

ASHEBORO CITY BOARD OF EDUCATION

June 12, 2008

7:30 p.m.

Professional Development Center

Asheboro High School

Policy Committee Meeting 6:00 p.m.

Finance Committee Meeting 6:45 p.m.

I. Opening

- A. Call to Order
- B. Invocation & Pledge of Allegiance – Archie Priest, Jr.
- *C. Approval of Agenda

II. Special Recognition and Presentations

- A. Community Partner Spotlight – North Ridge Church
- B. Board Spotlight – The Learning Center, Restructuring and Success Stories
- C. Workplace Safety Award Recognition
- D. Career and Technical Education Teacher of the Year Recognition

III. Public Comments

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 this public comment setting.

IV. *Consent Agenda

- A. Approval of Minutes – May 8, 2008
- B. Budget Amendments
- C. Payroll Calendar
- D. Title I Application
- E. Title II Application
- F. Title III Application
- G. Title IV Application
- H. Personnel

V. Information, Reports and Recommendations

- A. Workkeys Update
- B. GEAR UP Update
- C. Policy 7130 - Licensure

VI. Action Items

- *A. Policy 1710/4021/7230 – Prohibition against Discrimination and Harassment, including Bullying and Hazing
- *B. Policy 1735/4025/7235 – Harassment, including Bullying and Hazing, Defined
- *C. Policy 4331 – Assaults, Threats and Harassment including Bullying and Hazing
- *D. Lunch Price Adjustment for 2008-09
- *E. Interim Budget
- *F. Teachers Eligible for Career Status
- *G. Graduation Guarantee

Asheboro City Board of Education Agenda

June 12, 2008

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VII. Superintendent's Report/Calendar of Events

A. Calendar of Events

- Monday, June 16, 2:00 p.m., Presentation of budget request to Board of County Commissioners, County Office Building
- Monday, June 16, 7:00 p.m., Public Hearing on budget, County Office Building
- Tuesday, June 17, 5:30 p.m., Spring Board Retreat to review goals for 2008-09 and follow-up on Master Board Training
- Monday, June 23, 6:00 p.m., Commissioners adopt budget for 2008-09, County Office Building

B. Points of Pride

VIII. Board Operations

- *A. Appointment to Randolph Community College Board of Trustees
- B. Establishing a Fair Employment Process

IX. Adjournment

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

ASHEBORO CITY BOARD OF EDUCATION

June 12, 2008

7:30 p.m.

Addendum

I. Opening

IV. *Consent Agenda

H. Personnel

IX. Adjournment

Mission Statement

We are committed to providing quality learning opportunities for all students in a safe and inviting environment so that our students can become successful lifelong learners and responsible productive citizens.

June 12, 2008



Community Partner Spotlight:

We are pleased to recognize North Ridge Church this evening as our Community Partner Spotlight. North Ridge Church has been an outstanding partner with Balfour School this year and we want to thank them for their support of the entire Balfour School family. Church volunteers have provided much needed school supplies, incentives for the school reading program, videos to establish a K-5 video library, and several appreciation meals for staff.

Board Spotlight:

Tonight we highlight The Learning Center. Dr. Dan Goble will provide information regarding the restructuring of TLC this school year and some of the success stories he and his staff have experienced with their students.

Special Recognition:

Workplace Safety Award – Lindley Park School
Career & Technical Education Teacher of the Year

**Minutes of the Asheboro City Board of Education
May 8, 2008**

Policy Committee

The Policy Committee convened at 6:00 p.m. in the Professional Development Center Conference Room with the following members present:

Derek Robbins, Chairman
Dr. Kelly Harris
Archie Priest, Jr.

Gidget Kidd
Joyce Harrington

Staff members present were: Dr. Diane Frost, Dr. Dot Harper, Donna Clelland and Dr. Tim Allgood.

Chairman Robbins called the meeting to order and recognized Ms. Clelland and Dr. Allgood who began review of the agenda.

Ms. Clelland reviewed the purpose of committee notebooks given to committee members and a discussion was held regarding use of the notebooks at future meetings.

Dr. Allgood reviewed the following policies with the committee:

- Policy 7100 – Recruitment and Selection of Personnel – Wording has been added to include central office administrators to positions that are subject to criminal records checks when hiring. Forms have been updated to reflect notice of background check with signature. Members agreed to take the policy to the full board for 30-day review at the June meeting.
- Policy 7110 – Information Provided by Applicant or Employee – The current policy matches the North Carolina School Boards Association’s policy and requires no revisions at this time.
- Policy 7120 – Employee Health Certificate – The current policy matches the North Carolina School Boards Association’s policy and requires no revisions at this time.
- Policy 7130 – Licensure – “Emergency staffing needs” wording has been removed from the policy. Language was added for beginning teacher support, license renewal and parent notifications (all No Child Left Behind requirements). Revisions will bring the policy into compliance with the current North Carolina School Boards Association’s policy. Members agreed to take the policy to the full board for 30-day review at the June meeting.

Members received a copy of the updated work plan and a preview of June’s scheduled policy reviews.

There being no further business, the meeting adjourned at 6:50 p.m.

Finance Committee

The Finance Committee convened at 6:50 p.m. in the Professional Development Center Conference Room with the following participants:

Chris Yow, Committee Chairman
Jane Redding
Phillip Cheek

Kyle Lamb
Archie Priest, Jr.
Gidget Kidd

Staff members present were: Dr. Diane Frost and Harold Blair.

The meeting was called to order and the following topics were addressed:

- Budget Amendment CE-04
- Budget Amendment F-04
- Budget Amendment S-02
- Tuition Rate Information

There being no further business, the meeting adjourned at 7:05 p.m.

Board of Education

Opening

The Asheboro City Board of Education met in regular session at 7:30 p.m. in the Professional Development Center with the following members present:

Gidget Kidd, Chairman	Kyle Lamb
Phillip Cheek	Archie Priest, Jr.
Linda Cranford	Jane Redding
Joyce Harrington	Derek Robbins
Kelly Harris	Chris Yow

Archie Smith, Jr., Attorney

Board member absent was Steve Jones.

Staff members present were: Dr. Diane Frost, Dr. Dot Harper, Harold Blair, Curt Lorimer, Mike Mize, Brad Rice, Donna Clelland, Dr. Tim Allgood, Gail Hicks, Jennifer Smith and Carla Freemyer.

Chairman Kidd called the meeting to order and Mr. Lamb gave the invocation and led the Pledge of Allegiance.

A motion to approve the agenda was made by Mr. Lamb, seconded by Ms. Harrington, and unanimously approved by the Board.

Special Recognition and Presentations

Ms. Carla Freemyer recognized Michelle Warren with Golden Corral Restaurant and extended appreciation for its tremendous support of Asheboro City Schools' students in the Occupational Course of Study at Asheboro High School and for its support of the GEAR UP activities.

Ms. Gwen Williams, South Asheboro Middle School principal, and Ms. Carolyn Langley with the Cooperative Extension Service gave a presentation on "Exploring S.T.E.M. (science, technology, engineering and math) in our world today". SAMS in partnership with the North Carolina Cooperative Extension have offered a series of after school opportunities throughout the 2007-2008 school year.

Chairman Kidd and Superintendent Frost introduced and recognized the 2008-2009 Teacher of the Year school level winners including: Freda Beaver, Teachey Elementary; Melissa Belote, McCrary Elementary; Jimmy Brower, South Asheboro Middle School; Rita Dougan, Asheboro High School; Jane Eddy, Lindley Park Elementary; Deanna Ferree, Loflin Elementary; Shari Funkhouser, Early Childhood Development Center; Melanie Golding, Balfour Elementary; and Shannon Rivers, North Asheboro Middle School.

Ms. Jennifer Smith, Director of Instructional Improvement, recognized this year's Apple of Excellence award recipient, Jillian Lombardo from Balfour School. Congratulations were extended to all school nominees including: Tommy Snyder, South Asheboro Middle School; Elizabeth Hodnett, Charles W. McCrary School; Sarah Beth Hobson, Donna Lee Loflin School; and Suzanne Benhart, Asheboro High School. The Apple of Excellence award is presented annually in special recognition of outstanding performance by a beginning teacher.

Betsy Cagle, a South Asheboro Middle School science teacher, was honored for receiving the Jaycees Young Educator Award. The award is presented to an outstanding teacher.

Energy Awareness poster contest winners were presented with certificates and their framed posters. The winners include William Smith in the pre-school category, Montserrat Perez-Santos in the kindergarten through second grade category, Maggie Redding in the third grade through fifth grade category, Elizabeth Pruitt in the sixth grade through eighth grade category, and Hanna James in the ninth grade through twelfth grade category. The poster contest was held to educate students on energy conservation.

Ms. Gail Hicks recognized Ms. Holly White, Pre-School Coordinator, and her staff at the Early Childhood Development Center for receiving a letter of recognition and a visit from the North Carolina Department of Public Instruction Office of School Readiness. This recognition acknowledged the accomplishment of the Early Childhood Development Center as a preschool demonstration site for the state. They provide technical assistance to early childhood programs in the community and preschool teachers from other districts. They also collaborate closely with universities and community colleges in the state to provide high quality placements for student teachers and practicum students.

The following Asheboro High School students were recognized for receiving Teaching Fellow scholarships: Hal Davis who will be attending UNC at Greensboro to study English education, Chad Shannon who will be attending Appalachian State University and plans to become a high school history teacher, and Meleah Faucette who will be attending UNC at Chapel Hill and plans to be a high school Spanish teacher.

Adam Glass, an Asheboro High School senior, was recognized for being selected a Morehead-Cain Scholar at the University of North Carolina at Chapel Hill and a Park Scholar at North Carolina State University. Adam will be attending the University of North Carolina at Chapel Hill.

Chairman Kidd congratulated Dr. Diane Frost as the recipient of the Alumni Achievement Award from the University of Nebraska-Lincoln Alumni Association.

Public Comments

Chairman Kidd opened the floor to public comments; no one signed up to address the Board.

Upon motion by Mr. Lamb, seconded by Ms. Harrington, the Consent Agenda was unanimously approved by the Board.

Consent Agenda

The following Consent Agenda items were approved:

Approval of Minutes – April 10, 15, 22 and 24, 2008

Budget Amendment CE-04 (The Budget Amendment will become a part of these minutes.)

Budget Amendment F-04 (The Budget Amendment will become a part of these minutes.)

Budget Amendment S-02 (The Budget Amendment will become a part of these minutes.)

Information, Reports and Recommendations

Ms. Donna Clelland presented the following policies for 30-day review: Policy 1710/4021/7230 – Prohibition Against Discrimination and Harassment, including Bullying and Hazing; Policy 1735/4025/7235 – Harassment, including Bullying and Hazing, Defined; and Policy 4331 – Assaults, Threats, and Harassment, including Bullying and Hazing. These policies have been updated to clarify the prohibition of harassment, including bullying and hazing.

Mr. Brad Rice recognized Ms. Lois Bagley, lead school nurse, who presented an update on the school health program accomplishments for 2007-2008.

Dr. Allgood informed the Board teachers eligible for Career Status were being presented for consideration with final approval being requested at the June meeting.

Teachers Eligible for Career Status Consideration

<u>Name</u>	<u>Subject Area</u>
<u>Balfour School</u>	
Bender, Beth	English as a Second Language
Hopkins, Heather	3rd Grade
Johns, Natalia	Reading
McClosky, Joel	4th Grade
Trogdon, Laura	Speech Language
<u>Charles W. McCrary</u>	
Bryant, Jill	4th Grade
Foster, Robin	5th Grade
Kenan, Kimberly	Speech Language
Young, Karen	Kindergarten
<u>Donna L. Loflin</u>	
Davis, Julie	3rd Grade
Rankin, Beth	5th Grade
<u>Early Childhood Development Center</u>	
Funkhouser, Shari	Pre-K
<u>Guy B. Teachey School</u>	
Andrews, Sharon	4th Grade
Grant, Cathie	4th Grade
<u>Lindley Park School</u>	
Benezra, Erica	Pre-K
Cooper, Tiffany	2nd Grade
Pervier, Heather	2nd Grade
<u>North Asheboro Middle School</u>	
Foscue, Tracey	Math/Science
<u>South Asheboro Middle School</u>	
Altadonna, Rob	Math/Social Studies
Cagle, Elizabeth	Science
Ebanks, Judy	Social Worker
Fravel, Bethann	Language Arts/Social Studies
Hill, Keri	Language Arts/Social Studies
Miller, Jennifer	Science
Millikan, Marianne	Family/Consumer Science
Smith, Rupert	Math/Science
<u>Asheboro High School</u>	
Brewer, Sheila	Social Studies
Davis, Brooke	Science

Rios, Juan	English as a Second Language
Soja, Heather	Science
Taylor, Nikki	Spanish
Underdonk, Bethany	Guidance
Underdonk, Joshua	Mathematics

Action Items

Personnel

A motion was made by Ms. Harrington and seconded by Mr. Yow to approve the following personnel transactions. Motion carried.

Recommended for Continued Employment – Probationary Status Tenure Track

<u>Name</u>	<u>Subject Area</u>
<u>Balfour Elementary School</u>	
Bonkowski, Amanda	2 nd Grade
Burian, Chris	2 nd Grade
Dawkins, Angela	Special Education
deGuzman, Leigh	Kindergarten
Fahey, Laura	Kindergarten
Golding, Melanie	5 th Grade
Hamm, Jennifer	1 st Grade
Langbeen, Desiree	4 th Grade
Leonard, Emily	1 st Grade
Lombardo, Jillian	3 rd Grade
Rossi, Elizabeth	3 rd Grade
Salabak, Cassandra	2 nd Grade
Showalter, Kristen	2 nd Grade
Tong, Nicole	Kindergarten
Zimmerman, Staci	5 th Grade
<u>Charles W. McCrary Elementary School</u>	
Bidwell, Tyler	2 nd Grade
Crotts, Brianne	Guidance
Hodnett, Elizabeth	Special Education
Larson, Jessica	2 nd Grade
McAvinney, Angelique	4 th Grade
McConaughay, Lauren	4 th Grade
Palm, Leslie	1 st Grade
Sedgwick, Katie	1 st Grade
Tesny, Nicole	4 th Grade
Van Dam, Julie	5 th Grade
<u>Donna Lee Loflin Elementary School</u>	
Chismark, Nicoll	3 rd Grade
Ferree, Deanna	4 th Grade
Hobson, Sara Beth	1 st Grade
Mattiuz, Danielle	1 st Grade
Player, Darlene	Reading
Taylor, Summer	Special Education
Williams, Todd	2 nd Grade

Early Childhood Development Center

Gallimore, Debbie
Passick, Bethany
Sims, Tracy

Special Education
Psychologist
Pre-K

Guy B. Teachey Elementary School

Gilmer, Heather
Hinson, Michelle
LaPlant, Paula
Loomis, Virginia
Mandara, Kelly

Kindergarten
1st Grade
4th Grade
2nd Grade
5th Grade

Lindley Park Elementary School

Ellis, Ashley
Harvey, Katie
Jones, Rebecca
Phillips, Charity
Spoonamore, Martha
Wood, Stephanie

4th Grade
Kindergarten
1st Grade
Art
English as a Second Language
5th Grade

North Asheboro High School

Blackmon, Louine
Card, Craig
Echard, Maria
Edwards, Matt
Gantt, Francesca
Richey, Melanie
Rush, Mary
Smith, LaBreeska
Stone, Connie
Tong, Aaron

Physical Education
Social Studies
English as a Second Language
English as a Second Language
Family/Consumer Science
Math/Science
Guidance
Special Education
Science
Science/SS

South Asheboro Middle School

Arroyo, Joe
Clark, Nathan
DeCouer, Erica
Kemp, Jimmy
Martzahl, Bryan
McKee, Gina
Newson, Cassie
Nulty-Brown, Jennifer
Rembert, Charles
Rhue, Susan
Robertson, Wendy
Rosenberg, Sandra
Shoptaw, Shawn
Smith-Moore, Leslie
Snyder, Tommy

Physical Education
Language Arts/Social Studies
Mathematics
Language Arts/Social Studies
Physical Education
Language Arts
Special Education
Special Education
Social Studies
Band
Special Education
Spanish
Technology Ed.
Guidance
Language Arts/Social Studies

Asheboro High School

Bagge, Anne
Benhart, Suzanne
Fleming, Michael
Gignac, Melissa
Harris, Rebecca
Hart, Bill

Guidance
Band
Technology Ed.
English
Mathematics
Technology Ed.

Holland, Laura	Family/Consumer Science
Humphrey, Leigh	Special Education
LaClair, Jennifer	Special Education
LaClair, Peter	Social Studies
Lyons, Molly	English
McInnis, Jennifer	Spanish
Moore, Jay	Business Education
Muse, Will	Social Studies
Newby, Faith	Mathematics
Palma, Melisa	Spanish
Phillips, Edford	Social Studies
Pledger, Eric	Technology
Robbins, Sarah Beth	Business Education
Setzer, Shea	English
Smith, Walker	Social Studies
Stancil, Cori	Family/Consumer Science
Stanich, Martin	English as a Second Language
Tate, Heather	Special Education
Yates, Tammy	Mathematics

Recommended for Continued Employment – Probationary Status Non-Tenure Track

<u>Name</u>	<u>Subject Area</u>
<u>Balfour School</u>	
Pickett, Allison	Special Education
<u>Charles W. McCrary Elementary School</u>	
Duyck, Scotty	Media
<u>Donna Lee Loflin School</u>	
Currie-Hunsucker, Dionne	Kindergarten
<u>Early Childhood Development Center</u>	
Federhart, Staci	Pre-K
<u>Guy B. Teachey Elementary School</u>	
McBride, Katherine	3 rd Grade
<u>North Asheboro Middle School</u>	
Gibbs, Ryan	Language Arts
Matthews, Teresa	Business Education
<u>South Asheboro Middle School</u>	
Troy, Amanda	Science
<u>Asheboro High School</u>	
Aldrich, Kim	Social Studies
Helsabeck, Graham	English as a Second Language
Robbins, Sherrie	Health Occupations

Contracts Expiring at End of School Year – No Action Required

<u>Name</u>	<u>Subject Area</u>
<u>Balfour Elementary School</u>	
Brown, Roberta	5 th Grade
Coltrane, Maxine	3 rd Grade
Early, Dawn	Kindergarten
<u>Charles W. McCrary Elementary School</u>	
Coleman, Billie	Reading
Knapp, Frances	Gifted Education
Graham, Pamela	3 rd Grade

Donna L. Lofflin Elementary School

Callaway, Jan Kindergarten
 Ford, Jenee 3rd Grade
 Lahr, Anita 5th Grade

Guy B. Teachey Elementary School

Mackie, Angela Kindergarten

Lindley Park Elementary School

Isbell, Linda 5th Grade
 McCullah, Sue Kindergarten
 Tonkin, Elizabeth Reading

North Asheboro Middle School

Applegate, Tammy Mathematics
 Watson, Sarah Language Arts/Social Studies

South Asheboro Middle School

Baxter, Vickie Mathematics
 Martin, Betty Mathematics
 McCain, Gayle Language Arts

Asheboro High School

Carroll, Aileene Mathematics
 Crawford, Rebecca Mathematics
 Ledwell, Vicky Science
 Lewis, Charles Mathematics
 Smith, Richard English

Resignations/Retirements/Separations

<u>Name</u>	<u>School/Subject</u>	<u>Effective Date</u>
Andrews, Edmund	Lindley Park/Custodian-P/T	4/11/08
Armstrong, Shannon	SAMS/Special Education	5/31/08
Atkinson, James	Asheboro High/English	6/13/08
Borden, Kimberly	ECDC/Early Childhood	5/1/08
Blair, Owena	Loflin/Speech Language	6/13/08
Chriscoe, Gaye	Balfour/Teacher Assistant	6/13/08
Colarossi, Stephanie	Balfour/5 th Grade	6/13/08
Farabee, Jeannette	Loflin/Teacher Assistant	6/13/08
Fischer, Beverly	McCrary/5 th Grade	6/13/08
Fuller, Sarah	McCrary/5 th Grade	6/13/08
Goble, Daniel	ECDC/Assistant Principal	6/30/08
Haddock, Martha	Teachey/Custodian	6/6/08
Hann, Irma	SAMS/Teacher Assistant	6/13/08
Hodges, Beatrice	Asheboro High/Nurse	6/13/08
Hill, Sara	Loflin/Guidance	6/13/08
Lamb, Jeanne	Teachey/5 th Grade	6/13/08
McDonald, Melissa	McCrary/3 rd Grade	6/13/08
Odham, Betty	Asheboro High/Secretary	6/30/08
Nichols, Charles	SAMS/Custodian-P/T	4/8/08
Queen, Melody	Teachey, Teacher Assistant	6/13/08
Sloop, Linda	NAMS/Lang. Arts/S. Studies	6/13/08
Smith, Megan	Lindley Park/4 th Grade	6/13/08
Whitley, Sam	Asheboro High/Physical Ed.	6/30/08
Whitley, Shanda	Lindley Park/3 rd Grade	6/13/08
Williamson, Julia	Loflin/Teacher Assistant	6/13/08

Appointments

Barber, Barry	SAMS/Tech. Facilitator	8/18/08
Byrda, Rachel	SAMS/Mathematics	8/18/08
Graham, Emily	McCrary/3 rd Grade	8/18/08
Hall, Rachel	Asheboro High/English	8/18/08
Hoover, Jennifer	Asheboro High/English	8/18/08
Prevatte, Erica	Lindley Park/4 th Grade	8/18/08
Tonkin, Sarah	Balfour/4 th Grade	8/18/08

Transfers

Dawkins, Angela	Balfour/Special Education to Lindley Park/Special Education	8/18/08
Bulla, Jr., Maxton	AHS/Assistant Principal to AHS/Physical Education	7/1/08
Burian, Chris	Balfour/2 nd Grade to Lindley Park/4 th Grade	8/18/08
Harris, Robin	McCrary/Asst. Principal to Lindley Park/Principal	7/1/08
Moore, Beverly	Lindley Park/Special Ed. to Teachey/Special Education	8/18/08
Pugh, Elizabeth	McCrary/Special Education to Balfour/Special Education	8/18/08
Smith, Charlene	SAMS/Mathematics to TBD/Gifted Education	8/18/08
Smith, Labreeska	NAMS/Special Education to SAMS/Special Education	8/18/08
Webster, Tina	Teachey, Technology to Asheboro High Tech. Facilitator	8/18/08
Williams, Elmer	NAMS/Business Ed. to NAMS/Tech. Facilitator	8/18/08

Mr. Curt Lorimer presented the Career and Technical Education State/Federal Funding Plan for 2008-2009. Upon motion by Mr. Robbins and seconded by Ms. Cranford, the Board unanimously approved the plan. (A copy of the 2008-2009 CTE Plan will become a part of these minutes.)

Mr. Lorimer provided information to the Board on Driver Education bids. A motion was made by Mr. Lamb, seconded by Mr. Priest, and unanimously approved by the Board to accept a bid from the North Carolina Driving School in Winterville, North Carolina. (A copy of the bid will become a part of these minutes.)

Dr. Dot Harper presented three new elective courses for Asheboro High School for board approval. A motion was made by Dr. Harris, seconded by Ms. Harrington, and unanimously approved by the Board to add AP Music Theory, Theater Arts, and Scientific Investigation and Field Studies as new electives for Asheboro High School.

Ms. Donna Clelland and Dr. Dot Harper shared information and requested a waiver be approved for Policy 3420 – Student Promotion and Accountability, for the 2007-2008 school year only. The approval of the waiver will allow Asheboro City Schools to limit end-of-grade re-testing to only grades 3, 5, and 8 for 2007-2008. This will impact summer school participation as well. A motion was made by Ms. Harrington and seconded by Ms. Cranford to approve waiver of Policy 3420. Motion carried.

Superintendent's Report/Calendar of Events

Ms. Carla Freemyer reviewed the Calendar of Events highlighting the following: Teacher of the Year Banquet, May 22, 2008; Senior Project Night, May 28, 2008; AHS Scholarship Awards Night, June 3, 2008; Master Board III Training, June 5, 2008; AHS Graduation, June 10, 2008; Retirement and Service Recognition Breakfast, June 12, 2008; Budget presentation to County Commissioners, June 16, 2008; and Breakfast and Convocation, August 22, 2008.

Ms. Freemyer shared *Points of Pride* as follows: AHS Park Street Players presentation of *Children of Eden*; Ms. Donna Clelland named Administrator of the Year by the Asheboro Association of Educational Office Professionals; and Ms. Lisa Rhodes named Educational Office Professional of the Year by the Asheboro Association of Educational Office Professionals.

Dr. Frost reported on a meeting held May 8 to discuss increased gang activity. Some of those in attendance were from Asheboro City Schools, the Asheboro Police Department, Randolph County Sheriff's Department, Asheboro probation and parole staff, and the District Attorney. Information was shared by all parties and the next steps to be taken were discussed.

Dr. Frost reported that Asheboro High School has received a Super Sportsmanship Award from the North Carolina High School Athletics Association. The award is presented for ejection-free games as well as good sportsmanship among players and spectators.

Board Operations

Chairman Kidd shared that the Asheboro City Board of Education has the task of appointing a person to the Randolph Community College Board of Trustees. The Board discussed an interview process with an application deadline of May 28, 2008 at 5:00 p.m. and a nominating committee consisting of Linda Cranford as Chair, Mr. Kyle Lamb and Mr. Derek Robbins. A motion was made by Mr. Lamb, seconded by Ms. Cranford to approve the application process and timeline. Motion carried.

Ms. Harrington reported on information she received from a Personnel Conference in February, sharing information on School Board Grievances.

Chairman Kidd asked board members to save the date of June 17, 2008 for a spring board retreat. Agenda items will be the review of the 2007-2008 goals and coming to a consensus on five ground rules for constructive conflict as a follow-up to the Master Board Training session on April 24th.

Adjournment

There being no further business, a motion was made by Mr. Robbins, seconded by Mr. Cheek, and unanimously approved by the Board to adjourn at 9:15 p.m.

Chairman

Secretary

Budget Amendment
Asheboro City Schools Administrative Unit
Current Expense Fund

The Asheboro City Board of Education at a regular meeting on the 12th day of June, 2008, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2008.

<u>REVENUE</u>		
2.3700.311	Gear Up	\$ <u>30,000.00</u>
		\$ <u><u>30,000.00</u></u>
 <u>EXPENDITURE</u>		
2.5830.311	Guidance Services	\$ <u>30,000.00</u>
		\$ <u><u>30,000.00</u></u>
 Total Appropriation in Current Budget		 \$ 10,197,446.05
Total Increase/Decrease of above amendment		<u>30,000.00</u>
Total Appropriation in Current Amended Budget		\$ <u><u>10,227,446.05</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 12th day of June, 2008.

Chairman, Board of Education

Secretary

Budget Amendment
 Asheboro City Schools Administrative Unit
 Child Nutrition Fund

The Asheboro City Board of Education at a regular meeting on the 12th day of June 2008, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2008.

<u>REVENUE</u>		
5.3815.035	USDA-Grants Regular	\$ 75,000.00
		\$ 75,000.00
		\$ 75,000.00
 <u>EXPENDITURE</u>		
5.7200.035.	Food Service Employees	\$ 75,000.00
		\$ 75,000.00
		\$ 75,000.00
 Total Appropriation in Current Budget		 \$ 2,515,000.00
Total Increase/Decrease of above amendment		75,000.00
Total Appropriation in Current Amended Budget		\$ 2,590,000.00

Passed by majority vote of the Board of Education of Asheboro City on the 12th day of June, 2008.

Chairman, Board of Education

Secretary

Budget Amendment
Asheboro City Schools Administrative Unit
Federal Funds

The Asheboro City Board of Education at a regular meeting on the 12th day of June, 2008, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2008.

<u>Revenue</u>		
3.3610.059	Title V - Innovative Education	110.00
3.3610.103	Improving Teacher Quality	274.00
3.3610.104	Language Acquisition	418.47
3.3610.105	Title I - School Improvement	(121.00)
3.3610.106	Reading First	10,931.49
3.3610.107	Educational Technology	395.00
		\$ 12,007.96

<u>Expenditure</u>		
3.5350.059	Extended Day/Year Instructional Services	110.00
3.5110.103	Regular Curricular Services	274.00
3.5270.104	Limited English Proficiency Services	418.47
3.5330.105	Remedial and Supplemental K-12 Services	(121.00)
3.5110.106	Regular Curricular Services	10,931.49
3.5110.107	Regular Curricular Services	395.00
		\$ 12,007.96

Total Appropriation in Current Budget	\$ 4,769,905.13
Total Increase/Decrease of above amendment	\$ 12,007.96
Total Appropriation in Current Amended Budget	\$ 4,781,913.09

Passed by majority vote of the Board of Education of Asheboro City on the 12th day of June, 2008.

Chairman, Board of Education

Secretary

Budget Amendment
Asheboro City Schools Administrative Unit
State Public School Fund

The Asheboro City Board of Education at a regular meeting on the 12th day of June, 2008, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2007.

REVENUE

1.3100.000.000	State Allocation	\$	<u>22,298.00</u>
		\$	<u><u>22,298.00</u></u>

EXPENDITURE

1.5400.003	School Leadership Services	\$	1,275.00
1.5120.013	CTE Curricular Services		2,000.00
1.5110.061	Regular Curricular Services		522.00
1.5230.063	Pre-K Children With Disabilites Curricular Services		11,840.00
1.6400.015	Technology Support Services		<u>6,661.00</u>
		\$	<u><u>22,298.00</u></u>

Total Appropriation in Current Budget	\$	26,008,377.00
Total Increase/Decrease of above amendment		<u>22,298.00</u>
Total Appropriation in Current Amended Budget	\$	<u><u>26,030,675.00</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 12th day of June, 2008.

Chairman, Board of Education

Secretary

ASHEBORO CITY SCHOOLS

2008 - 2009

SCHEDULED PAY DATES

MID-MONTH PAYROLL HOURLY PAID EMPLOYEES		END OF MONTH PAYROLL SALARIED EMPLOYEES	
July	11	July	31
August	12	August	29
September	12	September	30
October	10	October	31
November	12	November	26
December	12	December	31
January	12	January	30
February	12	February	27
March	12	March	31
April	9	April	30
May	12	May	29
June	12	June	30

NOTE: MONTHS IN BOLD ARE PAY DATES FOR 10 MONTH EMPLOYEES.

The No Child Left Behind Act of 2001 (P.L. 107-110)
Title I, Part A: Application 2008-2009
Improving the Academic Achievement of the Disadvantaged
Executive Summary – June 12, 2008
Asheboro City Schools

Description:

Title I, Part A provides federal dollars for instructional activities and services to help our most disadvantaged students meet high academic standards. Title I school eligibility determinations and allocations are based on the number of children receiving free or reduced lunches. Asheboro City Schools provides Title I school-wide services in the five elementary schools, each having at least 35% of the student population from low-income families. School-wide programs mean that all students in the school benefit from Title I resources rather than schools identifying specific students for targeted assistance.

The Plan:

Federal Guidelines require that ACS set aside monies in the Title 1 Planning Allotment for: district administration, parental involvement, prekindergarten programs, professional development, School Improvement, District-wide instructional initiatives, support of homeless students, and ‘other’ (we are including ‘supplemental staff’). Title 1 dollars that are not set aside at the district level are allocated to the five elementary schools based on each school’s number of qualifying (i.e., low income) students.

We continue to emphasize our balanced literacy initiative in the 2008-09 Title I Application for Asheboro City Schools. Other initiatives noted in the plan are: math content/concept development; Responsiveness to Instruction; and co-teaching among regular education, ESL and EC teachers.

Staffing:

We have designated district-level Title I dollars to fund a literacy lead teacher, a math lead teacher, and an interpreter. The two lead teachers collaborate with the regular classroom teachers to assess, plan, and implement effective instruction, model demonstration lessons, participate in peer coaching and provide professional development for teachers K-5. Other staff positions are paid for through school-level allocations. School-based Title 1 positions include: reading facilitators at each school and parent coordinators at two schools.

Proposed School-Level Staffing with Title I Funds

District	Literacy Lead Teacher, Math Lead Teacher, Interpreter for Elementary Schools
Balfour Elementary	3 teachers, 1 parent involvement specialist
McCrary Elementary	2 teachers, 1 parent involvement specialist, 1 part-time reading tutor
Loflin Elementary	2 teachers, ½ technology specialist
Teachey Elementary	2 teachers
Lindley Park Elementary	2 teachers, ½ technology specialist

Continuous Improvement Plans:

Schoolwide program services are built upon schoolwide reform strategies. The Continuous Improvement Plan for each elementary school incorporates the ten components of Title I, including a comprehensive needs assessment, school reform strategies, instruction by highly qualified teachers, high quality and ongoing professional development, strategies to attract highly qualified teachers to high needs schools, including teachers in decisions regarding the use of assessments, strategies to increase parental involvement, preschool transition strategies, activities for children experiencing difficulty, coordination and integration of Federal, State, and local services.

School Improvement:

The No Child Left Behind act includes sanctions for schools and districts that do not meet Adequate Yearly Progress. Schools that do not meet AYP for two consecutive years go into School Improvement status. During the 2007-2008 school year, Balfour Elementary School was in School Improvement Status 1, meaning that Title I funds supported school choice for parents of Balfour students who wished to move their child to another school. We allotted \$22,000 to support transportation costs for this process.

In 2007-2008, Balfour Elementary School could have moved into School Improvement Status 2. This would have required us to use Title 1 funds for Supplemental Educational Services (SES), such as tutoring from approved providers, for interested students. We allocated \$98,000 for the possible need to provide SES services to students. Since Balfour met reading AYP targets last year and did not move to School Improvement Status 2, we were able to reallocate those dollars back to district-wide initiatives.

This year, we continue to plan to provide transportation to support Choice for Balfour students. We are also planning to provide SES services if that is required. We are allocating \$32,000 and \$150,000 to these efforts respectively. If these contingency funds for School Improvement are not needed, they can be reallocated to the schools.

Budget

Planning Allotment	\$ 1,587, 213.00
Expected Carryover	\$ 25,000.00
District Set-Asides	
Parental involvement	\$ 16,000.00
Pre-kindergarten	\$ 127,740.00
School Improvement	\$ 182,000.00
District-wide Instructional Initiative	\$ 168,000.00
Homeless student support	\$ 1,080.00
District lead teachers, support staff	\$ 224,800.00
Administrative and indirect costs	\$ 72,400.00
Total Set-Asides	\$792,020.00
Allotment to Schools	\$820,193.00

Schools are allotted the Title I funds remaining after the Set-Asides are deducted from the sum of the Planning Allotment and the Expected Carryover. Qualifying students at each school are tallied to determine a per pupil allocation for the school. We had a total of 1478 students in grades K-5 who qualified for Free/Reduced Lunch in May of this year. This gave us a per pupil allocation of \$554.94. Schools use their allotments to fund supplemental staff; professional development; and materials, resources, and equipment to support instruction for all students. Based on this per pupil cost, allocations to individual schools are as follows:

Allotments to Schools for 2008-2009

Balfour Elementary	\$ 229,188.00
McCrary Elementary	\$ 168,700.00
Loflin Elementary	\$ 150,942.00
Teachey Elementary	\$ 134,295.00
Lindley Park Elementary	\$ 137,068.00

Evaluation

The effectiveness of the Title I, Part A grant is evaluated in a variety of ways. Formal evaluation is made in grades K-2 through the Literacy and Math Portfolio results for each school. End of Grade Tests in reading and mathematics provide quantitative data for comparison of results. Formal running records, given three times per year, are analyzed to track student growth. Daily running records provide formative assessment for guiding instruction. Data walls are beginning to be utilized to visually identify student progress and promote collaboration among teaching and support teams.

A detailed inventory of equipment and materials purchased with Title I, Part A funds is maintained. These resources are tagged and a central inventory system contributes to fiscal efficiency.

Title II, Part A, Executive Summary
 Improving Teacher Quality
 Asheboro City Schools, 2008-2009 Grant Application

The No Child Left Behind Act of 2001 establishes ESEA Title II, Part A funding for Improving Teacher Quality. The major factor in determining uses for this funding is a district-wide needs assessment, conducted every spring. The greatest needs identified in this survey must be documented as program activities for the ensuing year. The process for administration of this grant is highlighted below.

I. Participation in Planning

A. Non-public school participation

Directors of the non-public schools with students in our attendance area were invited to a meeting for explanation of the federal programs. A letter of intent for participation in federal programs was completed by each director of non-public schools indicating their choice not to participate in Title II, Part A funding

B. Focus Group

A focus group of teachers, principals, parents, administrators, and representatives of community resources met to review the needs assessment, plans for utilization of federal funds, and federal program collaboration.

C. Needs Assessment

Use of Title II, Part A funds for Asheboro City Schools was determined and supported by research for the following:

1. Class size reduction teachers: Continue funding class size reduction teachers in grades K-2 in schools with the largest K-2 projected class size. This also increases our percentage of highly qualified teachers as teachers hired for CSR must be highly qualified.
2. Curriculum Coach: Fund a curriculum coach for grades 6-8 to support teachers in the area of curriculum and instruction.
3. Professional development supports high quality teacher training in identified areas of need.
4. Recruiting and Retaining Quality Teachers: Funding may be used for emerging best practices in recruiting and retaining high quality teachers. Offer or sponsor master's degree tuition reimbursement. Continue funding Praxis exams for the purpose of meeting highly qualified criteria.
5. Continue support for Lead Mentors.

II. Planning Budget Summary

A.	Planning Allocation:	\$ 251,569
B.	Class Size Reduction Teachers	\$ 140,000
C.	Curriculum Coach – Middle School	\$ 60,000
D.	Professional Development Support/Masters/Praxis	\$ 25,000
E.	Lead Mentor Support	\$ 8,000
F.	Curriculum Development	\$ 11,569
F.	Indirect Costs	\$ 7,000

The No Child Left Behind Act of 2001 (P.L. 107-110)
Title III: Application 2008-2009
Improving the Academic Achievement of the Disadvantaged
Executive Summary – June 12, 2008
Asheboro City Schools

Description:

Local Education Agencies eligible to receive Title III funds must agree to spend those funds to educate Limited English Proficient (LEP) students.

LEA plans are designed to meet federal and state requirements in order to ensure that LEP students acquire academic English language proficiency and achieve the challenging academic standards for all students in North Carolina.

The ten items in this application reflect the requirements of Title III of the No Child Left Behind Act of 2001 and correlate with the ten items on the NC Title III Monitoring Instrument.

The Plan:

The plan outlines teaching methodology that we use to support our LEP learners (such as self-contained classes, co-teaching and consultation).

We include monitoring strategies and report related data that Asheboro City Schools uses in monitoring LEP student progress, such as: counting LEP retentions; noting level of proficiency on EOG and EOC tests; noting the number of students eligible for alternative testing (NCCLAS); and formative assessment strategies used on an on-going basis. Strategies for sharing data regarding LEP student performance are also included in the plan.

Strategies for promoting parental and community participation in programs for LEP students are listed. Examples include: ESL nights, Parent Advisory Council activities, and the use of interpreters.

Assurances included in our plan:

- The Title III Plan is developed in collaboration with various members of the administration, ESL staff members, and parents.
- Teachers of LEP students in language instruction educational programs are fluent in English.
- The LEA completed the on-line annual Performance Report in fall of 2007.
- We provide on-going , high quality professional development to school personnel and members of the community (e.g., I+ELL, SIOP)
- We consult with nonpublic schools to identify their LEP students and provide equitable participation of eligible students within the LEAs attendance area

- Parents of LEP students will be informed in a language they understand of their child's eligibility for participation in a bilingual/ESL program within 30 days of the beginning of the school year or within 14 days of enrollment.

Budget:

At this time, we have been provided with a Title III Planning Allotment of \$106,582. As in the past, we will use these funds to pay for 2 teachers.

Title IV Executive Summary

Purpose for which Title IV funding shall be used:

1. local educational agencies and consortia of such agencies to establish, operate, and improve local programs of school drug and violence prevention and early intervention;
 2. for contracts with community-based organizations and public and private entities for programs of drug and violence prevention and early intervention, including community-wide drug and violence prevention planning and organizing activities;
 3. the development, training, technical assistance, and coordination activities.
 4. to the public and private entities to provide technical assistance; conduct training, demonstrations and evaluation; and to provide supplementary services and community-wide drug and violence prevention planning and organizing activities for the prevention of drug use and violence among students and youth.
1. Asheboro City Schools Purpose:
- A. Title IV funding will be used to continue the D.A.R.E. program for students in grade 5. Students will receive awards of certificates and T-shirts upon successful completion. Essay winners at each elementary school will receive an additional award.
 - B. Title IV funding will be used to continue the G.R.E.A.T. program. The G.R.E.A.T. Program is a school-based, law enforcement officer-instructed classroom curriculum. With prevention as its primary objective, the program is intended as an immunization against delinquency, youth violence, and gang membership. We currently use the G.R.E.A.T. program in the 7th grade.

G.R.E.A.T. lessons focus on providing life skills to students to help them avoid using delinquent behavior and violence to solve problems.
 - C. Title IV funding will be used to provide Critical Incident Stress Management. CISM is considered a comprehensive program because it consists of multiple crisis intervention components, which functionally span the entire temporal spectrum of a crisis. CISM interventions range from the pre-crisis phase through the acute crisis phase, and into the post-crisis phase. CISM is also considered comprehensive in that it consists of interventions which may be applied to individuals, small functional groups, large groups, families, organizations, and even communities.
 - D. Title IV funding will be used to purchase cameras to document graffiti in our schools.
 - E. Title IV funding will be used as administrators meet and prepare strategies to prevent violence and substance abuse.

Title IV Executive Summary

F. Title IV funding will be used to support administrators and staff in attending conferences dealing with student safety.

II. Planning Budget Summary

A. Planning Allocation:	\$18,143
B. Carryover Funding	\$8,000
C. D.A.R.E	\$4,000
D. G.R.E.A.T.	\$4,000
E. Critical Incident Stress Management	\$2,000
F. Equipment	\$2,780
G. Violence and Substance Abuse	\$10,000
H. Staff Development	\$3,000
I. Indirect Costs	\$363

**Asheboro City Schools
Personnel Transactions
June 12, 2008**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Tesny, Nicole	CWM/Grade 4	6/13/08
Jenkins, Nancy	SAMS/Mathematics	6/13/08
Crawford, Rebecca	AHS/Mathematics	6/13/08
McAvinney, Angelique	CWM/Grade 3	6/13/08
Robertson, Wendy	SAMS/Special Education	6/13/08
Horner, Janice	BAL/Grade 3	6/13/08
Fahey, Laura	BAL/Kindergarten	6/13/08
Harvey, Katie	LP/Kindergarten	6/13/08
LaPlant, Paula	GBT/Grade 4	6/13/08
Harris, Rebecca	AHS/Mathematics – Hearing Impaired	6/13/08
deGuzman, Leigh	BAL/Kindergarten	6/13/08
Martin, Wanda	LP/Teacher Assistant	5/27/08
Quarles, Codelia	ECDC/Program Facilitator	6/13/08
Brower, James	SAMS/English As Second Language	6/13/08
Essick, Patricia	GBT/Grade 1	6/13/08
Stancil, Cori	AHS/Family and Consumer Science	6/13/08

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Ingram, Nakisha	DLL/Guidance	8/18/08
Marsh, Charity	CWM/Grade 3	8/18/08
Burden, David	LP/Grade 4	8/18/08
Roberson, Reagina	BAL/Kindergarten	8/18/08
Ford, Jenee	BAL/Grade 2	8/18/08
Moffitt, Portia	AHS/Secretary	7/1/08
Dillion, Stacy	BAL/Grade 5	8/18/08
Stutts, Juula	TBD/Nurse	8/18/08
Carroll, Aileene	AHS/Mathematics	8/18/08
Lewis, Charles	AHS/Mathematics	8/18/08
Brown, Roberta	BAL/Grade 5	8/18/08
Coltrane, Maxine	BAL/Grade 3	8/18/08
Graham, Pamela	CWM/Grade 3	8/18/08
Callaway, Janice	DLL/Kindergarten	8/18/08
Lahr, Anita	DLL/Grade 5	8/18/08
Mackie, Angela	GBT/Kindergarten	8/18/08
Isbell, Linda	LP/Grade 5	8/18/08
McCullah, Sue	LP/Kindergarten	8/18/08
Tonkin, Elizabeth	LP/Reading	8/18/08
Watson, Sarah	NAMS/Language Arts-Social Studies	8/18/08
Baxter, Vickie	SAMS/Mathematics	8/18/08
Lore, Makenzie	NAMS/Language Arts-Social Studies	8/18/08
Norris, Sammie	CWM/Grade 5	8/18/08
Hyatt, Pamela	BAL/Grade 4	8/18/08

***C. LEAVES OF ABSENCE**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Horner, Janice	BAL/Grade 3	5/16/08 – 6/13/08
Patterson, Andrea	GBT/Teacher Assistant	4/19/08 – 6/13/08

D. TRANSFERS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Walker, Sue	ECDC/Mathematics – Science to SAMS/Special Education	8/18/08

***E. ADMINISTRATIVE CONTRACTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Coley, Ronald	NAMS/Principal	7/1/08 – 6/30/12
Eggleston, John	AHS/Assistant Principal	7/1/08 – 6/30/12
Poe, David, Dr.	DLL/Principal	7/1/08 – 6/30/12
Frick, Hazel, Dr.	CO/Director of Testing/Accountability	7/1/08 – 6/30/12
Lorimer, Curt	CO/Director of Career and Technical Education	7/1/08 – 6/30/12
Mize, Mike	CO/Director of Facilities/Maintenance	7/1/08 – 6/30/12
Brady, Julie	CWM/Assistant Principal	7/1/08 – 6/30/10

**Asheboro City Schools
Personnel Transactions
June 12, 2008
Addendum**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Passick, Bethany	ECDC/Psychologist	6/13/08
Brady, Mischale	CO/Bus Driver	5/30/08
Tucker, Anna	CWM/Teacher Assistant	6/13/08
Rankin, Mary	DLL/Grade 5	6/13/08
Vickery, Marsha	SAMS/Data Manager/Treasurer	6/19/08
Rachlin, Jeff	SAMS/Assistant Principal	TBD

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Covington, Ronald	CO/Bus Driver	5/15/08
Covington, Ronald	LP/Custodian (part-time)	5/27/08
Chalifoux, Kristin	CWM/Grade 5	8/18/08
Reagan, Rachel	SAMS/Mathematics	8/18/08
Langdon, Julie	AHS/Family & Consumer Science	8/18/08
Hilario, Rocky	SAMS/Custodian (part-time)	8/18/08
Scott, Dana	ECDC/Occupational Therapist	8/18/08
Dillion, Jonathan	AHS/English	8/18/08
Morrison, Gwendolyn	DLL/Grade 2	8/18/08

***C. ADMINISTRATIVE CONTRACTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Pack, Julie	AHS/Assistant Principal	7/1/08 – 6/30/10

**Asheboro City Schools
Certified Appointments
June 12, 2008**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Brady, Julie	Meredith College B: Social Work UNC-Greensboro M: School Administration	Principal Elementary Education Social Worker

Julie Brady is recommended to be the assistant principal at Charles W. McCrary School. She taught fifth grade in a self-contained classroom and was a science facilitator for grades kindergarten through fifth at Jordan Elementary School in Alamance-Burlington schools. Ms. Brady was named Jaycees Young Educator of the Year for Alamance County in 2003. In May she completed the prestigious Principal Fellows program at UNC-G. Her administrative internship was at Graham and Williams High Schools in Alamance-Burlington. Welcome to our administrative team, Julie Brady.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Ingram, Nakisha	NC A & T State University B: Social Work Youngstown (OH) State University M: School Counseling	Counselor

A native of North Carolina who resides currently in Youngstown, Ohio, Nakisha Ingram is recommended to be the guidance counselor at Donna Lee Loflin School. Mrs. Ingram completed her Bachelor's degree at NC A & T and was a social worker in Winston-Salem and Raleigh prior to returning to school to pursue her Master's in counseling. She will complete her degree program in August 2008.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Burden, David	Indiana Wesleyan University B: Elementary Education	Elementary Education

David Burden is recommended to teach fourth grade at Lindley Park School. Mr. Barden is a native of western Ohio and graduated recently from Indiana Wesleyan University. He completed his student teaching internship in Kokomo (IN) City Schools in a fifth grade classroom. While in college he worked in a group home with offenders ages 8 to 18 and as a job coach with people with mental and physical disabilities. He describes Asheboro as the "small school community I was looking for."

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Roberson, Reagina	UNC-Greensboro B: Elementary Education	Elementary Education

Recommended to teach kindergarten at Balfour School is Reagina Roberson. Mrs. Roberson is a resident of Asheboro and has five years teaching experience in Guilford County Schools and at New Market Elementary in Randolph County schools. For the last three years she has taught pre-school at First Presbyterian Church and worked as a writing test scorer for Measurement, Incorporated.

NAME

Ford, Jenee

COLLEGE/DEGREEHigh Point University
B: Elementary Education**LICENSURE**Elementary Education
Reading

Jenee Ford is recommended to teach second grade at Balfour School. Mrs. Ford is a Randolph County native who completed the 2007-2008 school year in an interim position at Loflin School. At Loflin Mrs. Ford demonstrated a strong work ethic and caring nature for children. She is excited about the opportunity to remain in Asheboro City Schools.

NAME

Kidd, Amy

COLLEGE/DEGREEUNC-Greensboro
B: Deaf Education**LICENSURE**

Hearing Impaired

A resident of Randolph County is recommended as teacher for the deaf and hard-of-hearing. Amy Kidd will be based at the Early Childhood Development Center and serve students throughout Asheboro City Schools. She has teaching experience in Clinton City Schools and at Monticello-Brown Summit School in Guilford County Schools.

NAME

Lore, Makenzie

COLLEGE/DEGREEAshland (OH) University
B: Middle Childhood Education**LICENSURE**MG Language Arts
MG Social Studies

A native of Mount Vernon, Ohio, Makenzie Lore is recommended to teach language arts and social studies at North Asheboro Middle School. Ms. Lore graduated in December 2007 and worked as a substitute teacher for the remainder of the 2007-2008 school year. As a student teacher intern, she taught eighth grade in the Clear Fork Valley school district in Bellville, Ohio. She has worked for several years as a reading tutor through the America Reads program.

NAME

Norris, Sammie

COLLEGE/DEGREEAppalachian State University
B: Criminal Justice
Fayetteville State University
M: Elementary Education**LICENSURE**

Elementary Education

Sammie Norris III is recommended to teach fifth grade at Charles W. McCrary School. Mr. Norris began in education as a teacher assistant and has six years of teaching experience, most recently at Archer Elementary in Guilford County Schools. Mr. Norris has completed extensive training in Literacy First and reading instruction. He moved recently to Asheboro and is excited to join the staff at McCrary.

NAME

Marsh, Charity

COLLEGE/DEGREEUNC-Greensboro
B: Elementary Education**LICENSURE**

Elementary Education

Charity Marsh, a resident of Randolph County, is recommended to teach third grade at Charles W. McCrary elementary school. Ms. Marsh graduated in May from UNC-Greensboro, after completing a successful student teaching internship at Hunter Elementary in Guilford County Schools. She has provided day-care for pre-schoolers and taught in an after-school program in a church.

NAME

Dillion, Stacey

COLLEGE/DEGREEAverett (VA) University
B: Liberal Arts**LICENSURE**

Elementary Education

Stacey Dillion is recommended to teach fifth grade at Balfour School. Mrs. Dillion will relocate to Asheboro from the Norfolk, Virginia area. She has six years teaching experience – three in Danville teaching third grade and the last three in Suffolk Public Schools teaching kindergarten. She looks forward to the challenge of teaching in a new grade level at Balfour.

NAME

Hyatt, Pamela

COLLEGE/DEGREEShippensburg (PA) University
B: Elementary Education**LICENSURE**

Elementary Education

Recommended to teach fourth grade at Balfour School is Pamela Hyatt, a native of the Pittsburgh, Pennsylvania area. Ms. Hyatt graduated from Shippensburg and moved to Franklin County, north of Raleigh, where she has taught at Franklinton Elementary for the past two years. She has experience working in a day care setting and was a summer camp director for five years.

**Asheboro City Schools
Certified Appointments
June 12, 2008
Addendum**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Chalifoux, Kristin	Niagara (NY) University B: Education State University of New York – Oswego M: Education	Elementary Education

Kristin Chalifoux is recommended to teach fifth grade at Charles W. McCrary school. Miss Chalifoux is a native of Oswego in upstate New York, who graduated recently with a Master's degree. She completed her student teaching internship in the Buffalo area, in schools in Niagara Falls and Tonawanda. She worked as a substitute teacher while completing her Master's program and is the director of a summer camp for over eight hundred children, ages eight through fourteen.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Reagan, Rachel	University of the Cumberland (KY) B: General Education Grand Canyon University (AZ) M: Teaching	Elementary Education MG Mathematics

A resident of Jefferson City, Tennessee, Rachel Reagan is recommended to teach mathematics at South Asheboro Middle School. Miss Reagan graduated in May from a Master's in Teaching program at Grand Canyon University. A softball player during her undergraduate years, Miss Reagan also has experience as a teacher assistant and basketball coach at the middle school level. She is excited about the opportunity to join Asheboro City Schools to begin her teaching career.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Langdon, Julie	Meredith College B: Home Economics	Elementary Education Family and Consumer Science

Julie Langdon is recommended to teach family and consumer science at Asheboro High School. Mrs. Landon is an Asheboro resident who taught previously at Balfour and McCrary elementary schools. Most recently, she taught at Braxton Craven School in Randolph County Schools. Mrs. Langdon majored originally in home economics and looks forward to teaching the foods curriculum at AHS.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Dillion, Jonathan	Old Dominion (VA) University B: English M: English and Creative Writing	English

Recommended to teach English at Asheboro High School is Jonathan Dillion. Mr. Dillion will move to Asheboro from the Norfolk, Virginia area. He taught for three years in the Pittsylvania County Schools and last year was a professor at Old Dominion University. In addition to teaching, he worked for an educational measurement company, evaluating and scoring writing tests.

NAME

Pack, Julie

COLLEGE/DEGREE

Elon University
B: Social Studies Education
UNC-Greensboro
M: School Administration
S: School Leadership

LICENSURE

Principal

An educator with ten years experience in public education, Julie Pack is recommended to be an assistant principal at Asheboro High School. Mrs. Pack taught social studies in the Alamance-Burlington schools for six years before completing her Master's in School Administration through the Principal Fellows program. Since completing the Fellows program, she has been an assistant principal with Randolph County Schools, where she was recognized in 2007 as Assistant Principal of the Year.

WorkKeys Fact Sheet for AHS

3- 45 minutes tests.

Areas tested: Applied Mathematics
Locating Information
Reading for Information

WorkKeys®



First year: **2006-2007** All second level second semester CTE students were tested.

131 students tested

- 20 gold,
- 62 Silver
- 22 Bronze.

79.4% of students received a Certificate.

Second year: **2007-08** Students who took Workkeys the first year and did not receive gold were retested. All juniors in second level CTE classes were also retested.

30 retested

- 8 upgraded their certificate
- 3 silver to gold
- 5 bronze to silver

53% increase

68 first timers tested including early graduates

- 7 gold
- 39 silver
- 14 bronze

88% will receive a certificate.

Number could be even greater but certificates are not issued to students who do not give social security numbers.



Program Summary
North Asheboro Middle School
Asheboro High School
2007-2008

GEAR UP is an acronym for Gaining Early Awareness and Readiness for Undergraduate Programs

GEAR UP aims to enhance North Carolina's future by ensuring that students from GEAR UP schools have the motivation and education necessary for success in the 21st century. GEAR UP North Carolina is a targeted early intervention initiative working in partnership with the College Foundation of North Carolina to increase the college going rate, with particular interest in "first generation" college students.

GEAR UP provides motivational activities and academic support to encourage middle and high school students to prepare for postsecondary education. Currently GEAR UP has 3 cohorts of students. The cohort consists of 7th and 8th graders at North Asheboro Middle School and the freshman class of 2011 at Asheboro High School. Next year we look forward to meeting and providing services to the incoming freshman from South Asheboro Middle School, the class of 2012. This will be the fourth and final cohort that will be added.

This academic year we are proud to announce the teachers from North Asheboro Middle and Asheboro High School have received over 335 hours of professional development to support college access and academic success for all students. The hours of service provided to the 658 students was 11,450 hours and growing. The students received support in the following service areas:

- Academic Preparation- Tutoring and Mentoring
- College Counseling and College Tours
- Summer Enrichment Opportunities
- Leadership Development
- After School Programs
- Service Learning Projects
- Transition Programs
- Career Awareness and Exploration
- Scholarships during Middle and High School for University programs
- Opportunity to take the PSAT as freshmen

Policy 7130 Licensure

As recommended by the Board Policy Committee, May, 2008

The updates to Policy 7130 Licensure are technical and conforming changes that align the policy with State Board of Education policy and requirements of the *No Child Left Behind Act*. They include providing support to beginning teachers, offering renewal opportunities to school personnel and notification to parents that they may request qualifications of their child's teacher.

Except as provided below, a professional employee must hold at all times a valid North Carolina license appropriate to the position in which he or she is employed. To the extent possible, all professional teaching assignments will be in the area of the professional employee's license. In addition, all professional teachers employed to teach core academic subjects shall be "highly qualified" as required by the No Child Left Behind Act of 2001 (NCLB).

In cases of emergency staffing needs, teachers may be assigned to teach out of their licensed field. As openings occur, the board will try to place such teachers in their licensed field. Teachers who remain in out-of-field positions for more than one year, either by choice or because no position in their licensed field is available, must work to fulfill State Board of Education requirements for permanent licensure in the area of assignment. Failure to comply with this directive may be a basis for dismissal.

To the extent the administration identifies to the board a shortage of qualified licensed teachers available to fill teaching positions in specific areas, the board may elect to employ teachers under provisional licensure, as allowed by North Carolina General Statute § 115C-296.1 and any implementing regulations.

The board encourages lateral entry into the teaching profession by skilled individuals from the private sector.

A. BEGINNING TEACHER SUPPORT

The superintendent or his or her designee will develop a plan and a comprehensive program for beginning teacher support. The plan must be approved by the board and kept on file for review. The Superintendent or his or her designee must submit an annual report on the Beginning Teacher Support Program to the Department of Public Instruction (DPI) by October 1 of each year.

B. LICENSE RENEWAL

Licensure renewal is the responsibility of the individual, not of the school district. Any employee allowing a license to expire must have it reinstated prior to the beginning of the next school year. An expired license is a basis for dismissal.

The school district may offer courses, workshops and independent study activities to help school personnel meet license renewal requirements. Any renewal activity offered will be consistent with SBE policy. In addition, the superintendent or his or her designee will develop a procedure to determine the appropriateness of any credit offered in advance of renewal activities.

C. PARENTAL NOTIFICATION

At the beginning of each school year, the school district will notify the parents of each student attending a Title I school or participating in a Title I program of their right to request the following qualifications of their child's teacher: whether the teacher has met NC licensing requirements; whether the teacher has had any licensure requirements waived; and what the teacher's bachelor degree major(s) is/are, other degrees held and teaching license area(s) held.

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

Legal References: No Child Left Behind Act, Public Law 107-110 (2001), 115 Stat. 1425-2094; 20 U.S.C. 6319; 20 U.S.C. 7801(11); G.S. 115C-296, -333, -325(e)(1)(m); State Board of Education Policy QP-A-000, -001, -004, - 016, -018 and -021

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

Updated: April 8, 1999

Administrative Procedure: None

Policy 1710/4021/72330 Prohibition Against Discrimination and Harassment, including Bullying and Hazing

**Policy1735/4025/7235 Harassment, including Bullying and Hazing, Defined
Policy4331 Assaults, Threats, and Harassment, including Bullying and Hazing**

As recommended by the Board Policy Committee, April 10, 2008

Bullying and hazing are forms of harassment. These policies have been updated to clarify the prohibition of harassment, including bullying and hazing. The definitions of bullying and hazing have been added to all 3 policies and will be included in the 2008-2009 Student Code of Conduct.

**PROHIBITION AGAINST
DISCRIMINATION and HARASSMENT, including
BULLYING and HAZING**

Policy Code:1710/4021/7230

The board believes that all employees and students should be free of unlawful discrimination, harassment, and bullying as a part of a safe, orderly, caring and inviting working and learning environment. The board commits itself to nondiscrimination in all its educational and employment activities. The board expressly prohibits unlawful discrimination, harassment, or bullying, including on the basis of race, color, national origin, sex, pregnancy, religion, age or disability. The board also prohibits retaliation against an employee or student who has exercised any rights made available through state or federal law, including prohibiting retaliation for reporting violations of this policy. Any violation of this policy is considered a serious violation and appropriate action will be taken in response to a violation.

A. APPLICATION OF POLICY

All persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district must comply with all applicable federal and state laws and regulations regarding nondiscrimination. Visitors also are expected to comply with applicable laws, including the prohibition against harassment and bullying of students or harassment of employees.

This policy will apply in the following circumstances:

1. while in any school building or on any school premises before, during, or after school hours;
2. while on any bus or other vehicle as part of any school activity;
3. while waiting at any bus stop;
4. during any school function, extracurricular activity or other activity or event;
5. when subject to the authority of school personnel; and
6. any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools.

B. DEFINITIONS

For purposes of this policy, the following definitions will apply.

1. *Discrimination* means any act that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, such as race, ethnicity, sex, religion, age, or disability. Discrimination may be intentional or unintentional.

2. *Harassment* can be a type of unlawful discrimination. Harassment is unwanted, unwelcomed and uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim. The hostile environment can be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe. Harassing behavior may include but is not limited to epithets, derogatory comments or slurs and lewd propositions, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Legitimate age-appropriate pedagogical techniques are not considered harassing behavior.

It is possible for harassment to occur at various levels; between fellow students or co-workers, between supervisors and subordinates, between employees and students, or imposed by non-employees, including visitors, on employees and/or students.

3. *Bullying* is a form of harassment. Bullying means the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted or emotional abuse or through attacks on the property of another. Bullying may include, but is not limited to verbal taunts, name-calling and put-downs, extortion of money or possessions, implied or stated threats, and exclusion from peer groups.

4. *Hazing* means to subject another student to physical injury as part of an initiation, or as a prerequisite to membership into any organized school group, including any society, athletic team, fraternity or sorority, or other similar group. It is unlawful for any student to engage in hazing or to aid or abet any student in the commission of this offense

C. DISCRIMINATION COMPLAINT PROCEDURES

1. STUDENTS

Students and parents are encouraged to submit any complaints of discrimination or harassment, including bullying and hazing, other than sexual harassment, through the grievance procedure established in policy 1740/4010, Student and Parent Grievance Procedure. The complaint procedure for sexual harassment is established in policy 1745/4027, Sexual Harassment Complaint Procedure for Students.

2. EMPLOYEES

Employees are encouraged to submit any complaints of discrimination or harassment, other than sexual harassment, through the grievance procedure established in policy 1750/7220, Grievance Procedure for Employees. The complaint procedure for sexual harassment is established in policy 1755/7237, Sexual Harassment Complaint Procedure for Employees.

D. NON-RETALIATION

The board prohibits reprisal or retaliation against any person who reports an act of discrimination or harassment, including bullying and hazing. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the principal, after consideration of the nature and circumstances of the act, in accordance with applicable federal, state or local laws, policies and regulations.

E. TRAINING AND PROGRAMS

The superintendent shall designate an employee(s) to participate in training by the Department of Public Instruction pertaining to anti-discrimination, anti-harassment and anti-bullying. The designee will provide leadership and training in the school district regarding this policy and state requirements.

As funds are available, the board will provide additional training for students and staff regarding the board's policy on discrimination or harassment, including bullying and hazing, and will create programs to address these issues. The superintendent will ensure that any training or programs provided will identify places at which such behavior may occur including within school buildings, at school bus stops, via the Internet, etc.; and providing clear examples of behavior that constitutes discrimination or harassment, including bullying and hazing.

F. Notice

The superintendent is responsible for providing effective notice to students, parents and employees of the procedures for reporting and investigating complaints of discrimination or harassment, including bullying and hazing. The school district will investigate complaints of discrimination, harassment and bullying and will take reasonable steps to eliminate the discrimination or harassment, including bullying and hazing.

G. COORDINATORS

The superintendent or designee will publish the names, addresses and phone numbers of the “Title IX coordinator” (for sex discrimination), “Section 504 coordinator” (for discrimination on the basis of disability) and the “ADA coordinator” (also for discrimination on the basis of disability) in a manner intended to ensure that employees, applicants, students, parents and other individuals who participate in the school district’s program are aware of the coordinators. The purpose of the coordinator positions is to provide additional protection of nondiscrimination rights. The coordinator either must (1) implement a resolution to a discrimination or harassment complaint, to the extent a resolution can be reached and the coordinator has the authority to implement corrective action or (2) notify the superintendent that intervention by other school officials is required to resolve the situation.

H. RECORDS AND REPORTING

The superintendent or his or her designee shall maintain confidential records of complaints or reports of discrimination which identify the names of any individuals accused of discrimination and the resolution of such reports or complaints. The superintendent also shall maintain records of training, corrective action or other steps taken by the district to help provide an environment free of discrimination or harassment.

The superintendent shall report to the State Board of Education all verified cases of discrimination or harassment. The report will be made through the Discipline Data Collection Report or through other means required by the State Board.

I. DIVERSITY PROGRAMS

The board is committed to promoting the worth and dignity of all individuals regardless of race, color, religion, national origin, sex, pregnancy, age or disability. The board directs the superintendent to establish training and other programs to help eliminate unlawful discrimination or harassment, including bullying and hazing, and to foster an environment of understanding and respect for all individuals.

J. EVALUATION

The superintendent is required to evaluate the effectiveness of efforts to correct or prevent discrimination or harassment, including bullying and hazing and will share these evaluations periodically with the board.

Legal References: Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d et seq., 34 C.F.R. pt. 100; Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e et seq.; Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., 34 C.F.R. pt. 106; Equal Employment Opportunity Commission's "Final Amended Guidelines on Discrimination Because of Sex"; Age Discrimination in Employment Act of 1967, as amended, 29 U.S.C. 621 et seq.; The Rehabilitation Act of 1973, 29 U.S.C. 706(8), 794, 34 C.F.R. pt. 104; The Americans With Disabilities Act, 42 U.S.C. 12134, 28 C.F.R. pt. 35; Office of Civil Rights, Sexual Harassment Guidance: Harassment of Students by School Employees, Students or Third Parties, 62 Fed. Reg. 12,034 (1997); Office of Civil Rights, Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance, 59 Fed. Reg. 11,448 (1994); G.S. 126-16; State Board of Education Policy Number SS-A-007; G.S. 14-35

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Sexual Harassment Complaint Procedure for Students (policy 1745/4027), Grievance Procedure for Employees (policy 1750/7220), Sexual Harassment Complaint Procedure for Employees (policy 1755/7237)

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

Updated: May 11, 2000, April 14, 2005

Administrative Procedure: None

Reviewed by Policy Committee: October 11, 2007

**HARASSMENT, including BULLYING
and HAZING, DEFINED**

Policy Code:

1735/4025/7235

Harassment can be a type of unlawful discrimination. Harassment is unwanted, unwelcomed and uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim. The hostile environment can be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe. It is possible for harassment to occur at various levels; between fellow students or co-workers, between supervisors and subordinates, between employees and students, or imposed by non-employees, including visitors, on employees and/or students.

Harassing behavior may include but is not limited to epithets, derogatory comments or slurs and lewd propositions, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Legitimate age-appropriate pedagogical techniques are not considered harassing behavior.

Bullying and hazing are forms of harassment. Bullying means the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted or emotional abuse or through attacks on the property of another. Bullying may include, but is not limited to, verbal taunts, name-calling and put-downs, extortion of money or possessions, implied or stated threats, and exclusion from peer groups.

Hazing means to subject another student to physical injury as part of an initiation, or as a prerequisite to membership into any organized school group, including any society, athletic team, fraternity or sorority, or other similar group. It is unlawful for any student in attendance at any school in this state to engage in hazing or to aid or abet any student in the commission of this offense.

Legal References: Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d et seq., 34 C.F.R. pt. 100; Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e et seq.; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq., 34 C.F.R. pt. 106; Equal Employment Opportunity Commission's "Final Amended Guidelines on Discrimination Because of Sex"; Age Discrimination in Employment Act of 1967, as amended, 29 U.S.C. 621 et seq.; The Rehabilitation Act of 1973, 29 U.S.C. 706(8), 794, 34 C.F.R. pt. 104; The Americans With Disabilities Act, 42 U.S.C. 12134, 28 C.F.R. pt. 35; Office of Civil Rights, Sexual Harassment Guidance: Harassment of Students by School Employees, Students or Third Parties, 62 Fed. Reg. 12,034 (1997); Office of Civil Rights, Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance, 59 Fed. Reg. 11,448 (1994); G.S. 126-16; G.S. 14-35

**HARASSMENT, including BULLYING
and HAZING, DEFINED**

Policy Code:

1735/4025/7235

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Grievance Procedure for Employees (policy 1750/7220)

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

Updated: May 11, 2000

Administrative Procedure: None

**ASSAULTS, THREATS,
And HARASSMENT including
BULLYING and HAZING**

Policy Code:

4331

The board will not tolerate assaults, threats or harassment from any student. In addition, it is the policy of the Asheboro City Board of Education that students should not be subjected to forms of bullying, hazing, or discrimination while attending school or school-sponsored activities. Any student exhibiting such behavior will be removed from the classroom or school environment for as long as necessary to ensure a safe and orderly environment for learning. The superintendent is responsible for ensuring that consequences for prohibited behaviors are uniformly applied throughout the school district. Except where certain consequences for misbehavior are required by law, principals in the elementary grades are expected to use good judgment and reasonable discretion in determining the appropriate consequence for violation of board policies, school standards or rules.

A. ASSAULT, INJURY

1. Prohibited Behavior

Students are prohibited from assaulting, physically injuring, attempting to injure or intentionally behaving in such a way as could reasonably cause injury to any other person. Assault includes engaging in a fight.

2. Consequences

a. General Consequences

Violation of this section may result in short-term suspension up to ten days, long-term suspension, 365 days suspension or expulsion. The procedures for long-term suspension or expulsion are provided in board policy 4353, Long-Term Suspension, 365 Days Suspension, Expulsion. A determination of the appropriate consequence will be made in accordance with the provisions of that policy. Placement in an alternative educational setting may be made instead of suspension in accordance with policy 3470/4305.

b. Consequences for Serious Assaults on School Personnel

Any student who is found by the superintendent to be at least 13 years of age and to have physically assaulted and seriously injured school personnel must be removed to an alternative educational setting in accordance with G.S. 115C-391(d2). If an appropriate alternative educational setting is not available, the superintendent, upon recommendation of the principal, must

suspend the student for no less than 300 days but no more than 365 days. A student may also be expelled for assaultive conduct when his/her behavior constitutes a clear threat to the safety of others. The principal shall make recommendations to the superintendent regarding placement decisions and the recommended length of the placement or the suspension, within the limits established by law, based at least in part upon recommendations of the principal of the alternative school. This section shall not apply when the student was acting in self-defense.

c. **Consequences for Certain Physical Assaults of Adults and Students**

Upon the recommendation of the principal, the superintendent may remove a student to an alternative educational setting if the student is at least 13 and has:

- (1) physically assaulted a teacher or other adult who is not a student;
- (2) physically assaulted another student if the assault is witnessed by school personnel; or
- (3) physically assaulted and seriously injured another student.

This section applies to behavior that occurs on school property or at a school-sponsored or school-related event. It does not apply when a student was acting in self-defense. If no appropriate alternative educational setting is available, the superintendent may suspend the student for up to 365 days. A student may also be expelled for assaultive conduct when his/her behavior constitutes a clear threat to the safety of others. The principal will make recommendations to the superintendent regarding placement decisions and the recommended length of the placement or suspension, within the limits established by law.

If the student is under age 13, the consequences for assault will be determined in accordance with the general guidelines in this policy for determining appropriate consequences.

B. THREATENING ACTS

1. **Prohibited Behavior**

Students are prohibited from directing toward any other person any language which threatens force, violence or disruption, or any sign or act which constitutes a threat of force, violence or disruption.

2. Consequences

Violation of this section may result in short-term suspension up to ten days, long-term suspension, 365 days suspension or expulsion. The procedures for long-term suspension or expulsion are provided in board policy 4353, Long-Term Suspension, 365 Days Suspension, Expulsion. A determination of the appropriate consequence will be made in accordance with the provisions of that policy. Placement in an alternative educational setting may be made instead of suspension in accordance with policy 3470/4305. Consequences for bomb threats are addressed in policy 4333, Weapons, Bomb Threats and Clear Threats to Safety, and may include 365 days of suspension.

C. HARASSMENT, INCLUDING BULLYING AND HAZING

1. Prohibited Behavior

Students are prohibited from engaging in or encouraging any form of harassment, including bullying and hazing, against students, employees or any other individuals on school grounds or at school-related functions. Harassment is unwanted, unwelcomed and uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim. The hostile environment can be created through pervasive or persistent misbehavior or a single incident if sufficiently severe.

Bullying means the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted or emotional abuse or through attacks on the property of another. Bullying may include, but is not limited to, verbal taunts, name-calling and put-downs, extortion of money or possessions, implied or stated threats, and exclusion from peer groups.

Hazing means to subject another student to physical injury as part of an initiation, or as a prerequisite to membership into any organized school group, including any society, athletic team, fraternity or sorority, or other similar group. It is unlawful for any student in attendance at any school in this state to engage in hazing or to aid or abet any student in the commission of this offense.

Harassment is further defined in policy 1735/4025/7235, Harassment including Bullying and Hazing Defined. Sexual harassment is further defined in policy 1736/4026/7236, Sexual Harassment Defined.

2. Consequences

Complaints of harassment will be investigated pursuant to policy 1740/4010, Student and Parent Grievance Procedure or policy 1745/4027, Sexual Harassment Complaint Procedure for Students. Incidents of misbehavior that do not rise to the level of harassment may violate board policy 4310, Standards of Expected Student Behavior, which establishes an expectation that students will demonstrate civility and integrity in their interactions with others. The consequences for harassment will be decided pursuant to policy 1745/4027 and will be more severe than for violation of the standards of integrity. Consequences may include disciplinary action up to and including expulsion, as appropriate.

Legal Reference: G.S. 14-27.2, -27.5, -33, -34 to -34.2; 35; 115C-47, -276(r), -288(g), -307, -390, -391

Cross Reference: Harassment, including Bullying and Hazing, Defined (policy 1735/4025/7235), Sexual Harassment Defined (policy 1736/4026/7236), Student and Parent Grievance Procedures (policy 1740/4010), Sexual Harassment Complaint Procedures for Students (1745/4027), Alternative Schools (policy 3470/4305), Integrity and Civility (policy 4310), Weapons, Bomb Threats and Clear Threats to Safety (policy 4333), Long-Term Suspension, 365 Days Suspension, Expulsion (policy 4353)

Adopted: May 11, 2000

Administrative Procedure: None

Revised: November 8, 2007

**Asheboro City Schools
Child Nutrition
Meal Price Information
June 12, 2008**

School District	Lunch						Breakfast		
	Elementary			Secondary			Current	New	Increase
	Current	New	Increase	Current	New	Increase			
Alamance County	\$1.75	\$1.75	\$0.00	\$2.00	\$2.00	\$0.00	\$1.50	\$1.50	\$0.00
Asheboro City	\$1.55	\$1.90	\$0.35	\$1.65	\$2.00	\$0.35	\$0.80	\$0.80	\$0.00
Chatham County	\$1.25	\$2.00	\$0.75	\$1.50	\$2.00	\$0.50	\$0.70	\$0.70	\$0.00
Davidson County	\$1.80	\$2.40	\$0.60	\$2.00	\$2.40	\$0.40	\$1.00	\$1.25	\$0.25
Guilford County	\$1.80	\$1.80	\$0.00	\$2.20	\$2.20	\$0.00	\$1.00	\$1.00	\$0.00
Lexington	\$1.35	\$1.35	\$0.00	\$1.50	\$1.50	\$0.00	Universal - Free		
Orange County	\$1.50	\$1.75	\$0.25	\$2.00	\$2.25	\$0.25	\$1.00	\$1.00	\$0.00
Randolph County	\$1.45	\$1.70	\$0.25	\$1.60	\$1.85	\$0.25	\$0.80	\$1.10	\$0.30
Thomasville	\$1.25	\$1.75	\$0.50	\$1.50	\$2.00	\$0.50	Universal - Free		

**Asheboro City Schools
Child Nutrition
Meal Price Information - Ranking by School System
June 12, 2008**

School District	Lunch Elementary		
	Current	New	Increase
Lexington	\$1.35	\$1.35	\$0.00
Randolph County	\$1.45	\$1.70	\$0.25
Alamance County	\$1.75	\$1.75	\$0.00
Orange County	\$1.50	\$1.75	\$0.25
Thomasville	\$1.25	\$1.75	\$0.50
Guilford County	\$1.80	\$1.80	\$0.00
Asheboro City	\$1.55	\$1.90	\$0.35
Chatham County	\$1.25	\$2.00	\$0.75
Davidson County	\$1.80	\$2.40	\$0.60

School District	Lunch Secondary		
	Current	New	Increase
Lexington	\$1.50	\$1.50	\$0.00
Randolph County	\$1.60	\$1.85	\$0.25
Alamance County	\$2.00	\$2.00	\$0.00
Asheboro City	\$1.65	\$2.00	\$0.35
Chatham County	\$1.50	\$2.00	\$0.50
Thomasville	\$1.50	\$2.00	\$0.50
Guilford County	\$2.20	\$2.20	\$0.00
Orange County	\$2.00	\$2.25	\$0.25
Davidson County	\$2.00	\$2.40	\$0.40

School District	Breakfast		
	Current	New	Increase
Lexington	Universal - Free		
Thomasville	Universal - Free		
Chatham County	\$0.70	\$0.70	\$0.00
Asheboro City	\$0.80	\$0.80	\$0.00
Guilford County	\$1.00	\$1.00	\$0.00
Orange County	\$1.00	\$1.00	\$0.00
Randolph County	\$0.80	\$1.10	\$0.30
Davidson County	\$1.00	\$1.25	\$0.25
Alamance County	\$1.50	\$1.50	\$0.00

School District	Lunch Elementary Increase
Alamance County	\$0.00
Guilford County	\$0.00
Lexington	\$0.00
Orange County	\$0.25
Randolph County	\$0.25
Asheboro City	\$0.35
Thomasville	\$0.50
Davidson County	\$0.60
Chatham County	\$0.75

School District	Lunch Secondary Increase
Alamance County	\$0.00
Guilford County	\$0.00
Lexington	\$0.00
Orange County	\$0.25
Randolph County	\$0.25
Asheboro City	\$0.35
Davidson County	\$0.40
Chatham County	\$0.50
Thomasville	\$0.50

**Asheboro City Schools
Child Nutrition
2007-2008 & 2008-2009 Projections
June 12, 2008**

2007-2008 Projections

Ending Cash Balance	\$	425,000.00
Ending Fund Balance	\$	625,000.00
One month of operating expenses	\$	240,000.00
Loss	\$	(90,000.00)

2008-2009 Projections

Loss without Price Increase	\$	(135,600.00)
Income from \$0.35 Price Increase	\$	57,890.00
Loss with \$0.35 Price Increase	\$	(77,710.00)

**Asheboro City Schools
Child Nutrition
Meal Price Increase Recommendation
June 12, 2008**

Student Lunch Prices - \$0.35 Increase

Current		Proposed	
Elementary	Secondary	Elementary	Secondary
\$ 1.55	\$ 1.65	\$ 1.90	\$ 2.00

Adult Lunch Prices

Current \$ 2.75
Proposed A la carte - cost is per item not as a single plate cost.

June 12, 2008

TO: Board of Education

FROM: Dr. Diane L. Frost

RE: APPROVAL OF 2008-2009 INTERIM BUDGET

The Board approved the 2008-2009 budget request to be submitted to the Randolph County Board of Commissioners. In accordance with G.S.115C-434, the Superintendent recommends that the Board approve an amount equal to the 2007-2008 ending budget as an Interim Budget for 2008-2009.

**Professional and Certified Personnel
Recommendations for 2008-2009 Academic Year
Asheboro City Board of Education
June 12, 2008**

Teachers Eligible for Career Status Consideration – May 2008

<u>Name</u>	<u>Subject Area</u>
<u>Balfour School</u>	
Bender, Beth	ESL
Hopkins, Heather	3 rd Grade
Johns, Natalia	Reading
McClosky, Joel	4 th Grade
Trogdon, Laura	Speech Language
<u>Charles W. McCrary School</u>	
Bryant, Jill	4 th Grade
Foster, Robin	5 th Grade
Kenan, Kimberly	Speech Language
Young, Karen	Kindergarten
<u>Donna Lee Loflin School</u>	
Davis, Julie	3 rd Grade
Rankin, Beth	5 th Grade
<u>Early Childhood Development Center</u>	
Funkhouser, Shari	Pre-K
<u>Guy B. Teachey School</u>	
Andrews, Sharon	4 th Grade
Grant, Cathie	4 th Grade
<u>Lindley Park School</u>	
Benezra, Erica	Pre-K
Cooper, Tiffany	2 nd Grade
Pervier, Heather	2 nd Grade
<u>North Asheboro Middle School</u>	
Foscue, Tracey	Math/Science

South Asheboro Middle School

Altadonna, Rob

Cagle, Elizabeth

Ebanks, Judy

Fravel, Bethann

Hill, Keri

Miller, Jennifer

Millikan, Marianne

Smith, Rupert

Math/Social Studies

Science

Social Worker

LA/SS

LA/SS

Science

Fam./Cons. Science

Math/Science

Asheboro High School

Brewer, Sheila

Davis, Brooke

Rios, Juan

Soja, Heather

Taylor, Nikki

Underdonk, Bethany

Underdonk, Joshua

Social Studies

Science

ESL

Science

Spanish

Guidance

Mathematics

COMMITMENT TO ACCOMPLISHMENT

Asheboro's graduates are guaranteed!

Resolution

June 12, 2008

WHEREAS, the Asheboro City Schools' mission is to provide quality learning opportunities for all students in a safe and inviting environment so that our students can become successful lifelong learners and responsible, productive citizens, and

WHEREAS, the Asheboro City Schools are committed to preparing our graduates for the future, and

WHEREAS, the Asheboro City Schools are committed to preparing our graduates to successfully pursue post-secondary education or enter the workforce in Randolph County with the skills necessary to satisfactorily perform their job,

NOW, THEREFORE, BE IT RESOLVED the Asheboro City Board of Education hereby offers this guarantee to Randolph County employers until June 1, 2009:

If you hire a 2008 graduate of Asheboro High School and find that he or she lacks the basic skills in reading or mathematics needed to learn and perform satisfactorily on the job, we will take that graduate back.

If you are not satisfied with one of our 2008 graduates' basic skills in reading or mathematics, please call the superintendent at (336)625-5104. The graduate will be contacted and offered free additional coursework.

Diane L. Frost, Ph.D.
Superintendent

Gidget Kidd
Board of Education, Chair



Asheboro City Schools

...the subject is excellence!

School/Location	Date	Event	Time
LP	Monday, June 09, 2008	Kindergarten Awards	8:30am
DLL	Monday, June 09, 2008	5th grade awards	10am
NAMS	Monday, June 09, 2008	Academic Awards	9:00am
SAMS	Monday, June 09, 2008	Academic Awards	9:00am
GBT	Monday, June 09, 2008	5th Grade Graduation	12:30pm
LP	Monday, June 09, 2008	1st Grade Awards	1:00pm
CWM	Tuesday, June 10, 2008	Grades 3-5 Awards	8:15am
SAMS	Tuesday, June 10, 2008	Athletic Awards	9:00am
LP	Tuesday, June 10, 2008	Geography Bee	9:00am
CWM	Tuesday, June 10, 2008	Grades K-2 Awards	9:30pm
ALL	Tuesday, June 10, 2008	Early Dismissal	6-12 11am;K-5 11:30am
Lee J Stone Stadium	Tuesday, June 10, 2008	AHS Graduation	12noon
AHS Cafeteria and PAC	Thursday, June 12, 2008	Retirement and Service Recognition Breakfast	7:30am
PDC	Thursday, June 12, 2008	Board of Education Meeting	7:30pm
Rand. Cty Office Building	Monday, June 16, 2008	Budget presentation to County Commissioners	2:00pm; ACS 2:30pm
PDC	Tuesday, June 17, 2008	Board of Education Retreat	5:30pm
Rand. Cty Office Building	Monday, June 23, 2008	Commissioners Adopt budget	6:00pm
PDC	Thursday, July 10, 2008	Board of Education Meeting	7:30pm
PDC	Tuesday, August 12, 2008	Board of Education Retreat	5:30pm
PDC	Thursday, August 14, 2008	Board of Education Meeting	7:30pm
AHS/PAC	Friday, August 22, 2008	Breakfast and Convocation	7:30am
PDC	Thursday, September 04, 2008	Master Board Training	5:00pm
PDC	Tuesday, September 09, 2008	New Employee Reception	4:00pm
PDC	Thursday, September 11, 2008	Board of Education Meeting	7:30pm



Points of Pride

June 12, 2008

Student Achievements:

- Completion of End of Grade/Course exams
- AHS students completed Senior Projects
- Five AHS Seniors awarded the EMBARQ Superintendent's Award
- AHS Seniors earned \$5,130,192 in scholarships
- Of the 280 graduates: 57 NC Scholars, 68 Distinguished Graduates, and 45 Honor Graduates
- Numerous award ceremonies and recognitions at all schools
- "Are you more litter-ate than a 5th grader?" – DLL team, 1st place
- Five, sixth graders from NAMS participated in the state Math Fair
- Fourth graders participate in bike safety program
- CWM Drama Club production

Staff Recognitions:

- Shannon Rivers (NAMS) named ACS Teacher of the Year
- Balfour and Teachey Child Nutrition Staff's received the "Dough Boy" award
- Curt Lorimer named regional CTE Director of the Year
- Dr. Frost received Distinguished Alumni Award by The University of Nebraska

Parent Involvement:

- Numerous year-end PTO/PTA events throughout system
- Numerous award ceremonies attended

Events bringing community into our schools:

- Middle and High School Band Concerts
- Middle and High School Choral Concert
- AHS Choral Concert
- AHS Showcase
- Senior Projects
- AHS Graduation

Community Outreach:

- AHS students collected approximately 1,000 books for elementary summer reading project
- Relay for Life participation



Asheboro City Schools

...the subject is excellence

Office of the Superintendent

P.O. Box 1103, Asheboro, NC 27204-1103 • 1126 S. Park St. • (336) 625-5104 • (336) 625-9238, fax

Appointment to Randolph Community College Board of Trustees

A committee comprised of Linda Cranford as chairman, Kyle Lamb and Derek Robbins collected applications from interested persons for the appointment to the Randolph Community College Board of Trustees. The interview process was held June 3, 2008. The committee recommends Mr. Curt Lorimer be appointed to fill the vacancy on the Randolph Community College Board of Trustees effective July 1, 2008.

Nominating Committee

Establishing a Fair Employment Process

**(Some guiding principles
for North Carolina
school boards)**

Presented to NCSBA Special Issues
Seminar

December 3, 2007

Ken Soo

Tharrington Smith, LLP

Good Intentions Without Good Planning Can Lead You Astray

- Creating “balanced” administrative teams
- Hiring staff who “look like” students in the school
- Setting race-based hiring goals

Can race matter in hiring decisions?

- Title VII of the Civil Rights Act of 1964 prohibits discrimination in employment based on race, color, religion, sex or national origin.
- Equal Protection Clause of 14th Amendment provides that “no state shall... deny to any person within its jurisdiction the equal protection of the laws.”

Workforce Diversity

- ☉ Title VII permits diversity efforts designed to open up opportunities to everyone.
- ☉ Example: Recruiting efforts targeted at underrepresented minority groups – job fairs at HCBUs.
- ☉ Example: Removing barriers to employment that disadvantage one group or another. (e.g., Promoting teacher licensure or TA certification programs.)

Affirmative Action

- ☉ Those actions appropriate to overcome the effects of past or present discriminatory practices, policies, or other barriers to equal employment opportunity.
- ☉ Example: *Talbert v. City of Richmond*, (4th Cir. 1981): "the attainment of racial diversity in the top ranks of the police department was a legitimate interest of the city" and thus promotion of City's first Black officer to Major over White plaintiff in a city with a 50% Black population was lawful)

Warning

- * The Courts have become increasingly hostile to race-based decision making of any kind.
- * The Supreme Court has not yet ruled on whether an "operational need" or diversity rationale could justify voluntary affirmative action efforts under Title VII.

EEOC's Guidance on Affirmative Action and Diversity Plans

"[E]mployers are cautioned that very careful implementation of affirmative action and diversity programs is recommended to avoid the potential for running afoul of the law."

**Do not apply
“affirmative action”
casually or ad hoc**

For example, during the discussion on whether to hire one of two qualified candidates, raising past racial injustice/ operational need issues to advocate for the minority candidate likely would violate Title VII and the Equal Protection Clause of the 14th Amendment.

On the other hand . . .

Failure to establish diversity aspirations and train personnel staff and supervisors increases the chance of unfairness and unconsidered hiring decisions.

Case Studies

- Newspaper/internet advertisement
- Kai
- Rita
- Malcolm

Set Consistent Policy

- EEO
- Hiring (Including interviewing policy)
- Criminal Record Checks
- Reference Checks
- Social Security Numbers
- Nepotism

Job Interviews

- Train anyone who will participate in job interviews regarding compliance with ADA, Title VII, etc.

- Use question lists.

- Keep records of job interviews.

Questions to avoid

- Questions relating to:
- Disability
 - Church membership
 - Family plans
 - Political affiliation
 - Claims the applicant may have filed against past employers

Reference Checks

- Make sure they are done.
- Incorporate in policy.
- Keep records of reference checks.
- Avoid the practice of allowing employees to start work before reference checks and criminal history checks are complete.

Retaliation

- ☑ Free speech

- ☑ For making claims against an employer under Title VII, ADA, etc.

Nepotism/Conflicts of Interest

- No clear legal boundaries.
- Favoritism in the employment process leaves the Board open to charges of unfairness, discrimination.
- Board may enact a policy. See, e.g., Durham Public Schools policy 5010.

Social Security Numbers

- ⊗ State and federal law define when school boards can require the employees produce social security numbers.
- ⊗ Violation of these laws can result in criminal penalties.
- ⊗ A policy is strongly recommended. See, e.g., Wake County Board of Education policy 3015.

State law: G.S. 132-1.10

- ✓ Prohibits subdivisions of the state from collecting a SSN or other "identifying information" from an individual unless authorized by law to do so.
- ✓ Requires agencies to notify individuals, upon request, with a statement of the purpose or purposes for which the SSN or other identifying information is being collected and used.

G.S. 132-1.10 (continued)

- ✓ Prohibits the release of social security number or other identifying information.
- ✓ Prohibits agencies from printing an individual's social security number on any materials that are mailed to the individual, unless state or federal law required that the social security number be on the document to be mailed.

Criminal Record Checks Under State Law

- State law provides for such checks through the North Carolina Department of Justice. 115C-332.
- The Board or its designee must make written findings on how it uses criminal history information in hiring employees or independent contractors.
- Criminal history information is "privileged."

Criminal Record Checks Under Federal Law

- ↕ If you obtain criminal record information through a private vendor, you must comply with the Fair Credit Reporting Act.
- ↕ The act requires consent of the job applicant and creates privacy protections for the applicant.
- ↕ Make sure the contract with the information provider requires the provider to comply with FCRA

Criminal Record Checks and Title VII

Conviction and Arrest Records

- Of course, it is unlawful to disqualify a person of one race for having a conviction or arrest record while not disqualifying a person of another race with a similar record. For example, an employer cannot reject Black applicants who have conviction records when it does not reject similarly situated White applicants.

Conviction and Arrest Records (continued)

In addition to avoiding disparate treatment in rejecting persons based on conviction or arrest records, upon a showing of disparate impact, employers also must be able to justify such criteria as job related and consistent with business necessity. This means that, with respect to conviction records, the employer must show that it considered the following three factors:

- (1) the nature and gravity of the offense(s);
- (2) the time that has passed since the conviction and/or completion of the sentence; and

Conviction and Arrest Records (continued)

(3) the nature of the job held or sought. A blanket exclusion of persons convicted of any crime thus would not be job-related and consistent with business necessity. Instead, the above factors must be applied to each circumstance. Generally, employers will be able to justify their decision when the conduct that was the basis of the conviction is related to the position, or if the conduct was particularly egregious.

Arrest records

Arrest records are treated slightly differently. While a conviction record constitutes reliable evidence that a person engaged in the conduct alleged (i.e., convictions require proof "beyond a reasonable doubt"), an arrest without a conviction does not establish that a person actually engaged in misconduct. Thus, when a policy or practice of rejecting applicants based on arrest records has a disparate impact on a protected class, the arrest records must not only be related to the job at issue, but the employer must also evaluate whether the applicant or employee actually engaged in the misconduct. It can do this by giving the person the opportunity to explain and by making follow-up inquiries necessary to evaluate his/her credibility.

Handout for “ESTABLISHING A FAIR HIRING PROCESS” Presented by Ken Soo, December 3, 2007

DISCRIMINATORY SELECTION DECISION??

HYPOTHETICAL #1

Employer runs newspaper/internet advertisement for ESL coordinator. Ad says “persons of color are encouraged to apply.”

HYPOTHETICAL #2

Kai, a Native American, files a charge after he applied for a promotion, was interviewed, and was not selected. The investigation reveals that, based on objective qualifications, Kai was deemed one of the top candidates but the job ended up going to Ted, a similarly qualified White candidate from outside the company. The hiring manager tells the investigator that he thought that Kai was well qualified but he chose Ted because he “seemed to be a better fit; I’m comfortable with him and I can see him in my job one day.” When pressed to be more specific, the manager says he liked the fact that Ted worked for a competitor. However, the investigation reveals that although Ted did work for another company in the industry, it was not really a competitor. Employee and management witnesses tell the investigator that Ted’s experience working for another company in the industry was no more valuable than Kai’s experience working for the company itself. The witnesses also tell the investigator that, until now, the company practice had been to prefer qualified internal candidates over similarly qualified external candidates.

HYPOTHETICAL #3

Rita, an African American, has worked seven years as a Program Analyst for a federal agency. She consistently has received outstanding performance evaluations. Each of the last four years, Rita has applied for openings for jobs in her office in a higher grade. The agency has rejected Rita each time. After the fourth rejection, Rita initiated EEO counseling, and then a formal complaint, because she believed she had been repeatedly discriminated against. She stated that four White employees were promoted over her, each time for a different reason. The investigation reveals that the agency actually did apply the same promotion criteria during each selection. Importantly, however, witness interviews and documentary evidence (e.g., the employer's interview notes) strongly suggest that the agency weighted the criteria differently each time so that Rita was the least qualified applicant. In other words, it appears that when a job-related qualification favored Rita it was deemed less important than when a qualification favored a White candidate. Moreover, statistics reveal that Whites are promoted more often than similarly qualified African Americans.

HYPOTHETICAL #4

Malcolm, an Asian American, applies for an executive position with the employer, a health maintenance organization. Malcolm is well qualified; he has a B.S. in biology from a large state university and an M.D. from a prestigious private university. Malcolm also has seven years' experience practicing internal medicine and recently obtained an Executive M.B.A. from a well-respected business school. The employer interviewed Malcolm and eight other candidates. Malcolm was one of two finalists brought back for a final round of interviews. The employer's selection committee ultimately chose

Robert, a White finalist with slightly fewer qualifications but with experience in a similar job for a competitor. The employer tells EEOC that given Robert's experience, it believed it would gain the most competitive benefit by hiring him. The EEOC investigator confirms Robert's experience working for a competitor, and reads the minutes of the selection committee's final meeting which reflect that this was the reason discussed at the meeting for choosing Robert over Malcolm.

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