO	Transportation Supervisor	9/30/2016
Morris	Audrey	GBT	Exceptional Children	9/8/2016
Wright	Lee	SAMS	Mathematics	8/2/2016

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Brittan	Marcella	LP	Secretary (part-time; temporary)	8/18/2016 - 9/30/2016
Groseclose	Terry	CWM	AIG Consultant (part-time)	8/18/2016
Hughes	Caleb	GBT	Instructional Assistant (TC)	8/18/2016
Jackson	Beverly	CWM	Reading Specialist (part-time)	8/18/2016
Johnson	Pam	NAMS	EC Program Facilitator (part-time)	8/18/2016
Kidd	Patsy	LP	Secretary (part-time; temporary)	8/18/2016 - 9/30/2016
Pugh	Betsy	CWM	Exceptional Children (part-time)	8/18/2016
Smith	Charlene	GBT	AIG Consultant (part-time)	8/18/2016
Steele	Frank	NAMS	Exceptional Children	8/18/2016
Tamayo Osorio	Natalia	BAL	Kindergarten (Spanish Immersion)	8/18/2016
Thornburg	Zack	AHS	Mathematics (part-time)	8/18/2016
Trichtinger	Kristen	SAMS	English Language Arts	8/15/2016
Wang	Xiaoju	AHS	Chinese	8/18/2016

D. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Cagle	Lynn	LP to GBT	EC Instructional Assistant	8/18/2016
Craven	Kevin	SAMS to AHS	EC Instructional Assistant	8/18/2016
Dunn	Derek	AHS to SAMS	EC Instructional Assistant	8/18/2016
Graham	Wendy	BAL to AHS	STEM Facilitator to Science	8/18/2016
Speedling	Shannon	CWM to LP	EC Instructional Assistant	8/18/2016
Williams	Brian	GBT to SAMS	EC Instructional Assistant	8/18/2016

**Asheboro City Schools
Certified Appointments
August 11, 2016**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Bassett, Dana	University of N.C. Greensboro B: Education K-8	Elementary

Ms. Dana Bassett is recommended as a 6th grade English/Language Arts teacher at North Asheboro Middle School for the 2016-2017 school year. Ms. Bassett began her teaching career at Montlieu Elementary before she transitioned to a home school educator. Ms. Bassett comes to us as an experienced educator and strongly believes that teachers should encourage the development of individuality and creativity in their students. She is eager to become a valued member of the Asheboro City Schools teaching staff and to begin maximizing the achievement of each student in her classroom. Welcome to Asheboro City Schools Ms. Bassett!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Carranza, Javier	University of NC at Pembroke B: Elementary Education	Elementary

Mr. Javier Carranza is recommended as a first grade teacher at Charles W. McCrary Elementary School for the 2016-2017 school year. Mr. Carranza comes to us as a first year teacher. He completed his student teaching at Prospect Elementary School in Maxton, NC, along with field experience through UNC Pembroke at Union Elementary School, Rowland, NC. Mr. Carranza is fluent in Spanish which will benefit the students and staff at McCrary. Mr. Carranza is excited to become a member of our District and we look forward to the positive impact we feel sure he will make on his students. Welcome to Asheboro City Schools Mr. Carranza!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Hayes, Amy	University of NC at Greensboro B: Elementary Education M: Reading K-12	Elementary Reading K-12

Ms. Amy Hayes is recommended as a first grade teacher at Guy B. Teachey Elementary School for the 2016-2017 school year. Ms. Hayes is a veteran teacher with over 20 years experience and holds national board certification in literacy. She has taught grades K-2, served as a Reading Specialist for grades K-5 and an Instructional Coach for grades K-5 during her career. She comes to us from Moore County Schools and brings a passion for reading and teaching to the Teachey school community. We welcome Ms. Hayes as a new valued ACS and Teachey team member. Welcome Ms. Hayes!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Knepper, Jarrett	Guilford College B: Elementary Education Studio Art (double major)	Elementary Art

Ms. Jarrett Knepper is recommended as an Art teacher at Donna Lee Loflin Elementary School for the 2016-2017 school year. Ms. Knepper will be a first year teacher at Asheboro City Schools. She received her Bachelor of Arts in Elementary Education and Studio Art in May, 2016. Ms. Knepper interned at Guilford Elementary School, and at Morehead Elementary School, Greensboro. As an intern, Ms. Knepper developed and implemented creative, engaging lessons for the classes she taught. She is now excited to teach, encourage and motivate her students at Donna Lee Loflin. We are pleased to welcome Ms. Knepper to Asheboro City Schools and look forward to her positive impact on the students and staff at Donna Lee Loflin Elementary. Welcome Ms. Knepper!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
McDonald, Heather	Kent State University, OH B: Elementary and Middle Grades Education M: Reading Specialist	Elementary Middle Grades Reading Specialist

Ms. Heather McDonald is recommended as the Instructional Facilitator at Donna Lee Loflin Elementary for the 2016-2017 school year. Ms. McDonald comes to us an experienced teacher from Davidson County Schools, where she has taught as a District Instructional Program Specialist for the past two years. Ms. McDonald started her teaching career as 5th grade teacher at Rausch Elementary School, OH, before moving into an 8th grade Literacy Coach role at Thomasville Middle School. After that she was a K-5 Curriculum Facilitator at Erin Montessori, Guilford County Schools, for five years. Ms. McDonald is eager to become part of the Asheboro City Schools team and bring with her fresh ideas and innovative approaches to education. Welcome Ms. McDonald!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Marks, Jessica	University of NC at Greensboro B: Music Education	Music

Ms. Jessica Marks is recommended as the Art teacher at Donna Lee Loflin Elementary School for the 2016-2017 school year. Ms. Marks will be a first year teacher with Asheboro City Schools. Ms. Marks completed her student teaching at Union Hill Elementary School, High Point. Ms. Marks is eager to join our District and to begin encouraging creativity and making a positive impact on her students. We are very pleased to welcome Ms. Marks to Asheboro City Schools and we expect her to be a valued team member. Welcome Ms. Marks!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Newman, Sara	University of NC at Greensboro B: Communication Studies Elon University M: Special Education	Special Education

Ms. Sara Newman is recommended as the EC Lead Program Specialist at the Asheboro City Schools Central Office. Ms. Newman has extensive experience in exceptional childrens education and serves as the secretary for the N.C. Council for Exceptional Children and is a member of the Council for Administrators of Special Education. She comes to us from Alamance-Burlington Schools where she has worked for the past five years as a Program Specialist for Exceptional Children and most recently as a Multi-Tier System of Support (MTSS) Program Specialist. Ms. Newman is excited to be a valued member of the Asheboro City Schools team and begin creating and maintaining collaborative partnerships with our District. We are very pleased to welcome Ms. Newman to Asheboro City Schools and we look forward to her valuable contribution to our District and community. Welcome Ms. Newman!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Patton, Kelly	University of NC at Greensboro B: Elementary Education M: Curriculum & Instruction	Elementary Ed. AIG

Ms. Kelly Patton is recommended as an AIG Specialist serving students at North Asheboro Middle School and Balfour Elementary School for the 2016-2017 school year. Ms. Patton comes to us from Randolph County Schools with over 19 years teaching experience in elementary education, and she holds a National Board Certification. Additionally, she is completing her Master's degree in School Administration this month. Ms. Patton has served as an elementary school teacher, and Lead Teacher during her career and she is excited to begin her new step in her career as an AIG Specialist for Asheboro City Schools. We are very pleased to welcome Ms. Patton as a new and valuable member of our District. Welcome to Asheboro City Schools Ms. Patton!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Stone, Mary	UNC-Wilmington B: Science, Oceanography	Science

Ms. Mary Stone is recommended as a Science teacher at Asheboro High School for the 2016-2017 school year. Ms. Stone comes to us as a first year teacher. Ms. Stone interned at The North Carolina Aquarium at Fort Fisher, NC and the NC Aquarium, where she facilitated educational programs on aquarium animals. Ms. Stone has a passion for science and she is eager to join our District and begin teaching and inspiring her students. We look forward to seeing the positive impact Ms. Stone will have on our students and staff at Asheboro High School. We are pleased to welcome Ms. Stone to our District. Welcome Ms. Stone!

NAME

Walter, Shea

COLLEGE/DEGREEClearwater Christian College, FL
B: Elementary Ed.**LICENSURE**Elementary
Exceptional Children

Ms. Shea Walter is recommended as a Therapeutic classroom teacher at Guy B. Teachey Elementary School for the 2016-2017 school year. Ms. Walter comes to us from Montgomery County Schools, where she has served as an EC Inclusion teacher and an EC Pre-K Itinerant teacher, elementary teacher and pre-school teacher. Ms. Walter has a heart for teaching students who need more support to be successful than the average student. We believe she will be a valued team member of Asheboro City Schools. We look forward to seeing the difference she makes in her students' lives, as well as their families. Welcome to Asheboro City Schools Ms. Walter!

NAME

Ward, Vickie

COLLEGE/DEGREEUniversity of NC at Greensboro
B: Elementary Education
Southeastern Baptist Theological Seminary
M: Intercultural Studies**LICENSURE**Elementary Education
English as Second Language

Ms. Vickie Ward is recommended as a third grade teacher at Charles W. McCrary Elementary School for the 2016-2017 school year. Ms. Ward comes to us from Trinity Elementary School, where she was a teaching assistant for first and third grade classes. Ms. Ward interned at Trinity Elementary School in first grade and at Archdale Elementary School in fifth grade. She then completed her student teaching at Archdale Elementary School. Ms. Ward is eager to teach and inspire her students, and we are confident that she will be a positive impact on the students and staff at Charles McCrary. Welcome to Asheboro City Schools Ms. Ward!

Asheboro City Schools
Certified Appointments - Addendum
August 11, 2016

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Jackson, Beverly	Morehead State University B: Reading K-12 Morehead State University M: Elementary Education K-6	Reading Elementary

Ms. Jackson is recommended as a Reading Specialist at Charles W. McCrary Elementary School for the 2016-2017 school year. Ms. Jackson has recently relocated here from Arizona. Ms. Jackson is a veteran educator who brings a strong skill set that will benefit our students. She is known to be creative and innovative and she is eager to become a valuable team member at McCrary Elementary School. We are pleased to welcome Ms. Jackson to North Carolina and to Asheboro City Schools. Welcome Ms. Jackson!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Steele, Frank	Pfeiffer University B: Special Education	Special Education

Mr. Frank Steele is recommended as an EC teacher at North Asheboro Middle School for the 2016-2017 school year. Mr. Steele comes to us from Guilford County Schools and has over 12 years experience in teaching/co-teaching EC students. He is experienced in managing their needs, assessing risk factors and working with parents of special needs students. Mr. Steele is eager to begin to teach, encourage, motivate and assist his students in whatever areas that are needed at North Asheboro Middle School. Please join me in welcoming Mr. Steele to Asheboro City Schools. Welcome Mr. Steele!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Tamayo Osorio, Natalia	Columbia-Universidad de Antioquia B: Elementary Education	Elementary

Ms. Natalia Tamayo Osorio is recommended as a Kindergarten Spanish Immersion teacher at Balfour Elementary School for the 2016-2017 school year. Ms. Tamayo Osorio comes to us through VIF International Education. VIF is an Exchange Visitor Program that sponsors international educators to teach in K-12 in the United States. Ms. Tamayo Osorio is from Medellin, Columbia where she taught English to elementary school students. She comes highly recommended as having a strong classroom management system, challenging and engaging her students, and keeping parents informed and involved. We are excited to have Ms. Tamayo Osorio with us this school year to launch Asheboro City Schools first Spanish Immersion program. Welcome to the United States and to Asheboro City Schools Ms. Tamayo Osorio!

NAME

Trichtinger, Kristen

COLLEGE/DEGREEIndiana University of Pennsylvania
B: Middle Level English Education**LICENSURE**

English Language Arts

Ms. Kristen Trichtinger is recommended as an 8th grade English/Language Arts teacher at South Asheboro Middle School for the 2016-2017 school year. Ms. Trichtinger comes to us as a first year teacher from Pennsylvania. She completed her student teaching in English at Oblock Junior High school and Regency Elementary in Pennsylvania. She has also served as a substitute teacher and tutor in the Pittsburg public schools system. We look forward to seeing Ms. Trichtinger's teaching style evolve at South Asheboro Middle School this year. Please join me in welcoming Ms. Kristen Trichtinger to North Carolina and as a new team member of Asheboro City Schools. Welcome Ms. Trichtinger!

NAME

Wang, Xiaojue

COLLEGE/DEGREELiaoning Normal University
B: Educational Technology
Dalian University of Technology
M: Foreign & Applied Linguistics**LICENSURE**

Chinese

Ms. Xiaojue Wang is recommended to teach Chinese I-IV at Asheboro High School for the 2016-2017 school year. Ms. Wang comes to us from the Institute of International Education College Board Chinese Guest Teacher Program. She has a Master's Degree in Education and has taught English for seven years in China. We are excited to have Ms. Wang with us and we look forward to her teaching her native language and sharing her culture with the Asheboro High School students and staff. Ms. Wang is also eager to learn more about our American culture and educational system while she is here. She has chosen to use the American name Gloria while she is here. We are very pleased have Ms. Wang visit America and to be a member of the Asheboro City Schools District. Welcome Ms. Wang!

Policies
For
30-Day Review

The board is guided by generally accepted standards of fairness in establishing processes for hearings before the board. Given the board's considerable responsibilities for overseeing the educational program and operations of the schools, the board also strives to be efficient in carrying out its various functions, including conducting hearings.

Unless other hearing processes are required by law or board policy, the following procedures will apply in board hearings. The board reserves the right to modify the procedures described in this policy as necessary in any particular hearing in order to be fair, efficient, meet legal requirements or for any other reason the board deems sufficient.

1. A hearing will be open to the public unless a closed session is permitted by law.

It is the express policy of the State and this board to make hearings open to the public except for certain purposes specified in the Open Meetings Law.

Grievance appeals pursuant to board policies 1740/4010 (Student and Parent Grievance Procedures) and 1750/7220 (Grievance Procedure for Employees) typically will be heard in closed sessions in order to present the disclosure of confidential information. Closed sessions will be conducted in accordance with board policy 2320, Compliance with the Open Meetings Law.

The board will consider requests made by a parent, student or employee to conduct a hearing in open session that is permitted by law to be held in closed session. However, the board will make the final determination of whether a hearing will be held in open or closed session.

2. The superintendent is responsible for providing sufficient notice of the time and place a hearing will be held and the nature of the hearing that will be available.

In order to resolve complaints expeditiously, board hearings will be scheduled as promptly as possible and notice given to the parties. The superintendent should provide as much notice as is feasible given the particular circumstances. The superintendent will provide a copy of this policy and, when possible, specify time limitations on the oral presentation if different from what is provided in number 5 of this policy.

3. Individual hearings will be held unless the board determines that a group hearing would be a more effective process for hearing and addressing the matter.

Where two or more individuals share the same or similar concern or are involved in the same matter to be heard by the board, the board may consider whether to conduct a group hearing. The board may consider factors such as generally accepted standards of fairness, the need for efficiency and the ability to prevent the disclosure of confidential

information. The board will consider requests for group or individual hearings and will make the final determination.

4. Unless otherwise required by law, the board may designate a panel of two or more board members to hear and act on behalf of the board.

The superintendent shall confer with the chairperson of the board to determine whether the full board or a panel of the board will conduct a hearing. The board also may establish a panel to hear certain types of appeals, such as student grievances.

5. All parties involved in the hearing may submit written position statements and will be given the opportunity for a limited oral presentation.

Written statements may be submitted at the hearing or in advance of the hearing unless otherwise specified. All parties will be given the opportunity to orally address the board as well. The board may establish time limitations for oral presentations for different types of hearings or may set the time limitation for a particular hearing. Unless a different time frame is established in the notice, applicable board policies or at the hearing, each party will be offered 15 minutes to present his or her position to the board.

6. The board may limit oral presentation to be made by the parties themselves: other witnesses may be excluded.

The board believes that in most instances, permitting the parties to speak before the board enables a fair presentation of the parties' positions. The board may designate types of hearings in which parties may or may not be represented by legal counsel. Any individual intending to be represented by legal counsel must notify the superintendent in advance of the hearing so that there will be an opportunity to clarify whether legal counsel may be used and to provide the superintendent and board with the opportunity to be represented by legal counsel. If necessary, the meeting may be rescheduled so that the board and/or superintendent can secure legal counsel for the hearing.

7. Legal rules of evidence do not apply to information considered by the board.

The board may consider any information that a reasonably prudent person would consider in conducting the serious affairs of a business.

8. In reviewing any appeal of a decision of school personnel, the board will determine whether the administrative record as a whole provides sufficient evidence to justify the decision of the superintendent. New evidence will not be permitted unless necessary to prevent a threat of substantial unfairness.

The board will review the administrative record, including any administrative proceedings, and will provide an opportunity for the superintendent and the party contesting the decision to a limited oral presentation of their positions. The submission of documentary evidence and presentation of additional witnesses will be allowed at the discretion of the board.

9. The superintendent is responsible for making a record of the hearing.

The superintendent will make any record required by law. At a minimum, the board record will incorporate the administrative record provided to the board for review and any written documents submitted by the parties. The record also will provide the decision of the board and the basis for the decision when such information is required or specified in law or board policy.

Legal References: G.S. 115C-45(c); 143-318.11

Cross References: Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), Student and Parent Grievance Procedure (policy 1740/4010), Grievance Procedure for Employees (policy 1750/7220), Compliance with the Open Meetings Law (policy 2320), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353), Requests for Readmission of Students Suspended for 365 Days or Expelled (policy 4362), Teacher Contracts (policy 7410), School Administrator Contracts (policy 7425), Classified Personnel: Suspension and Dismissal (policy 7940)

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

Updated: October 11, 2012

Reviewed by Policy Committee on August 9, 2012

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

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

A. ADMINISTRATION OF TESTS, SCREENINGS, AND OTHER ASSESSMENTS

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

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

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

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

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

B. HIGH SCHOOL AND MIDDLE SCHOOL FINAL EXAMS AND END-OF-COURSE TESTING

The End of Course (EOC), End of Grade (EOG) and North Carolina Final Exam results will count as twenty percent (20%) of a student's final grade in each middle school course for which such a test is administered. Middle school students requiring multiple final assessments, within a single subject, should have the assessments averaged for the final exam score. This requirement does not apply for students assessed on the Extended Content Standards.

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

C. MINIMIZING TIME SPENT TESTING

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

1. Schools will devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.
2. Students will not be subject to field tests or national tests during the two-week period preceding their school's administration of end-of-grade tests, end-of-course tests, or regularly scheduled final exams.
3. No school will participate in more than two field tests at any one grade level during a school year.
4. All annual assessments of student achievement adopted by the State Board of Education pursuant to G.S. 115C-174.11(c)(1) and (3) and all final exams for courses will be administered within the final ten instructional days of the school year for year-long courses and within the final five instructional days of the semester for semester courses. Exceptions will be permitted to accommodate a student's individualized education program and Section 504 plans and for the administration of final exams for courses with national or international curricula required to be held at designated times.

Legal References: The Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, -h; 34 C.F.R. pt. 99; G.S. 115C, art. 10A; 115C-47, -81, -83.5, -83.6, -174.11, -174.12(a), -174.22, -174.25, -276, -288, 307, -402.5; State Board of Education Policies GCS-A series; GCS-C series; GCS-N series; TCP-C-006; 16 N.C.A.C. 6D .0301 – .0306

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

Other References: *Online Assessments Best Practices Guide* (NC DPI, July 2011), available at <http://www.dpi.state.nc.us/acre/assessment/guide/>; *Measures of Student Learning: NC's Common Exams* (NC DPI, March 2013), available at <http://www.ncpublicschools.org/docs/accountability/common-exams/implementation-guide.pdf>

Adopted: January 9, 2014

Updated: June 12, 2014, January 8, 2015

All students will be issued the necessary textbooks for their course work free of charge. In an effort to reduce educational costs and to promote individual responsibility for public property, the board establishes the following requirements for this service:

1. Records will be kept on the condition of all textbooks, including the condition of the books at the time they are issued to students.
2. Instructional personnel will emphasize to students their responsibility to maintain materials in good condition.
3. Students who lose or fail to return issued textbooks will be charged the cost of the book before a replacement will be issued.
4. Students who return a book in such condition as to make it unusable for another student will be charged.
5. Parents or guardians will be notified of the student's responsibility in caring for textbooks properly and of the parents' or guardians' responsibility for paying for any textbooks which are lost or appreciably damaged.

Legal References: G.S. 115C-99, -100

Cross References:

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

Administrative Procedure: None

The board is committed to making resource conservation an integral part of the school system's operation and to providing an example to students and the community of responsible stewardship of natural resources.

The superintendent is responsible for establishing programs that will help the school district meet the following board goals:

1. integrating the concept of resource conservation, including waste reduction and recycling, into the curriculum;
2. reducing the consumption of consumable materials whenever possible;
3. fully utilizing all materials prior to disposal;
4. minimizing the use of nonbiodegradable products whenever possible;
5. purchasing recycled products when financially viable; and
6. encouraging suppliers, both private and public, to make recyclable products and unbleached paper products available for purchase by public schools.

Legal References: G.S. 115C-36

Cross References:

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

Administrative Procedure: None

AP Exam Report: Asheboro High School 2016

- Total Number of Asheboro Students taking AP exams in 2015: **152**
 - 12th Grade: 74 Students
 - 11th Grade: 76 Students
 - 10th Grade: 1 Students
 - 1 *uncategorized*

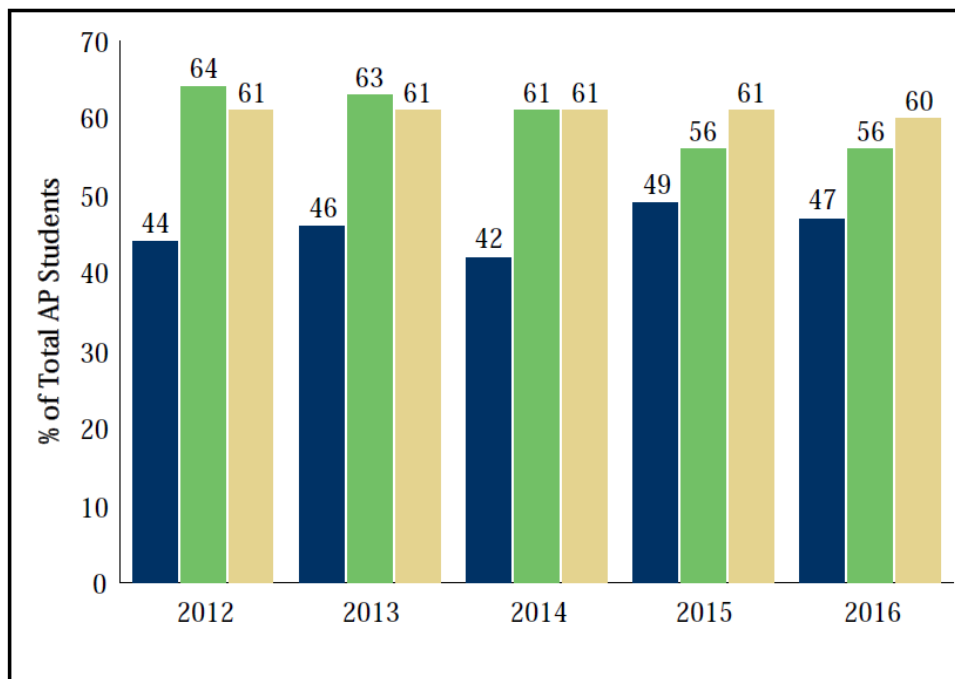
	5	4	3	2	1	Total Exams
Number of Exams	26	28	41	69	46	210
Percentage of Total	12	13	20	33	22	100
Number of AP Students	23	27	40	62	44	

- Exams were given this year in Music Theory (4); English Literature & Composition (34); English Language Composition (48); Psychology (5); US History (32); US Government & Politics (3); Calculus AB (18); Calculus BC (26); Biology (15); Computer Science (1); Physics (3); Spanish Language and Culture (1); and Environmental Science (20).
- AP Scholar Awards are granted to students who have demonstrated college-level achievement through AP courses and exams. This year **23** AHS students achieved these awards!
 - **AP Scholar:** Granted to eleven students for achieving scores of 3 or higher on three or more AP Exams
 - Kellbey Boggs
 - Josiah Clark
 - Mayra Correa Ramirez
 - Carina Garcia Aguilar
 - Dayanera Gross
 - Mallory Hayes
 - Abigail McBride
 - Lauren Montoya
 - Jessica Moore
 - Sarah Richey
 - Lauren Stoltzfus
 - **AP Scholar with Honor:** Granted to seven students for achieving an average score of at least 3.25 on all AP Exams taken and scores of 3 or higher on four or more of these exams
 - Matthew Applegate
 - Katherine Cernava
 - John Faile
 - Carlton Foley
 - Hunter Morgan
 - Richard Pincus
 - Caleb Williams
 - **AP Scholar with Distinction:** Granted to five students for achieving an average score of at least 3.5 on all AP Exams taken and scores of 3 or higher on five or more of these exams

- Bailey Allgood
- Parris Brown
- Conner Criscoe
- Mariah Hydzik
- Alicia Peterson

Five Year School Score Summary (2016)

% of Total AP Students with Scores 3+



■ Asheboro High School (340103) ■ North Carolina ■ Global

	2012	2013	2014	2015	2016
Asheboro High School (340103)					
Total AP Students	154	165	183	199	152
Number of Exams	231	269	263	316	210
AP Students with Scores 3+	68	76	76	98	71
■ % of Total AP Students with Scores 3+	44.2	46.1	41.5	49.2	46.7
North Carolina					
Total AP Students	53,861	57,123	63,950	75,137	77,402
Number of Exams	101,133	107,538	119,472	141,338	144,993
AP Students with Scores 3+	34,345	36,236	38,735	42,310	43,548
■ % of Total AP Students with Scores 3+	63.8	63.4	60.6	56.3	56.3
Global					
Total AP Students	2,106,843	2,225,625	2,352,026	2,497,164	2,612,858
Number of Exams	3,714,079	3,955,410	4,199,454	4,516,044	4,710,407
AP Students with Scores 3+	1,295,051	1,354,800	1,442,136	1,515,264	1,572,952
■ % of Total AP Students with Scores 3+	61.5	60.9	61.3	60.7	60.2

“Success” on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student’s ability to persist in college and earn a bachelor’s degree.

ADVANCED PLACEMENT EXAM PERFORMANCE SUMMARY ASHEBORO HIGH SCHOOL



Asheboro City Schools
...the subject is excellence!

Course by Course Performance

	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	# exams	% 3 or higher	# exams	% 3 or higher	# exams	% 3 or higher	# exams	% 3 or higher	# exams	% 3 or higher	# exams	% 3 or higher	# exams	% 3 or higher	# exams	% 3 or higher	# exams	% 3 or higher	# exams	% 3 or higher	# exams	% 3 or higher
Art History*	1	100%							1	0%												
Music Theory							7	71%	4	100%	6	67%	9	56%	1	100%	3	100%			4	75%
English Language	2	100%							1	0%			1	100%	43	63%	69	39%	71	42%	48	46%
English Literature	19	58%	14	57%	12	58%	12	33%	25	56%	23	30%	22	77%	13	54%	43	51%	37	41%	34	29%
Spanish Language	8	63%	11	64%	15	40%	10	30%	11	55%			10	70%	8	50%			9	100%	1	100%
Calculus AB	21	71%	19	42%	42	50%	22	59%	20	30%	26	23%	40	48%	31	48%	17	59%	53	60%	18	33%
Calculus BC							4	25%					3	100%	1	100%	2	100%	2	100%	26	73%
Statistics									1	100%	8	25%	2	0%	23	30%	13	31%	13	31%		
Computer Science A*							1	100%			1	100%			13	8%					1	100%
Biology			65	46%			50	24%			64	19%	23	26%	28	43%	15	53%	15	53%	15	53%
Chemistry	1	100%	1	100%	5	20%			24	8%	1	0%	14	43%	6	17%	9	11%	23	48%		
Environmental Science	60	65%			107	33%			146	25%	31	26%	73	25%	70	33%	68	32%	37	22%	20	40%
Physics*					2	100%	3	100%					1	100%							3	100%
Economics-Micro*													1	100%								
Economics-Macro*													1	100%								
Psychology*	1	100%	3	67%	8	88%	11	18%	2	50%	9	33%	7	29%	4	50%	1	100%	13	54%	5	40%
Euro. History*	1	100%					1	100%	1	0%			1	100%			1	0%				
US History	28	36%	36	50%	33	24%	62	39%	39	44%	33	52%	20	45%	26	38%	19	51%	39	51%	32	31%
US Gov't & Politics*	1	100%	3	33%	1	100%	2	50%	2	50%					1	100%	3	33%	4	75%	3	67%
World History*			1	100%			1	0%	5	40%			3	100%								
Human Geog.*															1	0%						
Total # Exams	143		153		225		186		282		202		231		269		263		316		210	

*Course taught online via NCVPS or NCSSM

Policies
For
Approval

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 performance information and information on how state funds have been expended.

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. Public Records – Retention, Release, and Disposition (policy 5070/7350);
3. School Volunteers (policy 5015);
4. Compliance with the Open Meetings Law (policy 2320);
5. Registered Sex Offenders (policy 5022);
6. Distribution and Display of Non-School Material (policy 5210);
7. Community Use of Facilities (policy 5030); and
8. 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: No Child Left Behind Act of 2001, 20 U.S.C. 6318; 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), 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

The board of education promotes the health and safety of all students and staff and of other persons. The board also promotes the cleanliness of all school facilities. The board believes that the use of tobacco products on school grounds, in school buildings and facilities, in or on any other school property owned or operated by the school board, or at school-related or school-sponsored events is detrimental to the health and safety of students, staff and school visitors. To this end, and to comply with state and federal law, the board adopts this tobacco-free policy that prohibits smoking and the use of tobacco products as follows. For the purposes of this policy, the term “tobacco product” means any product that contains or is made or derived from tobacco and is intended for human consumption, including all lighted and smokeless tobacco products, as well as electronic cigarettes, vaporizers, and other electronic smoking devices even if they do not contain tobacco or nicotine.

1. All employees and other persons performing services or activities on behalf of the school system, including volunteers and contractors, as well as students and visitors, are prohibited from using any tobacco products at any time in any school building, in any school facility, on school campuses, and in or on any other school property owned or operated by the school board.
2. In addition, persons attending a school-sponsored event at a location not specified in subsection 1 above are prohibited from using tobacco products when (a) in the presence of students or school personnel, or (b) in an area where use of tobacco products is otherwise prohibited by law.
3. Nothing in this policy prohibits the use of tobacco products for an instructional or research activity conducted in a school building, provided that such activity is conducted or supervised by a faculty member and that the activity does not include smoking, chewing or otherwise ingesting tobacco.
4. The administration will consult with the county health department and other appropriate organizations to provide employees with information about support systems and programs to encourage employees to abstain from the use of tobacco products. The school system may, from time to time, provide free non-smoking programs and services to employees of the school system after the regular school day.
5. The principal of each school and other school personnel responsible for school facilities shall post signs in system facilities in a manner and location that adequately notify staff, students and visitors that the use of tobacco products by any person is prohibited at all times in or on school property.

6. The superintendent and designees shall ensure that adequate notice of this policy is provided to students, parents, school personnel, and the public.
7. All school personnel are required to adhere to and enforce this policy and other policies, rules or regulations addressing the use of tobacco products.

Legal Reference: 20 U. S. C. 6081*et seq.*; Pro-Children Act of 1994; 21 U.S.C 321 (rr); G. S. 14-313; 115C – 47(18), -407

Cross Reference: Tobacco Products - Students (policy 4320)

Adopted: March 13, 2003 to become effective July 1, 2003

Revised: September 11, 2008

The board is committed to providing a healthy and safe environment for its students, employees, and visitors. To provide opportunities for assistance to individuals who experience sudden cardiac arrest on school property, the board authorizes the placement of automatic external defibrillators (AEDs) in designated locations in schools and other board-owned or operated facilities and at designated events to be accessed by medical practitioners and other trained persons.

To the extent funding, staff, and training are available, the superintendent is authorized to acquire AEDs for use at designated schools and events. The superintendent is further authorized to develop a program to address access to and training, use, and maintenance of AEDs in the school system. All such AEDs and any program developed must comply with the requirements of state and federal law.

The superintendent, in consultation with medical professionals trained in cardiopulmonary resuscitation (CPR) and AED use, shall develop procedures to implement this policy. Procedures must include information regarding:

1. Medical/healthcare provider oversight: Choice of AED devices will be made in consultation with a physician licensed by the state of North Carolina. Preference will be given to machines that offer both adult and child settings. The type of AED product must be one that is approved by the United States Food and Drug Administration.
2. CPR and AED use training for anticipated responders: Training will be completed in accordance with nationally recognized training programs including those approved and provided by the American Heart Association or American Red Cross. Appropriate records of training will be maintained.
3. Coordination with the emergency medical services (EMS) system: Appropriate local EMS officials must be notified of the location and most recent placement of AEDs within a reasonable period of time of placement.
4. Appropriate device maintenance and testing.
5. Placement of AEDs.

The superintendent or designee shall report to the board on the plan for and actual use of AEDs in the school system. The superintendent shall designate a program coordinator to manage the AED program in the schools.

Nothing in this policy should be construed to require the presence or use of an AED on school property or at school sponsored events, unless otherwise required by law. The board cannot and does not guarantee that an AED or a person trained in its use will be available at any particular school site or school-sponsored event.

The board and its employees expressly reserve all immunities from civil liability which are available to them under state or federal law, including governmental immunity and the statutory immunities set forth in North Carolina General Statutes 90-21.14, 90-21.15 and 115C-375.1 and federal statute 42 U.S.C. 238q.

Legal References: G.S. 90-21.14, -21.15; 115C-375.1; 42 U.S.C. 238q

Cross References: Student Health Services (policy 6120)

Other References: *N.C. Emergency Guidelines for Schools*, (NCDP/NCDHHS 2009), available at <http://www.nchealthyschools.org/resources>; *Implementing an AED Program*, (American Heart Association 2012), available at http://www.heart.org/idc/groups/heartpublic/@wcm/@ecc/documents/downloadable/ucm_438703.pdf

Adopted: May 14, 2015

The board endorses the goals of the Community Schools Act. The board will make specified indoor and outdoor school facilities available for use by eligible community groups under agreements developed in accordance with this policy. The board also will make some outdoor school facilities available for limited recreational use by the general public when not inconsistent with the board's use of the facilities. Public use is subject to Section H of this policy.

A. GENERAL PRINCIPLES

The use of school facilities by community groups should be consistent with the goals and objectives of the board and school district and must not conflict with the educational program.

Community use of school facilities is encouraged, but should not interfere with their use for the educational program and should not be so extensive as to prevent the need to adequately maintain them, in order to protect the taxpayers' investment.

Use of school facilities will not be approved for activities that do any of the following:

1. violate federal, state or local laws;
2. violate board of education policies or regulations;
3. advocate imminent violence;
4. damage or have the potential to damage school buildings, grounds or equipment;
or
5. are in conflict with scheduled school activities

B. PRIORITY IN USE/FEE STRUCTURE

School-sponsored groups and activities, (such as school athletic events, school drama and choral productions), and meetings of student organizations, including organizations permitted to meet under the Equal Access Act, shall have first priority in the use of school facilities.

Priority for community use of facilities will then be given to non-profit community groups whose mission is similar or complementary to that of the school district. The district may sponsor non-profit community groups that serve the essential mission of the school district and help it meet its goals. Sponsorship decisions will be made on a case-by-case basis. The district shall not sponsor community groups that discriminate on the basis of the proscribed criteria in Policy 1710, Prohibition against Discrimination and

Harassment, including Bullying and Hazing. A decision to sponsor a community group is in the sole discretion of the superintendent.

For-profit groups are not permitted to use school facilities, unless the superintendent or designee determines that a particular use is non-commercial in nature. Nor are school facilities generally to be used for private purposes (such as weddings or family reunions), or for commercial activities of non-profit groups. School-sponsored fund raising activities may be permitted regardless of the sharing of event revenue with an outside entity, provided the superintendent or designee determines that the primary purpose of the event is to benefit education and approves a fund raiser request in accordance with Policy 8411, School Fund Raising Activities.

Although for-profit groups are generally not permitted to use school facilities, local dance-instruction studios have historically utilized our facilities for the purpose of staging dance recitals. Recognizing the board's long-standing relationship with these studios and their reliance on the availability of our facilities for the presentation of their artistic performances, the board deems it appropriate to exempt them from the prohibition against for-profit group use of our facilities. The mission of dance-instruction studios is similar and complementary to that of the school district, each has used our facilities for many years, without incident, and the board feels it is in the best interest of the community to allow their continued utilization of our facilities for dance recital purposes, upon payment of rental, utility, custodial and supervisory fees, as applicable.

Priority in the use of school facilities and the fee structure for such groups will be in accordance with the following user categories. Priority in use among groups within the same user category will not be based upon the viewpoints of the groups. (see Policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying). All groups within the same user category will be charged for facility use according to the uniform fee structure. Upon approval of the facility use, all users will be required to submit the fees in advance.

1. School-sponsored groups and activities, such as athletic events, school drama and choral productions, and meetings of student organizations.
Application: Not required. The school shall provide advance notice to the Director of Facilities of all such activities that will take place outside normal school hours.
Insurance: Not Required
Fees: None.
2. School related groups (organizations formed to support the school in some manner, such as the PTA, PTO, teachers' and principals' organizations and booster clubs)
Application: Required.

Insurance: Not Required

Fees: Fees for providing use of kitchens will be charged to cover costs. Custodial or other supervisory services may be charged.

3. Non-profit community groups sponsored by the district, approved fund raisers involving use of school facilities by outside groups, and one-time meetings for local governmental agencies supported by tax funds of the community (Asheboro City Council, Randolph Board of County Commissioners), including as a polling place on election days, in accordance with G.S. 163-129

Application: Required.

Insurance: Required

Fees: None

4. Local government and youth organizations, including but not limited to any youth group listed in Title 36 of the United States Code as a patriotic society such as the Boy Scouts and Girl Scouts, and, political parties for the express purpose of annual or biennial precinct meetings and county and district conventions in accordance with G.S. 155C-527

Application: Required.

Insurance: Required

Fees: Rental fees for the use of facilities may be charged. Custodial, kitchen, and supervisory fees will be charged.

5. All groups not included in the other categories

Application: Required.

Insurance: Required

Fees: Rental, custodial, kitchen and supervisory fees will be charged.

Prior to the beginning of each school year, the superintendent shall submit for board approval a fee structure that lists the amount or method of calculating rent and fees to be charged for facility use.

C. REQUESTS FOR USE OF FACILITIES

Any eligible individual or group in categories 2, 3, 4 and 5 above that wishes to use a school facility must submit a request to the principal of the school that contains the desired facility. The request must be submitted using a written application, which will be available in the principal's office. An application for use of a school facility shall be filed at least two (2) weeks prior to the date of intended use. An application must be approved by the principal and the Director of Facilities and Maintenance.

D. FACILITIES AVAILABLE FOR USE

The board permits eligible individuals or groups to use certain facilities in schools.

The following types of facilities are available for use at schools: auditoriums, theaters, and multi-purpose rooms; dining areas and kitchens; designated classrooms; designated gymnasiums; media centers; and playgrounds. Costs for using designated facilities will be calculated in accordance with the fee structure adopted by the board.

Other school facilities may be used only in exceptional circumstances based on a justified need and as approved by the superintendent or his/her designee. The superintendent is authorized to determine the fees for the use of facilities in such circumstances.

E. RULES GOVERNING USE OF SCHOOL FACILITIES

The superintendent shall develop regulations consistent with this policy. The regulations will include an application process, and provisions regarding the supervision of groups using facilities, the care of facilities, prohibited conduct and other issues deemed appropriate by the superintendent. A copy of such regulations will be furnished to all applicants at the time they receive the facilities use application form. In addition to the regulations established by the superintendent, users of school facilities must comply with the following rules:

1. Users must comply with all federal, state and local laws and all rules required by the board, superintendent or his/her designee, or the principal.
2. Users must comply with the requirements of the Americans with Disabilities Act (ADA) (particularly Subchapter III pertaining to Public Accommodations and Services Operated by Private Entities) and the federal regulations that have been adopted for the implementation of the ADA.
3. Users must comply with board policy and legal requirements forbidding the use of tobacco products in school facilities and on school grounds (see policy 5026/7250, Smoking and Tobacco Products).
4. Users must not consume or possess alcohol or drugs on school grounds (see policy 5025, Prohibition of Alcoholic Beverages).
5. Users must not possess weapons or explosives while on school grounds, except in the limited circumstances permitted by state law and policy 5027/7275, Weapons and Explosives Prohibited.

6. Users are responsible for supervising their activity and the people present at their activity. Users are responsible for maintaining order and safety during their activity.
7. Users shall not publicize or advertise events in school facilities prior to obtaining all required approvals.

A user's violation of the provisions of this policy or any applicable regulations is grounds for suspending the user's privilege to use school facilities for such period of time deemed appropriate by the principal, subject to the review of the superintendent and board of education.

F. DAMAGES AND LIABILITY INSURANCE

Users of school facilities are responsible for all damages to school facilities, property or equipment that occurs while the facility is being used by the group, regardless of who causes the damage. Users also are responsible for the conduct of all persons involved in the users' activities while on school property.

All users groups, except categories 1 and 2 above, must furnish a certificate of insurance for general liability coverage with a total limit coverage of \$1,000,000 for each claim made.

G. TERM AND ACCEPTANCE OF LEASE

The superintendent is authorized to enter into agreements with community groups for the lease of school property for terms of one year or less. All such leases must be reviewed and approved in advance by the board attorney. The superintendent will inform the board of the execution of any lease at its next regularly scheduled meeting. Leases may be renewed following the same process.

Absent unusual circumstances, leases will not be granted for a term longer than one year. A lease for more than one year must be approved in advance by the board.

H. USE OF OUTDOOR SCHOOL FACILITIES BY THE GENERAL PUBLIC

Outdoor property and facilities of the school system will be open to limited use by members of the general public in accordance with rules to be established by the superintendent or designee. Public use will be permitted only to the extent that it 1) is not inconsistent with the proper preservation and care of the outdoor school property; 2) does not interfere with the safe and efficient operation of the schools and school activities; and 3) does not conflict with use by any community group operating under a facility use agreement described in this policy. The superintendent is authorized to establish all terms, conditions, and rules necessary

to regulate the use of outdoor facilities by members of the general public consistent with these requirements.

I. REVIEW OF DECISIONS CONCERNING USE OF SCHOOL FACILITIES

Any person or organization may request a review of any decision made by staff pursuant to this policy in accordance with policy.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Equal Access Act, 20 U.S.C. 4071-4074, 28 C.F.R. pt. 36; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. pt. 108; Community Schools Act, G.S. 115C-203 to -209.1, -524, -527; 160A-274; 163-129

Cross References: Prohibition Against Discrimination and Harassment including Bullying and Hazing (1710/4021/7230), Parent and Student Grievance Procedure (1740/4010), Prohibition of Alcoholic Beverages (5025), Smoking and Tobacco Products (policy 5026/7250), Weapons and Explosives Prohibited (5027/7275), School Fund Raising Activities (policy 8411), Sale, Disposal and Lease of Board-Owned Real Property (9400)

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

Revised: February 12, 2009, June 14, 2012, January 21, 2016

RELATIONSHIP WITH LAW ENFORCEMENT

Policy Code: **5120**

The board recognizes the importance of law enforcement authorities in providing safe schools. The board desires an effective working relationship with law enforcement. To this end, the superintendent and principals are expected to communicate the needs of the schools and work with law enforcement officials in developing joint programs and in establishing protocols for handling situations in which the assistance of law enforcement is helpful or necessary. The superintendent shall establish procedures for school contacts with law enforcement agencies.

The superintendent shall ensure that local law enforcement have schematic diagrams, including digital schematic diagrams, of all school facilities and provide them updates of the schematic diagrams when the school system makes substantial facility modifications, such as the addition of new facilities or modifications to doors or windows. The superintendent shall also provide local law enforcement with (1) either keys to the main entrance of all school buildings or emergency access to key storage devices for all school buildings and (2) updated access to school buildings when changes are made to the locks of the main entrances or to the key storage devices.

School resource officers will be assigned duties as specified in a written understanding between the law enforcement agency and the school system.

Law enforcement officials, including school resource officers, should not initiate administrative investigations, including investigations to determine whether student behavior policies have been violated, but may be used to assist school officials in such investigations for safety or other reasons as determined necessary by the principal or designee. Law enforcement officials may be contacted to report possible criminal conduct on school premises or at school-sponsored activities. (See policy 4335, Criminal Behavior, for more information regarding mandatory reporting of certain criminal behaviors.) However, school officials will independently investigate violations of school rules or board policies even if such violations may also involve criminal behavior.

School administrators and employees are expected to cooperate in criminal investigations but should attempt to do so in a way that minimizes disruptions to the educational environment.

Visits by probation officers to students during the school day must be in accordance with policy 5020, Visitors to the Schools.

Legal References: G.S. 115C-36, -47, -105.53

Cross References: School Safety (policy 1510/4200/7270), Criminal Behavior (policy 4335), Student Searches (policy 4342), Visitors to the Schools (policy 5020)

Adopted: May 9, 2013

Updated: April 10, 2014, May 14, 2015

The board recognizes that an effective educational program must be supported by services that assist students in taking advantage of educational opportunities to receive a sound basic education. The board also recognizes the need for services that help the school system use resources necessary for an educational program in an effective and efficient manner.

The board and superintendent will strive to educate the board of county commissioners and other funding sources of the importance of support services.

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

Cross References: Board Authority and Duties (policy 1010)

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

Revised: July 9, 2015

The school district will provide health services to students as required by law. The school district will administer drugs or medication prescribed by a doctor only upon the written request of the parents; give emergency health care when reasonably apparent circumstances indicate that any delay would seriously worsen the physical condition or endanger the life of the pupil; and perform any other first aid or lifesaving technique in which training has been provided to school employees. A registered nurse also will be available to provide assessment, care planning, and on-going evaluation of students with special health care service needs in the school setting.

The superintendent may develop procedures or delegate the development of procedures to each school principal for providing these health services and meeting the board requirements: listed below.

1. The principal must determine at the beginning of each school year prior to the beginning of classes, and thereafter as circumstances require, which employees will participate in the health services program. The principal shall inform his or her staff about which health services duties are delegated to which employees.
2. Any employee designated to provide health care services must receive appropriate training.
3. Health manuals prepared by governing state agencies must be followed in developing appropriate procedures and for determining which tasks must be performed by registered nurses.
4. Procedures must be consistent with all related board policies, including policy 4230, Communicable Diseases - Students, and policy 6125, Administering Medicines to Students.
5. Procedures must be consistent with state and federal law for students with disabilities, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The *Policies Governing Services for Children with Disabilities* will be followed, as applicable.
6. Procedures must be consistent with guidelines adopted by the State Board of Education under G.S. 115C-12(31) to serve students with diabetes, including developing and implementing individual diabetes care plans for such students and providing information and training to school personnel to appropriately support and assist such students, in accordance with their individual diabetes care plans.
7. Written information maintained by the school or school personnel regarding a student's medicinal and health needs is confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act (FERPA) and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.

8. School personnel must obtain parental consent for medical services as required by law. Parents will be notified of their rights in accordance with policy 1310/4002, Parental Involvement.
9. Health professionals will be consulted in the development of health services. Opportunities also should be provided for input from staff, parents and students on the health services provided.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12134, C.F.R. pt. 35; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), -794, 34 C.F.R. pt. 104; G.S. 115C-12(12), -12(31) -36, -307(c), -375.1, -375.3; 16 NCAC 6D.0402; *Policies Governing Services for Children with Disabilities*, State Board of Education Policies GCS-D-000, GCS-G-006

Cross References: Parental Involvement (policy 1310/4002), Communicable Diseases - Students (policy 4230), Student Records (policy 4700), Administering Medicines to Students (policy 6125)

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

Administrative Procedure: None

Updated: February 8, 2007

PARTICIPATION BY HISTORICALLY UNDERUTILIZED BUSINESSES

Policy Code:

6402

The board affirms the State's commitment to encourage participation of historically underutilized businesses in the school district's purchase of goods and services. The board of education prohibits discrimination against any person or business on the basis of race, color, ethnic origin, sex, disability or religion.

SCHOOL DISTRICT GOOD FAITH EFFORTS

The board has adopted the following guidelines to ensure that the school district will make good faith efforts to reach diverse suppliers of goods and services and to encourage participation in the school district's purchasing progress by such suppliers. The school district will:

1. make information about the school district's purchasing procedures and bidding process readily available;
2. advertise for bids in media that reaches minority businesses;
3. ensure access to bidding documents needed for making bids on projects;
4. request directory information of businesses owned and controlled by minorities, women, disabled persons and nonprofit work centers for the blind or severely disabled by contacting the Division of Purchase and Contracts at the State Department of Administration;
5. sponsor or participate in purchasing seminars for all prospective vendors or, in particular for minority-owned, female-owned, disabled-owned, disabled business enterprises, and non-profit work centers for the blind or severely disabled;
6. provide information to HUBs on how to have a company name included on lists maintained by the Division of Purchase and Contracts at the State Department of Administration;
7. prepare vendor lists in accordance with policy 6442, Vendor Lists; and
8. where allowed by law, permit performance guarantees rather than performance bonds for contracts for goods and services.

DOCUMENTATION AND REPORTING

The superintendent or designee will submit all legally required reports on the use of historically underutilized businesses and will document the use of businesses qualifying as historically underutilized businesses as necessary to comply with applicable laws.

Legal References: City of Richmond v. J.A. Croson Co., 488 U.S. 469 (1989); G.S. 143-48, 143-128

Cross References: Vendor Lists (policy 6442), Participation by Women and Minority-Owned Businesses (policy 9125)

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

Administrative Procedure: None

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

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

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

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

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

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

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

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

Cross References: Family and Medical Leave (policy 7520)

Adopted: July 9, 2015

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

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

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

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

The evaluation system must incorporate the following directives.

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

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

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

Legal References: G.S. 115C-47(18), -286.1, -325, -333, -333.1; State Board of Education Policies TCP-C-004, -005, -006, -022

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

Adopted: February 9, 2012

Revised: January 9, 2014, March 11, 2016

NON-CAREER STATUS TEACHERS: NONRENEWAL

Policy Code:

7950

The board, upon recommendation of the superintendent, may refuse to renew the contract of any non-career status teacher for any cause it deems sufficient, so long as the cause is not arbitrary, capricious, discriminatory, prohibited by state or federal law, or for personal or political reasons.

If the superintendent decides to recommend nonrenewal of a non-career status teacher, the superintendent shall provide written notice of the recommendation no later than June 1. The teacher may, within 10 days of receipt of the superintendent's recommendation, request written notice of the reasons for the superintendent's recommendation for nonrenewal and the information that the superintendent may share with the board to support the recommendation for nonrenewal. If a teacher files a timely request, the superintendent shall provide the requested information, and the teacher will be permitted to submit supplemental information to the superintendent and board prior to the board's decision.

A non-career status teacher has the right to petition the board for a hearing no later than 10 days after receiving notice of the superintendent's recommendation for nonrenewal. If the teacher requests a hearing, the board chair and vice chair will confer and determine whether such a hearing will be granted. If the chair and vice chair cannot agree, a hearing will be granted. The board will notify the teacher of its decision whether to grant a hearing.

The board will notify the non-career status teacher whose contract will not be renewed for the next school year of its decision by June 15. If, however, a teacher is granted a hearing, the board will provide the nonrenewal notification within 10 days of the hearing or such later date upon the written consent of the superintendent and teacher.

In considering a recommendation of the superintendent to offer a teacher a new, renewed, or extended contract, the board may review any information that was in the teacher's personnel file at the time of the superintendent's recommendation. If the board determines that it needs additional information to reach a decision, it will notify the teacher of the board's concerns and of the additional information that it is considering and provide an opportunity for the teacher to respond to the additional information.

The board will notify the non-career status teacher whose contract will not be renewed for the next school year of its decision by June 15. If, however, a teacher is granted a hearing, the board will provide the nonrenewal notification within 10 days of the hearing or such later date upon the written consent of the superintendent and teacher.

Non-career status teachers may be demoted or dismissed during the terms of their contracts only in accordance with policy 7930, Professional Employees: Demotion and Dismissal.

Legal References: G.S. 115C-45(c), -325.1 *et seq.*

Cross References: Hearings Before the Board (policy 2500), Teacher Contracts (policy 7410), Reduction in Force: Teachers and School Administrators (policy 7920), Professional Employees: Demotion and Dismissal (policy 7930)

Adopted: March 8, 2012

Updated: January 9, 2014, June 12, 2014, February 12, 2015

A. PRINCIPLES

The board strives to provide safe, orderly, and inviting schools for students and staff. The board also strives to provide other facilities needed to support the educational program. Long-range planning by the board and superintendent is essential for providing an educational environment that offers students the opportunity to receive a sound basic education and that supports student success.

B. LONG-RANGE PLAN

The board will adopt a long-range plan that identifies the facility needs of the school system and sets forth a plan for how to meet these needs. The plan will address the issue of whether to renovate existing facilities or build new facilities. The plan also will incorporate, where appropriate, creative options for meeting the needs of the educational program, such as expansion or reduction through modular construction, future alternative uses of space, the availability of community facilities, the use of temporary facilities or leasing arrangements, opportunities for capital lease financing of facilities through public/private partnerships, and sharing facilities with other school systems.

C. PROCESS

The following information will be considered in developing and adopting a long-range plan:

1. data that reflect the possibility of enrollment declines or increases as well as other demographic changes in the population of students that is or may be served;
2. a facilities inventory that includes the size of sites, building capacities, age of buildings, energy consumption, ability to utilize technology, the suitability of the space for its current or future purpose, and accessibility by the community; and
3. the availability or anticipated availability of innovations in construction or design that would allow existing buildings to be renovated or new facilities to be constructed at a lower cost, in a more energy-efficient manner or in a way that would better meet the needs of the educational program.

The superintendent may utilize the services of consultants to obtain information necessary for the long-range planning process. All professional contracts must meet the requirements of any applicable board policies. (See policy 9110, Selection and Use of Architects and Engineers and policy 9120, Bidding for Construction Work) School staffs, students, and parents should be involved in considering the needs for new and renovated facilities.

The board will work with the board of county commissioners when possible in developing a five-year capital outlay plan. The board and superintendent will endeavor to communicate with other governmental bodies and the public in a positive and persuasive manner about the need for school construction and, consequently, the need for necessary funding.

Legal References: G.S. 115C-47, -204, -276, -426.2, -521, -524, -530, -531, -532; 143-128.1C(1), -129; 153A-164; Leandro v. State, 346 N.C. 336 (1997)

Cross References: Board Authority and Duties (policy 1010), Selection and Use of Architects and Engineers (policy 9110), Bidding for Construction Work (policy 9120)

Adopted: July 10, 2014

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 for school use, 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 (1) reviewed by the board attorney, (2) be approved by the board, unless the board has delegated this authority to the superintendent in policy 6420, Contracts with the Board, and (3) meet any applicable legal and board policy requirements.

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

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

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

Administrative Procedure: None

Updated: July 10, 2014

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

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

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

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

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

Legal Reference: 29 U.S.C. § 794(b); 34 C.F.R. pt. 104 (subpt. C); 42 U.S.C. §12101 *et seq.*; 28 C.F.R. pt. 35 (subpt. D); G.S. 115C-204, -521; 133, arts. 1 and 3; State Board of Education Policies TCS-O-003, *North Carolina Public School Facilities Guidelines*, and TCS-P-006, *Procedures Manual: Public School Building Capital Fund*, both available at www.schoolclearinghouse.org/.

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

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

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

Updated: July 10, 2014, August 13, 2015

Security of school district facilities is an important part of maintaining a safe learning environment for students and staff and for protecting the investments of the school district. The superintendent or his or her designee will develop and implement programs or procedures as necessary to meet, at a minimum, the following board requirements for security of facilities.

1. All school system buildings must use a security control system that will limit access to keys or other building entry devices to authorized personnel and will safeguard against unauthorized individuals gaining entry to buildings.
2. The superintendent is responsible for determining the need for and responsibilities of security personnel and shall make recommendations as appropriate to the board for funding security personnel positions or contracts.
3. The superintendent must provide the Department of Public Safety's Division of Emergency Management (Division) with emergency response information it requests for the school risk management plan and updated emergency response information when such updates are made. The superintendent must provide the Division and local law enforcement with schematic diagrams, including digital schematic diagrams, of all school facilities and updates of the schematic diagrams when the school system makes substantial facility modifications, such as the addition of new facilities or modifications to doors or windows. Schematic diagrams must meet any standards established by the Department of Public Instruction for the preparation and content of the diagrams. In addition, the superintendent must provide local law enforcement with (1) either keys to the main entrance of all school buildings or emergency access to key storage devices for all school buildings and (2) updated access to school buildings when changes are made to the locks of the main entrances or to the key storage devices.
4. Principals will make reasonable efforts to secure buildings and other valuable property on school grounds when the school is closed or vacated.
5. Teachers will make reasonable efforts to secure their assigned classrooms or other designated space when the school is closed or vacated or when the classroom or other designated space is not in use.
6. Principals are encouraged to involve teachers, other school staff, parents, students and law enforcement in identifying the security needs of the school.
7. Principals will implement programs or make recommendations to the superintendent and board as appropriate to address the security needs of the school.

Other board policies regarding the maintenance of facilities, safety and visitors to the school also are important to maintaining the security of the school environment. All professional employees and other employees with job duties related to the security of the facilities are responsible for being familiar with these policies and carrying out duties specified by board policies or the superintendent or his or her designee.

Legal References: G.S. 115C-276(c), -288(f), -307(h), -523, -524; S.L. 2013-360

Cross References: Student Safety (policy 1510/4200), Visitors to the Schools (policy 5020), Relationship with Law Enforcement (policy 5120), Use of Equipment, Materials and Supplies (policy 6520), Vandalism (policy 6550), Care and Maintenance of Facilities (policy 9200)

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

Updated: July 10, 2014, August 13, 2015

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.

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

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

Asheboro Middle School Athletics

A proposal for 6th grade participation



Wes Berrier
Athletic Director- SAMS

Graham Groseclose
Athletic Director- NAMS

NC State Board of Education Message:

As of August 4, 2016, the North Carolina State Board of Education changed the policy regarding interscholastic athletics (HRS-D-001). The new policy changes the grade level at which students may participate in interscholastic competition from grades 7-12 to grades 6-12. As part of this change, 6th grade students may participate in all interscholastic sports with the exception of football.

This policy allows each LEA or charter school to determine whether or not 6th graders may participate in interscholastic athletics, with the exception of football.

Our Rationale:

- Instill academic discipline at an earlier age.
- Academic support from coaches with 6th grade students.
- Encourage a positive direction for middle school.
- Importance of structured, school athletic environment.
- Opportunity to strengthen athletic programs.
- Eliminates rationale of parents for removing their child from ACS.
- Strengthens current numbers with our programs.
- Philosophy is outdated.

The opportunity is knocking...

Will there be backlash if we lobby for the opportunity to involve 6th grade and then do not take advantage, now that the state has approved?



Points of Pride Update

August 11, 2016

- **Summer Learning Camps**
 - Read to Achieve
 - JumpStart
 - Asheboro Author's Workshop
 - STEAM Camp
 - STREAM Camp
 - Asheboro City Camp
 - 10-Day Summer School
 - High School Credit Recovery
 - K-5 Reading Camp at Balfour (ACS and RCC classes for Spanish-speaking parents of K-5 students)
 - Globe-Trotters
 - AHS Cheer Camp
 - AHS Band Camp
 - 2016 AHS Football Camp
 - Blue Comet Wrestling Camp
 - AHS Volleyball Clinic

- **Additional Summer Celebrations**
 - Get REAL2
 - ACS Media Center Extended Hours of Operation
 - Summer Meal Service
 - Administrative Leadership Team Service Projects
 - Little Free Libraries are HERE!
 - Integrating the new logo
 - Spanish for Educators

- **New Administrators Meet & Greet Events**
 - South Asheboro Middle School – Tuesday, August 2
 - Asheboro High School – Thursday, August 4
 - Donna Lee Loflin Elementary School – Wednesday, August 10

- **New Administrative Team**
 - Dr. Terry Worrell, Superintendent
 - Dr. Aaron Woody, Assistant Superintendent
 - Harold Blair, Director of Finance
 - Carla Freemyer, Executive Director of Human Resources
 - Robin Harris, Director of Title 1 and EL
 - Dr. Drew Maerz, Director of Testing and Accountability
 - Dr. Cayce McCamish, Director of Exceptional Children's Services
 - Dr. Sean McWherter, Director of Support Services
 - Mike Mize, Director of Facilities and Maintenance
 - Dr. Julie Pack, Director of Secondary Curriculum
 - Wendy Rich, Director of Elementary Curriculum
 - Anthony Woodyard, Director of Innovation and Technology

Calendar of Upcoming Events

Thursday, August 11	Board of Education Meeting	7:30 p.m.	Professional Development Center
Friday, August 19	First AHS Homegame Tailgate Event!	5:30 - 7 p.m.	AHS
Tuesday, August 23	AHS Zoo School Open House	5:30-7:30 p.m.	AHS Zoo School
Wednesday, August 24	AHS Open House (10-12 grade only)	5 - 7 p.m.	AHS
Wednesday, August 24	AHS Parent Presentation	6 p.m.	AHS Performing Arts Center
Wednesday, August 24	NAMS and SAMS Open House (7-8 grade only)	6:30 - 8 p.m.	NAMS and SAMS
Thursday, August 25	AHS Open House (9th grade only)	9 -11:30 a.m.	AHS
Thursday, August 25	Freshman Fanfare	9-11: a.m.	AHS
Thursday, August 25	All elementary school open house	4 - 6 p.m.	All sites
Thursday, August 25	AHS Parent Presentation	9:30 a.m.	AHS
Thursday, August 25	NAMS and SAMS Open House (6th grade only)	6:30 - 8 p.m.	NAMS and SAMS
Friday, August 26	ACS Convocation	8 a.m.	AHS Performing Arts Center
Monday, August 29	First day for students	All Day	All
Monday, August 29	ECDC Open House	6 - 7 p.m.	ECDC
Monday, September 5	Labor Day Holiday	All Day	All
Wednesday, September 7	New Employee Reception	4 p.m.	Professional Development Center
Thursday, September 8	Board of Education Meeting	7:30 p.m.	Professional Development Center
Tuesday, September 13	Title 1 Night at CWM	6 p.m.	CWM
Wednesday, September 14	Title 1 Night at NAMS	6 p.m.	NAMS
Monday, September 19	Title 1 Night at BAL	5:30 p.m.	BAL
Tuesday, September 26	Title 1 Night at GBT	6 p.m.	GBT
Tuesday, September 27	Title 1 Night at DLL	6 p.m.	DLL
Wednesday, September 28	Title 1 Night at LP	5:30 p.m.	LP
Thursday, September 29	Title 1 Night at SAMS	6:30 p.m.	SAMS
October 12-14	NC School Board Association Law Conference	All Day	Asheville (details TBA)
Thursday, October 20	Board of Education Meeting	7:30 p.m.	Professional Development Center
Thursday, November 10	Board of Education Meeting	7:30 p.m.	Professional Development Center
Friday, November 11	Veterans Day Holiday	All Day	All
November 14- 18	American Education Week	All Week	All
Wednesday, November 23	Teacher Workday	All Day	All
Thursday, November 24	Thanksgiving Holiday	All Day	All
Friday, November 25	Thanksgiving Holiday	All Day	All
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
Thursday, December 15	Superintendent's Holiday Luncheon	11:30 a.m. - 1 p.m.	Professional Development Center
Tuesday, December 20	Advanced Placement Reception	3:45 p.m.	AHS Media Center
December 23-27	Christmas Holiday	All Day	All
December 28-30	Teacher Annual Leave Days	All Day	All



PROPOSED 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.
- b) Provide a Collaboration Around Student Achievement (CASA) toolkit for principals.
- c) Create a district scorecard to reflect up-to-date data.
- d) Enhance monitoring of core instruction through professional development, walkthrough data, and administrative leadership team meetings.

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.

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.

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 is designing 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.
- 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 4 of the 5 elementary schools. 213 students attended the RtA camp. We also had an ELL camp for Kindergarten through third grade students. 53 students attend 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 will be provided to secondary staff on 8/22/16.
 - Professional development for utilizing literacy diagnostic data to plan instruction and intervention will be 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.
- 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.
- b) Provide Instructional Success Plan (ISP) training and support to begin implementation for all schools and grade levels, focusing on literacy.
 - Administrators have been introduced to the finalized elementary ISP and are selecting teams to be trained on August 22nd on the new process.

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.
 - The MTSS District Implementation Team will participate in the first session of the MTSS Cohort 3 training on September 21, 2016.
- b) Implement Early College Academy for ACS Students in collaboration with RCC.
 - Teams from each elementary school will receive training on Instructional Success Plans on 8/22/16 to support implementation.
 - Teams will provide recommended forms and proposed timelines for initial implementation to the Curriculum and Instruction Department.
- c) Launch third Pathways to Prosperity Process with RCC and RCSS. 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.

- 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 for the students.**
- 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.

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.

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.

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.
- c) Evaluate the impact of attending specific college career fairs.
- d) Work with AHS administration to determine steps to re-launch a Teacher Cadet program.

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.
- b) Deliver professional development for administrators and each school on the effective use of EVAAS to support instruction.
- c) Update benchmark assessments and monitor alignment with the NC Standard Course of Study and state assessments.
- 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.

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.

- Continue to distribute a monthly community newsletter.
 - Monthly newsletter is being sent on a monthly basis. The August newsletter is set to be sent the week of August 15.
- Develop a team and begin researching strategies for district marketing.
 - Team members of the Marketing Team include: Maira Cortes, Carla Freemyer, Leigh Anna Marbert, and Andrew Hurley. No meeting with all members has occurred yet.
- 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 admin 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.
- 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.



Asheboro City Board of Education August 11, 2016

Finance

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Joyce Harrington
Baxter Hammer
Jeni Martin
Archie Priest
Kyle Lamb, ex-officio
Phillip Cheek, ex-officio

Policy

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Beth Knott
Michael Smith
Kyle Lamb, ex-officio
Phillip Cheek, ex-officio

Legislative

Gidget Kidd, Chair
Linda Cranford
Joyce Harrington
Kyle Lamb, ex-officio
Phillip Cheek, ex-officio

School Assignments 2016-2017

Asheboro High School
South Asheboro Middle School

North Asheboro Middle School

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

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