

ASHEBORO CITY BOARD OF EDUCATION

May 8, 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 – Kyle Lamb
- *C. Approval of Agenda

II. Special Recognition and Presentations

- A. Community Partner Spotlight – Golden Corral
- B. Board Spotlight – S.T.E.M., South Asheboro Middle School
- C. Teacher of the Year Nominees
- D. Apple of Excellence
- E. Jaycee's Young Educator Award
- F. Energy Awareness Poster Winners
- G. Early Childhood Development Center Demonstration Site
- H. Teaching Fellows
- I. Park/Morehead Scholarship Winner

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 – April 10, 15, 22, and 24, 2008
- B. Budget Amendments

V. Information, Reports and Recommendations

- 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. Update on School Nurses
- E. Teachers Recommended for Career Status Consideration

VI. Action Items

- *A. Personnel
- *B. CTE Local Plan System
- *C. Driver's Education Bid
- *D. New Courses for Asheboro High School
- *E. Policy Waiver on Student Promotion Standards – Policy 3420

Asheboro City Board of Education Agenda

May 8, 2008

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VII. Superintendent's Report/Calendar of Events

- A. Calendar of Events
- B. Points of Pride

VIII. Board Operations

- *A. Appointment to Randolph Community College Board of Trustees
- B. School Board Grievances: How to Address Formal Complaints

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

May 8, 2008

7:30 p.m.

Addendum

I. Opening

VI. *Action Items

A. 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.

April 10, 2008

Community Partner Spotlight:

We are pleased this evening to recognize our local **Golden Corral** restaurant for their tremendous support of our students in the Occupational Course of Study at AHS. Students have learned about the various positions in the restaurant, and some have been employed during the transition of their senior year into post secondary employment. Management has also arranged for the students to eat lunch there each week for free. Students love this work site and look forward to it every week due to the opportunities for learning that are provided. **Golden Corral** has also been very supportive of our GEAR UP activities.

Board Spotlight:

South Asheboro Middle School in partnership with the North Carolina Cooperative Extension (Carolyn Langley) offered a series of after school opportunities for middle school students throughout the 2007-2008 school year. "*Exploring S.T.E.M. (science, technology and math) in our world today*" was offered over six sessions – students could attend all six or the one or two of greatest interest.

Special Recognition:

School Level Teacher of the Year winners – Freda Beaver, GBT; Melissa Belote, CWM; Jimmy Brower, SAMS; Rita Dougan, AHS; Jane Eddy, LP; Deanna Ferree, DLL; Shari Funkhouser, ECDC; Melanie Golding, BAL; Shannon Rivers, NAMS
Apple of Excellence Award for outstanding new teacher
Jaycees Young Educator Award – Betsy Cagle, SAMS
Energy Awareness poster contest winners
Early Childhood Development Center – demonstration site recognition
AHS Teaching Fellows – Hal Davis, Chad Shannon, Meleah Faucette
Park/Morehead Scholarship recipient – Adam Glass

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

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

- 2007 Lottery Application
- 2007-2008 Public School Building Fund Application
- Resolution to Support ¼ Cent Sales Tax Initiative
- 2007-2008 Audit Contract
- April 22nd Joint Meeting with Randolph County Board of Commissioners

There being no further business, the meeting adjourned at 7:15 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	Derek Robbins
Jane Redding	Kelly Harris
Chris Yow	

Archie Smith, Jr., Board Attorney

Board member absent was Steve Jones.

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

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

Upon motion by Mr. Cheek, seconded by Mr. Priest, the Agenda was unanimously approved by the Board.

Special Recognition and Presentations

Ms. Freemyer honored the Kiwanis Club for the many ways they support the students of Asheboro City Schools. The Kiwanis Club sponsors the Asheboro High School Key Club and Builders Club, provides three scholarships annually for area high school graduates, sponsors the Terrific Kids program, and upon request provides shoes for underprivileged children.

Balfour teachers Wendy Graham and Beth Bender, along with several of their students, gave a presentation on *Hoppin' into Book Clubs*. The presentation highlighted ways that scientific inquiry and creative use of technology have been incorporated into their reading program.

Public Comments

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

Upon motion by Mr. Yow, seconded by Ms. Cranford, the Consent Agenda was unanimously approved by the Board.

Consent Agenda

The following Consent Agenda items were approved:

Approval of Minutes – March 6, 13, and 18, 2008

Personnel

Resignations/Retirements/Separations

<u>Name</u>	<u>School/Subject</u>	<u>Effective Date</u>
Hill, Sara	Loflin, Guidance	6/13/2008
Dunn, Stephanie	North Asheboro Middle/Teacher Assistant	3/28/2008
Peterson, Gary	Asheboro High School/Career Management	8/31/2008

Appointments

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Andrews, Patricia	Teachey/ Teacher Assistant	3/31/2008
Rush, Mary	North Asheboro Middle/Guidance	4/28/2008
Buckner, Taylor	Asheboro High/Science	8/18/2008
Smith, Courtney	Substitute/\$68.00	3/11/2008
Davis, Tammy	Substitute/\$68.00	3/11/2008
Saavedra, Marilyn	Substitute/\$68.00	3/26/2008

Transfers

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Frick, Hazel	Lindley Park/Principal to Central Office/Director Testing/Accountability	TBD

Asheboro High School Student Council Out-of-State Overnight Field Trip Request to Dallas, Texas
(The field trip request will become a part of these minutes.)

North Asheboro Middle School GEAR UP students out-of-State Overnight Field Trip Request to Atlanta, Georgia (The field trip request will become a part of these minutes.)

Action Items

Following a 30-day review by the Board, a motion was made by Ms. Cranford and seconded by Mr. Robbins to approve the following policies: Policy 2126/4705/7825, Confidentiality of Personal Identifying Information (New Policy) – The policy protects volunteers, board members, students and employees from the improper release of personal identifying information including social security numbers and Policy 4400, Attendance – Changes were made to the policy to clarify a valid educational opportunity, adding pregnancy and parenting to the list of excused absences, and updating of legal references. Motion carried. (Policy 2126/4705/782 - Confidentiality of Personal Identifying Information and Policy 4400 – Attendance, will become a part of these minutes.)

Dr. Harper requested the Board's approval to submit a Burroughs Wellcome grant for a 2009 Summer Enrichment Science Camp at the Asheboro High School Zoo School. A motion was made by Ms. Redding and seconded by Dr. Harris to approve the request as submitted. Motion carried.

Mr. Blair requested approval of the Board to use lottery funds to pay towards the 2007-2008 debt service for the Teachey Elementary addition. A motion was made by Ms. Redding and seconded by Mr. Cheek to approve the use of the lottery funds as requested. Motion carried. (The copy of the application requesting use of lottery funds will become a part of these minutes.)

Mr. Blair further requested approval of the use of funds from the Public School Capital Building Fund for the 2007-2008 debt service for the Asheboro High School expansion project. A motion was made by Mr. Lamb and seconded by Ms. Cranford to use the funds as requested. Motion carried. (A copy of the application request of funds from the Public School Capital Building Fund will become a part of these minutes.)

A motion was made by Mr. Yow and seconded by Ms. Redding to approve a resolution acknowledging the Boards' support for the proposed Sales Tax Referendum on the ballot for May 6, 2008, pledging to inform its constituents of its importance to education and progress by providing information to each family having a student within the Asheboro City Schools system. Motion carried. (A copy of the resolution will become a part of these minutes.)

A motion was made by Mr. Priest and seconded by Ms. Cranford to approve an auditing contract between Asheboro City Schools and Cherry, Bekeart & Holland for the 2008-2009 school year. Motion carried. (A copy of the contract will become a part of these minutes.)

Superintendent's Report/Calendar of Events

Dr. Frost reported that the Public School Fund Formula Committee at its last meeting has identified potential technical changes to the following: Low wealth, Public School Capital Fund, mentoring—expanding to full-time positions, textbooks/instructional supplies, and transportation.

Dr. Frost shared additional information received from the Department of Public Instruction regarding the Reading First program. The funding will not be cut until the year 2009-2010. McCrary will still continue with its plan to incorporate Balanced Literacy beginning the 2008-2009 school year.

Dr. Frost reminded board members of the budget session to be held April 15th, 7:00 p.m., in the Professional Development Center and the joint meeting of the Board of Education with the Randolph County Commissioners April 22nd, 8:00 a.m., at the Professional Development Center.

Ms. Freemyer shared the Calendar of Events noting several important dates as follows: Elementary Choir Festival concert, April 17th at Lindley Park Elementary; Master Board III Training, April 24th at the Professional Development Center; and Are You More Literate than a Fifth Grader? May 10th at the Randolph Mall.

Ms. Freemyer presented the following *Points of Pride*: Three students receiving Teaching Fellow scholarships; four students selected to Governor's School; Youth Art Month displays; five Asheboro Association of Educational Office Professionals receiving Professional Standards Program certificates and renewals; 8th Grade Parent Night and Asheboro High School Curriculum Fair.

Board Operations

Chairman Kidd congratulated Board Member Linda Cranford on her appointment to the National School Boards Association Board of Directors.

National School Board Association's Annual Conference attendees briefly shared information received at the conference that was held in Orlando, Florida.

Chairman Kidd presented further information on a special law conference sponsored by the North Carolina School Boards Association she and Board Member Joyce Harrington attended entitled Board Members' Role in School System Personnel Matters.

Adjournment

There being no further business, a motion was made by Mr. Robbins, seconded by Mr. Priest, to adjourn at 8:25 p.m. Motion carried.

Chairman

Secretary

Minutes of the Asheboro City Schools Board of Education
April 15, 2008
7:00 p.m.
Budget Presentation

The Asheboro City Board of Education met in regular session on Tuesday, April 15, 2008, in the Professional Development Center with the following members present:

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

The following member was absent: Dr. Kelly Harris.

Staff members present were: Dr. Diane Frost, Harold Blair, Dr. Timothy Allgood, Dr. Dot Harper, and Mike Mize. Additional staff present was Kristen Rowland, Assistant Finance Officer.

Chairman Kidd welcomed everyone and recognized Superintendent Frost to lead the budget presentation. Dr. Frost and Mr. Blair began the meeting by informing members of items affecting the 2008-2009 Budget Proposal.

Mr. Blair continued the 2008-2009 Budget Proposal in detail inviting comments and/or questions. Mr. Blair indicated a county appropriation request totaling \$5,540,000 would be submitted including \$4,215,000 for current expense and \$1,325,000 for capital outlay. The Board of Education will request that the County Commissioners leave the City Schools supplemental tax rate at \$.1385/100. A motion was made by Mr. Jones, seconded by Mr. Lamb, and the Board unanimously approved 2008-2009 Budget Proposal as presented. (A copy of the 2008-2009 Budget Proposal will become a part of these minutes.)

Chairman Kidd expressed appreciation to Mr. Blair and his staff in developing the budget and commended their efforts.

Mr. Mize shared a power point presentation on facility needs and issues and discussion was held by the Board. The Board will share the presentation with the County Commissioners at a breakfast meeting on April 22, 2008 at the Professional Development Center.

Upon motion by Mr. Lamb, seconded by Mr. Cheek, the meeting adjourned at 9:10 p.m.

Chairman

Secretary

**Minutes of the Asheboro City Board of Education
and Randolph County Board of Commissioners' Meeting
April 22, 2008**

Opening

The Asheboro City Board of Education and the Randolph County Board of Commissioners met in a special session at 8:00 a.m. in the Professional Development Center with the following members present:

Gidget Kidd, Chairman	Joyce Harrington
Phillip Cheek	Linda Cranford
Jane Redding	Chris Yow

Board members absent were Steve Jones, Derek Robbins, Kyle Lamb, Archie Priest, Jr., and Dr. Kelly Harris.

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

Chairman Kidd welcomed the Randolph County Board of Commissioners and turned the meeting over to Dr. Diane Frost.

Celebrations

Dr. Diane Frost introduced Josh Underdonk, mathematics teacher at the Asheboro High School Zoo School, who enlightened those in attendance on different types of classes held at the school.

Dr. Frost welcomed Julie Rachlin, art teacher at Teachey Elementary, who shared a slide presentation on art events happening in the new art room addition at Teachey School.

Dr. Frost thanked the Commissioners for their assistance in providing funding so Asheboro City Schools could have such outstanding student facilities as the Asheboro High School Zoo School and the new Teachey addition.

Current and Future Facility Needs Overview

Dr. Frost pointed out four key areas of facility needs: Asheboro High School, Old Balfour facility, athletic upgrades, and roof replacements, systems upgrades, and energy efficiency. Ms. Harrington, Ms. Cranford, Mr. Yow and Ms. Redding provided additional information regarding the needs.

Dr. Frost reported that a facilities committee will be formed to address the needs for the next five years and invited Commissioners to participate. The Commissioners expressed appreciation for involving them early in the process of planning for meeting facility needs. They also thanked the Board of Education for its support of the ¼ cent sales tax initiative.

Adjournment

The meeting adjourned at 9:15am.

Chairman

Secretary

Minutes of the Asheboro City Board of Education
April 24, 2008
5:00 p.m.

The Asheboro City Board of Education met for boardsmanship training on Thursday, April 24, 2008, in the Professional Development Center with the following members present:

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

The following member was absent: Dr. Kelly Harris.

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

Dr. Doris Hayes, NCSBA Trainer, provided an interactive professional development session entitled, *Working through Conflict*.

Following the training Chairman Kidd reported that Randolph Community College has requested that the Asheboro City Board of Education appoint an individual to replace Ms. Martha Judd on the Randolph Community College Board of Trustees. The Board agreed to determine the appointment process at their May meeting.

There being no further business, the meeting adjourned at 8:30 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 8th day of May, 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.

REVENUE

2.3200.615	Dept. of Public Health Nurse Grant	\$ 40,900.00
2.3200.401	Smart Start	26,788.00
2.3200.402	Smart Start QIP	(1,000.00)
2.3200.413	More at Four	70,626.00
2.4490.693	Parent Educator	<u>19,699.55</u>
		<u>\$ 157,013.55</u>

EXPENDITURE

2.5840.615	Health Support Services	\$ 40,900.00
2.5340.401	Pre-K Readiness/Remedial and Supplemental Services	26,788.00
2.5340.402	Pre-K Readiness/Remedial and Supplemental Services	-1,000.00
2.5340.413	Pre-K Readiness/Remedial and Supplemental Services	70,626.00
2.7300.693	Adult Services	<u>19,699.55</u>
		<u>\$ 157,013.55</u>

Total Appropriation in Current Budget	\$ 10,040,432.50
Total Increase/Decrease of above amendment	<u>157,013.55</u>
Total Appropriation in Current Amended Budget	<u>\$ 10,197,446.05</u>

Passed by majority vote of the Board of Education of Asheboro City on the 8th day of May, 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 8th day of May, 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>		
3.3610.065	Even Start	34,009.41
		\$ <u>34,009.41</u>
<u>Expenditure</u>		
3.5340.065	Pre-K Readiness/Remedial and Supplemental Services	34,009.41
		\$ <u>34,009.41</u>
Total Appropriation in Current Budget		\$ 4,735,895.72
Total Increase/Decrease of above amendment		\$ 34,009.41
Total Appropriation in Current Amended Budget		\$ <u>4,769,905.13</u>

Passed by majority vote of the Board of Education of Asheboro City on the 8th day of May, 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 8th day of May, 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>335,672.00</u>
		\$ <u><u>335,672.00</u></u>

EXPENDITURE

1.5110.001	Regular Curricular Services	\$ 200,000.00
1.5400.005	School Leadership Services	50,000.00
1.5120.013	CTE Curricular Services	22,500.00
1.6400.073	Technology Support Services	45,374.00
1.6550.056	Transportation Services	16,156.00
1.5400.003	School Leadership Services	4,142.00
1.5870.028	Staff Development Unallocated	<u>(2,500.00)</u>
		\$ <u><u>335,672.00</u></u>

Total Appropriation in Current Budget	\$ 25,672,705.00
Total Increase/Decrease of above amendment	<u>335,672.00</u>
Total Appropriation in Current Amended Budget	\$ <u><u>26,008,377.00</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 8th day of May, 2008.

Chairman, Board of Education

Secretary

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

**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

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

School Health Program Accomplishments- 2007-08

- Nurse teaming to insure quick identification/follow-up of K Health Assessment compliance, drastically reduced absences related to K suspensions
- Development of new evidence-based lice practice, ridding us of the old” no nit” policy, reducing unnecessary absences
- Training for 66 staff members in AHA Heartsaver First Aid, including Bus drivers, coaches, response teams in secondary schools
- Revision of health emergency response practice across the system, including documentation forms to be used in every school
- Planning for 08/09 medical emergency response during bus routes
- Revision of first aid kit supplies in schools, on buses
- Planning for 08/09 implementation of CPR training for all 8th graders in health/ PE classes
- Revision of practice for illness visits to health room, including nurse documentation form, teacher form and health room pass
- Increased collaboration with local health department for dental, nutrition, hand washing/ bike safety education
- Revision vision screening, referral, secure care practice
- Collaboration with Health Dept dental clinic to set practice for dental screenings/follow-up/referral for students in elementary and middle school
- Implementation of second annual HOOPS for HEART-community event for wellness, encouraging physical activity, fundraiser for AHA, BB game between students/staff from 2 middle schools, wellness fair, crowd activities
- Education for students/staff on food allergies, tobacco prevention, FLE, STDs/HIV/Abstinence-based family planning, prevention of communicable diseases
- Training for all employees in Blood borne pathogens, medication administration-policy and procedure, diabetes education, lice education

**Professional and Certified Personnel
Recommendations for 2008-2009 Academic Year
Asheboro City Board of Education
May 8, 2008**

Teachers Eligible for Career Status Consideration – May 2008
(To be voted on by Board of Education – June 12, 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
Trogon, 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

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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

**Professional and Certified Personnel
Recommendations for the 2008-2009 Academic Year
Asheboro City Board of Education
May 8, 2008**

**A.* Recommended for Continued Employment – Probationary Status
Tenure Track**

<u>Name</u>	<u>Subject Area</u>
<u>Balfour 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 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	Grade 1
Sedgwick, Katie	1 st Grade
Tesny, Nicole	4 th Grade
Van Dam, Julie	5 th Grade

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Donna Lee Loflin School

Chismark, Nicoll

3rd Grade

Ferree, Deanna

4th Grade

Hobson, Sara Beth

1st Grade

Mattiuz, Danielle

1st Grade

Player, Darlene

Reading

Taylor, Summer

Special Education

Williams, Todd

2nd Grade

Early Childhood Development Center

Gallimore, Debbie

Special Education

Passick, Bethany

Psychologist

Sims, Tracy

Pre-K

Guy B. Teachey School

Gilmer, Heather

Kindergarten

Hinson, Michelle

1st Grade

LaPlant, Paula

4th Grade

Loomis, Virginia

2nd Grade

Mandara, Kelly

5th Grade

Lindley Park School

Ellis, Ashley

4th Grade

Harvey, Katie

Kindergarten

Jones, Rebecca

1st Grade

Phillips, Charity

Art

Spoonamore, Martha

ESL

Wood, Stephanie

5th Grade

North Asheboro Middle School

Blackmon, Louine

Physical Education

Card, Craig

Social Studies

Echard, Maria

ESL

Edwards, Matt

ESL

Gantt, Francesca

Fam./Cons. Science

Richey, Melanie

Math/Science

Rush, Mary

Guidance

Smith, LaBreeska

Special Education

Stone, Connie

Science

Tong, Aaron

Science/SS

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

Asheboro High School

Bagge, Anne
Benhart, Suzanne
Fleming, Michael
Gignac, Melissa
Harris, Rebecca
Hart, Bill
Holland, Laura
Humphrey, Leigh
LaClair, Jennifer
LaClair, Peter
Lyons, Molly
McInnis, Jennifer
Moore, Jay
Muse, Will
Newby, Faith
Palma, Melisa
Phillips, Edford
Pledger, Eric
Robbins, Sarah Beth
Setzer, Shea
Stanich, Martin
Smith, Walker

Guidance
Band
Technology Ed.
English
Mathematics
Technology Ed.
Fam./Cons. Science
Special Education
Special Education
Social Studies
English
Spanish
Business Education
Social Studies
Mathematics
Spanish
Social Studies
Technology
Business Education
English
ESL
Social Studies

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AHS (cont.)

Stancil, Cori
Tate, Heather
Yates, Tammy

Fam./Cons. Science
Special Education
Mathematics

**B.* Recommended for Continued Employment – Probationary Status
Non-Tenure Track**

Name

Subject Area

Balfour School

Pickett, Allison

Special Education

Charles W. McCrary School

Duyck, Scotty

Media

Donna Lee Loflin School

Currie-Hunsucker, Dionne

Kindergarten

Early Childhood Development Center

Federhart, Staci

Pre-K

Guy B. Teachey School

McBride, Katherine

3rd Grade

North Asheboro Middle School

Gibbs, Ryan
Matthews, Teresa

Language Arts
Business Education

South Asheboro Middle School

Troy, Amanda

Science

Asheboro High School

Aldrich, Kim
Helsabeck, Graham
Robbins, Sherrie

Social Studies
ESL
Health Occupations

C. Contracts Expiring at End of School Year – No Action Required

<u>Name</u>	<u>Subject Area</u>
<u>Balfour School</u> Brown, Roberta Coltrane, Maxine Early, Dawn	5 th Grade 3 rd Grade Kindergarten
<u>Charles W. McCrary School</u> Coleman, Billie Knapp, Frances Graham, Pamela	Reading Gifted Education 3 rd Grade
<u>Donna Lee Loflin School</u> Calloway, Jan Ford, Jenee Lahr, Anita	Kindergarten 3 rd Grade 5 th Grade
<u>Guy B. Teachey School</u> Mackie, Angela	Kindergarten
<u>Lindley Park School</u> Isbell, Linda McCullah, Sue Tonkin, Elizabeth	5 th Grade Kindergarten Reading
<u>North Asheboro Middle School</u> Applegate, Tammy Watson, Sarah	Mathematics LA/SS
<u>South Asheboro Middle School</u> Baxter, Vickie Martin, Betty McCain, Gayle	Mathematics Mathematics Language Arts

Asheboro High School

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

D.* Resignations/Retirements/Separations

<u>Name</u>	<u>School/Subject</u>	<u>Effective Date</u>
Andrews, Edmund	LP/Custodian (part-time)	4/11/08
Armstrong, Shannon	SAMS/Special Education	5/31/08
Atkinson, James	AHS/English	6/13/08
Borden, Kimberly	ECDC/Early Childhood	5/1/08
Blair, Owena	DLL/Speech Language	6/13/08
Chriscoe, Gaye	BAL/Teacher Assistant	6/13/08
Colarossi, Stephanie	BAL/5 th Grade	6/13/08
Farabee, Jeannette	DLL/Teacher Assistant	6/13/08
Fischer, Beverly	CWM/5 th Grade	6/13/08
Fuller, Sarah	CWM/5 th Grade	6/13/08
Goble, Daniel	ECDC/Assistant Principal	6/30/08
Haddock, Martha	GBT/Custodian	6/6/08
Hann, Irma	SAMS/Teacher Assistant	6/13/08
Hodges, Beatrice	AHS/Nurse	6/13/08
Hill, Sara	DLL/Guidance	6/13/08
Lamb, Jeanne	GBT/5 th Grade	6/13/08
McDonald, Melissa	CWM/3 rd Grade	6/13/08
Odham, Betty	AHS/Secretary	6/30/08
Nichols, Charles	SAMS/Custodian (part-time)	4/8/08
Queen, Melody	GBT/Teacher Assistant	6/13/08
Sloop, Linda	NAMS/LA-SS	6/13/08
Smith, Megan	LP/4 th Grade	6/13/08
Whitley, Sam	AHS/Physical Education	6/30/08
Whitley, Shanda	LP/3 rd Grade	6/13/08
Williamson, Julia	DLL/Teacher Assistant	6/13/08

E.* Appointments

<u>Name</u>	<u>School/Subject</u>	<u>Effective Date</u>
Barber, Barry	SAMS/Technology Facilitator	8/18/08
Hall, Rachel	AHS/English	8/18/08
Hoover, Jennifer	AHS/English	8/18/08
Tonkin, Sarah	BAL/4 th Grade	8/18/08

F. Transfers

<u>Name</u>	<u>School/Subject</u>	<u>Effective Date</u>
Smith, Charlene	SAMS/Mathematics to TBD/Gifted Education	8/18/08
Webster, Tina	GBT/Technology to AHS/Technology Facilitator	8/18/08
Williams, Elmer	NAMS/Business Education to NAMS/Technology Facilitator	8/18/08

**Asheboro City Schools
Personnel Transactions
May 8, 2008
Addendum**

E. APPOINTMENTS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Graham, Emily	CWM/Grade 3	8/18/08
Bryda, Rachel	SAMS/Mathematics	8/18/08
Prevatte, Erica	LP/Grade 4	8/18/08

F. TRANSFERS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Dawkins, Angela	BAL/Special Ed to LP/Special Ed	8/18/08
Pugh, Elizabeth	CWM/Special Ed to BAL/Special Ed	8/18/08
Moore, Beverly	LP/Special Ed to GBT/Special Ed	8/18/08
Smith, Labreeska	NAMS/Special Ed to SAMS/Special Ed	8/18/08
Burian, Chris	BAL/Grade 2 to LP/Grade 4	8/18/08
Harris, Robin	CWM/Assistant Principal to LP/Principal	7/1/08
Bulla Jr., Maxton	AHS/Assistant Principal to AHS/Physical Education	7/1/08

**Asheboro City Schools
Certified Appointments
May 8, 2008**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Barber, Barry	UNC-Greensboro B: Communications/Media Production Appalachian State University M: Educational Media	MG Language Arts Gifted Education

Barry Barber is recommended to be the technology facilitator at South Asheboro Middle School. Mr. Barber is an Asheboro resident who has taught for eight years at Southeastern Randolph Middle School. Prior to his work at SERMS, he taught English as a Second Language in Aguascalientes, Mexico for two years. Mr. Barber is pursuing National Board Certification and serves as a mentor teacher.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Hall, Rachel	UNC-Greensboro	English

Recommended to teach English at Asheboro High School is Rachel Hall. Ms. Hall will graduate from UNC-G in May 2008 and begin her teaching career in Asheboro. Her student teaching internship was completed recently at Ragsdale High in Guilford County Schools, where she taught ninth graders. Ms. Hall describes Asheboro as the "perfect place for me to start my career."

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Hoover, Jennifer	Edinboro (PA) University B: English M: English Education	English

Jennifer Hoover, formerly a teacher at Asheboro High School, is recommended to return to AHS to teach English. Mrs. Hoover was a "Blue Comet" from 2003 to 2006, before moving to western North Carolina. She has seven years teaching experience that includes work in Rocky Mount/Nash public schools. In addition to teaching English, Mrs. Hoover enjoys working with drama productions. Welcome back, Jen Hoover!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Tonkin, Sarah	Appalachian State University B: Spanish UNC-Greensboro M: Elementary Education	Elementary Education

A graduate of Asheboro High in 2002, Sarah Tonkin is recommended to teach fourth grade at Balfour School. After earning a Bachelor's degree from Appalachian, Ms. Tonkin decided to return to school in pursuit of a Master's degree and a teaching license. She will graduate from the Master's program at UNC-G in May 2008. Her student teaching internship was successfully completed at Balfour, supervised by Joel McClosky. Welcome home, Sarah Tonkin!

**Asheboro City Schools
Certified Appointments
May 8, 2008**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Bryda, Rachel	Baldwin-Wallace (OH) College B: Middle Childhood Education	MG Mathematics/Social Studies

A resident of Strongsville, Ohio in the Cleveland area, Rachel Bryda is recommended to teach mathematics at South Asheboro Middle School. A May 2008 graduate of Baldwin-Wallace College, Ms. Bryda completed her student teaching internship at St. Columbkille School, teaching math to sixth, seventh, and eighth graders.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Graham, Emily	UNC-Greensboro	Elementary Education

Recommended to teach third grade at Charles W. McCrary School is Emily Graham. A "Blue Comet" who graduated from Asheboro High in 2004, Ms. Graham sought actively to return to her home district to begin her teaching career. Her student teaching internship was completed in Guilford County Schools at Union Hill Elementary.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Prevatte, Erica	UNC-Greensboro	Elementary Education

A resident of Asheboro, Erica Prevatte is recommended to teach fourth grade at Lindley Park School. Ms. Prevatte will graduate in May from UNC-G. Her student teaching internship was completed recently in a second grade classroom at Hunter Elementary in the Guilford County Schools. Ms. Prevatte gained experience last summer working with children at the Greensboro Children's Museum.

**Asheboro City Schools
Certified Appointments
May 8, 2008**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Harris, Robin	NC A & T State University B: Elementary Education UNC-Greensboro M: Elementary Education M: School Administration	Elementary Education Principal

Currently serving as assistant principal at Charles W. McCrary School, Robin Harris is recommended to be principal at Lindley Park School. Mrs. Harris began her career as a first grade teacher, first in Baumholder, Germany and later in Guilford County Schools. She was a school site coordinator at Lindley Elementary in Guilford County and then completed the Principal Fellows Program at UNC-G. Her first principalship was at Lakeside Charter School in Elon. In 2004, she joined Asheboro City Schools as assistant principal at North Asheboro Middle School. Mrs. Harris' varied and vast experiences will be a benefit as she joins the Lindley Park family.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Bulla, Jr. Maxton	Guilford College B: Health and Physical Education UNC-Chapel Hill M: Health and Physical Education	Physical Education

A true "Blue Comet" is recommended to teach physical education at Asheboro High School. "Dee" Bulla, currently serving as assistant principal in the Blue Comet Academy, is recommended to be football coach and athletic director in addition to his teaching duties. A graduate of Asheboro High, Coach Bulla was teacher, coach, and athletic director at Randleman High School for sixteen years. He brings experience, skill, and a love of Asheboro High School to this position.

Asheboro City Schools
Application for Career-Technical Education (CTE)
State/Federal Funding-Fiscal Year 2008-2009
PERKINS IV (New)
Executive Summary

PURPOSE OF THE APPLICATION:

The Local Planning System (LPS) is the vehicle for strategic planning, managing performance, and assuring accountability for Career and Technical Education (CTE). Part I of the LPS is a system overview and strategic planning tool. Part II is designed to attain and maintain performance excellence, as defined by the Carl D. Perkins Career and Technical Education Act of 2006. LEAs can analyze measurable performance based on trend information; analyze system and subsystem performance based on relevant subcategories crucial to stakeholders and customers; set rational short and long-term benchmarks; develop strategies based on the greatest opportunities for improvement (OFIs); and allocate resources based on the greatest OFIs. Finally, the LPS incorporates the requirements of all applicable state and federal laws which govern CTE in North Carolina. This application must be submitted to the Department of Public Instruction in order to receive and use state and federal funds for career and technical education programs and services in grades 6-12 for the 2008-2009 fiscal year. The application describes the manner in which we propose to use these funds in accord with the purposes mandated by state and federal legislation.

MAJOR CHANGES (from Perkins III)

- Provides increased focus on improving students' academic skills as reflected in the No Child Left Behind high school measures for Language Arts and Mathematics
- Requires programs be developed based on identification of high-wage, high-skill, high-demand current and emerging occupations
- Requires that students' technical skills be evaluated using assessments aligned with industry-recognized standards where applicable
- Allows states and local districts to negotiate performance levels
- Requires analysis of performance on all performance indicators by No Child Left Behind subgroups
- Establishes sanctions for local programs that fail to meet standards
- Allows the awarding of incentive grants to local districts for exemplary performance
- Requires that local districts offer the "relevant elements of not less than one CTE program of study"

LOCAL PLAN ASSURANCES:

These assurances confirm the local educational agency's capacity to carry out the State and Federal legal requirements during the timeframe of this local plan.

For a full review of **PART IV -- ASSURANCES AND CERTIFICATION** go to <http://ctelps.dpi.state.nc.us> Login as “guest”, password is “guest”

PROGRAMS AND SERVICES OFFERED THROUGH THESE FUNDS:

CTE programs and services supported through these funds are offered at Asheboro High School, North Asheboro Middle School and South Asheboro Middle School. Asheboro City Schools Career and Technical Education courses provide students with a variety of options to fulfill the requirements for College Tech Prep, College Prep/College Tech Prep, Occupational Course of Study, and the North Carolina Academic Scholars Program. Selected CTE courses are eligible for honors credit for students who are on the standard course of study and meet the NC Honors Course Standards. Student credentialing and certification opportunities as well as work-based learning opportunities are available in selected program areas. The ultimate goal of CTE is for our graduates to become successful in a career and contributing members in society.

During this past school year, 1523 students took at least one CTE class in Asheboro City Schools. A total of 23 staff positions are funded totally through the funds provided by this application. At Asheboro High School, 910 students or 74% of the student body, have enrolled in programs designed to focus on the purposes defined above. These programs are in Business & Information Technology Education, Career Development, Family & Consumer Sciences Education, Health Sciences, Technology Education, and Trade & Industrial Education.

Students (88) from Asheboro High School elected to take numerous course offerings on the campus of Randolph Community College through concurrent enrollment. Articulation agreements exist between the two institutions that allow certain high school CTE courses to also qualify for college credit.

A total of 1,004 students at both middle schools have access to introductory courses such as Keyboarding, Business Computer Technology, Life Skills, and Technology Systems programs.

ANTICIPATED RESOURCES FOR FY 2008-2009:

Planning allotments from federal and state resources indicate that Asheboro City Schools will maintain expenses at their current level. Our state months-of-employment (PRC 013) remained at 230 MOEs. State Program Support funding (PRC 014) is projected to be \$63,901 compared to \$63,369 from 2007-08 and our Federal Program Improvement funding, PRC 017 is projected to increase from \$83,173 to \$85,076. These funds provide operational funds for such things as supplies, materials, small equipment items, staff development, Career-Technical assessment and curriculum development. These funds are also used to provide additional assistance for special populations students, which include:

economically and academically disadvantaged, handicapped or disabled, and limited English speaking students.

PROJECTED ACTIVITIES AND PRIORITIES FOR 2008-2009:

The major thrusts for CTE in Asheboro City Schools include providing appropriate career pathway opportunities; offering credentialing for students and staff; meeting No Child Left Behind requirements; providing appropriate CTE courses for high school students from the North Carolina Standard Course of Study; and supporting high school reform. We will be continuing our commitment to monitor student progress and achievement in technical competency attainment within our career and technical education programs through our Vocational Competency Achievement Tracking System (VoCATS). We will also be working to improve our performance relative to all state Performance Indicators adopted for career and technical education programs by the NC State Board of Education. We will continue to provide opportunities for professional growth for CTE staff and encourage and support National Board certification. Career and technical education will continue to support the Asheboro City Schools Strategic Plan in our pursuit of excellence. Activities and priorities will support the mission of CTE which is to help empower students for effective participation in an international economy as world-class workers and citizens.

All programs, services, and activities administered through this local plan will be in accord with the assurances listed in Part IV, Assurances and Certification, of this application.

The plan in its entirety can be found at:
<http://ctelps.dpi.state.nc.us> Login as “guest”, password is “guest”

The major new strategies for the 2008-2009 school year include:

- Implementation of the CTE Strategic Plan
- The implementation of the Revised Bloom’s Taxonomy curriculum

LOCAL PLAN SYSTEM

1S1-Academic Attainment: Reading/Language Arts (9th grade English/10th grade writing)

By 2008-09, **35.20** percent of CTE concentrators will have met the proficient or advanced level on the statewide high school reading/language arts NCLB assessment.

	2006-07	2007-08	2008-09	2009-10	2010-11
Baseline	43.57	44.51	45.45	46.39	47.33
State	47.3				
AHS	81.2				

1S2-Academic Attainment: Mathematics (Algebra I)

By 2008-09, **71.20** percent of CTE concentrators will have met the proficient or advanced level on the statewide high school mathematics NCLB assessment.

	2006-07	2007-08	2008-09	2009-10	2010-11
Baseline	83.87	84.19	84.56	84.88	85.25

State	79.8				
AHS	86.4				

2S1- Technical Attainment: By 2008-2009, **68.25** percent of participants (enrolled) will have met the proficient or advanced level on Statewide postassessments.

	2006-07	2007-08	2008-09	2009-10	2010-11
AHS	75.9				

3S1- Secondary School Completion: By 2008-2009, **86.19** percent of concentrators leaving secondary education in the reporting year will have earned a diploma.

	2006-07	2007-08	2008-09	2009-10	2010-11
AHS	100				

4S1- Student Graduation Rates: By 2008-2009, **68.2** percent of CTE concentrators will count as graduated in the state's computation of its cohort graduation rate for NCLB

	2006-07	2007-08	2008-09	2009-10	2010-11
Baseline	81.65	82.02	82.38	82.75	83.12
State	69.5				
AHS	91.6				

5S1- Secondary Placement: By 2008-2009, **94.15** percent of concentrators who left education in the previous school year will be in postsecondary education or advanced training, in military service, or employment.

	2006-07	2007-08	2008-09	2009-10	2010-11
AHS	93.8				

6S1- Nontraditional Participation: By 2008-2009, **25.58** percent of participants in a course that leads to nontraditional employment are of the nontraditional gender.

	2006-07	2007-08	2008-09	2009-10	2010-11
AHS	28.2				

6S2- Nontraditional Completion: By 2008-09, **19.45** percent of the students who completed a program that leads to employment in nontraditional fields are of the nontraditional gender.

	2006-07	2007-08	2008-09	2009-10	2010-11
AHS	9.4				

Submitted by: Curt Lorimer
 CTE Director
 May 2008



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

DRIVER EDUCATION BIDS 2008-09

The Asheboro City Schools solicited bids for driver education services for the 2008-2009 school year. Bid openings occurred on April 30, 2008 at 2:00 p.m. In attendance at the bid opening were Kristen Rowland, Nancy Bullins, and Debora Ritter from the central office. A single bid was submitted: North Carolina Driving School of Winterville, NC

The bid proposal from North Carolina Driving School is as follows:

- 1) \$ 45.00 per pupil (classroom instruction) (2005-06: \$45.00)
 \$ 160.00 per pupil (behind-the-wheel instruction) (2005-06: \$153.00)
 \$ 205.00 per pupil (classroom and behind-the-wheel instruction) (2005-06: \$198.00)

 \$ 15.00 per pupil (proficiency test only) (2005-06: \$25.00)
- 2) \$ 235.00 per pupil for special services students (evaluation, classroom, and behind-the-wheel instruction) (2005-06: \$250.00)

Term of contract is for one (1) year with a 24 month optional renewal.

Number of students served 2006-07: 339

Total spent for services 2006-07: \$67,122.00

Planning allotment for 2008-09: \$105,118.00

Proposed Addition to Courses: AHS 2008-2009

AP Music Theory:

Credit: 1 Grade Level: 11-12 Prerequisite: Permission of the instructor.

Offered at the AHS campus during the regular school day. This elective would offer music students an opportunity to pursue music theory. This is an advanced level course for students that may pursue music as a college course of study. Students will learn and use basic and advanced aspects of music theory.

Theater Arts –

Credit: 1 Grade Level: 10 – 12 Prerequisite: Permission of the instructor.

Offered at the AHS campus during zero period as an elective. Designed for the student who is interested in drama and stage work, both in performance media and behind the scenes. Course context will include speech production, play design, and stage craft. Students will participate in Reading Theatre monologues, small group dialogues, and one-act plays within the confines of the class. Acting techniques will include attention to character development, movement, body language, and vocal techniques.

Scientific Investigation and Field Studies –

Credit: 1 Grade Level: 10-12 Prerequisite: Permission of the Instructor.

Offered at the AHS Zoo School for one semester as an elective during the regular school day. Students will develop a thorough understanding of the scientific process by exploring real-life problems through experimentation. Students will: identify questions and problems in the biological and environmental sciences; design and conduct scientific investigations; conduct hands-on research; research current scientific issues; and establish research protocols.

Waiver Request for Policy 3420 for 2007-2008

State Requirements: Currently, North Carolina requires schools to retest students who score a proficiency of Level I or II on the End-of-Grade tests in grades 3, 5, and 8.

Asheboro City Schools: Currently, ACS requires schools to retest students who score a proficiency of Level I or II on the End-of-Grade tests in grades 3, 4, 5, 6, 7, and 8.

Request: That ACS follow the State protocol for retesting students on the End-of-Grade tests, in grades 3, 5, and 8 only, for the 2007-08 school year.

Rationale:

1. Generally, the same struggling students are required to take the retests year after year. These students are frequently from poverty, are English Language Learners, or have a learning difference. Repeated failures on EOGs can demoralize the students and create in them a sense of apathy and a lack of motivation. The disconnect that develops between student and school can contribute to a student's desire to drop out.
2. A passing score on the EOG tells us that the student has mastered a basic level of the North Carolina Standard Course of Study for his/her grade level in a designated subject area. However, failure on the test gives us little additional information for moving the student forward. School systems do not receive individual performance reports that would allow us to determine students' areas of strengths or weaknesses. We do not get the specific information on learning objectives that would serve as a basis for instructional modifications, remediation or acceleration.
3. Summative End-of-Grade tests and retests can give us valuable information about the effectiveness of instruction in our System. However, research validates the use of on-going, formative assessment as a means of monitoring student progress, and improving instruction for individual, struggling students. Each school has intervention plans which include the use of Personal Education Plans to track student progress and the success of intervention strategies.
4. Finally, the Blue Ribbon Commission on Testing and Accountability has recommended that state and federal governments look at reducing standardized, end of year testing while increasing authentic, instructional, on-going formative assessment. Providing a waiver to this policy, while we examine possible changes to the existing policy, would assist us in moving in that direction.

A. PURPOSES

The board believes that students should progress to the next level of study only after they are proficient in their knowledge and application of the current curriculum level. To the extent reasonably possible, students should be given as much time or as little time needed to be proficient at a particular level of study.

B. STANDARDS FOR PROGRESSION

The superintendent shall establish standards and a process for determining a student's readiness to progress to the next level of study. The standards must provide multiple criteria for assessing the student's readiness, such as standardized tests, grades, a portfolio or anthology of student's work, and, when appropriate, consideration of accepted standards for assessing developmental growth. Principals shall ensure that the standards are used by teachers and school administrators in assessing each student's readiness to progress to the next level of study. Principals have the authority to promote and to retain students based upon the standards set by the board and the State Board of Education.

C. STUDENT ACCOUNTABILITY STANDARDS

In addition to any other promotion standards established by the board and/or superintendent, students must also meet the following accountability standards.

1. Grades Kindergarten, 1 and 2

To be promoted to the next grade level, students in grades Kindergarten, 1 and 2 must show grade level proficiency in reading and mathematics. Multiple measures are to be used to determine grade level proficiency including, but not limited, to:

- a. K-2 Literacy Portfolio
- b. K-2 Math Portfolio
- c. Teacher observation and recommendation
- d. Grades 1 and 2 math assessments

In addition, to be promoted to Grade 2 students must be reading on grade level as determined by running record summaries in the K-2 Literacy Portfolio. Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's individual student success plan (ISSP). Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection F of this policy.

2. Grade 3

To be promoted to the next grade level, students in grade 3 must score at least an Achievement Level III (within one standard error of measurement (SEM)) on N.C. State End of Grade tests in both reading and mathematics. Students who do not meet the promotion standards will be provided remediation and retested as provided in Subsection D below.

3. Grade 4

To be promoted to the next grade level, students in grade 4 must:

- a. score at least an Achievement Level III (within one SEM) on the N.C. State End of Grade test in reading OR receive a final grade of C or better in language arts on the report card; AND
- b. score at least an Achievement Level III (within one SEM) on the N.C. State End of Grade test in mathematics OR receive a final grade of C or better in mathematics on the report card.

Students who do not meet the promotion standards will be given remediation and retested as provided in subsection D below.

4. Grade 5

To be promoted to the next grade level, students in grade 5 must:

- a. score at least an Achievement Level III (within one SEM) on N.C. State End of Grade tests in both reading and mathematics; and
- b. demonstrate adequate progress in writing.

The superintendent or designee shall develop writing assessment tools for use in the 5th grade. The purpose of the assessment shall be to determine whether students have made adequate progress in writing in order to be promoted to the next grade level. In assessing whether a student demonstrates adequate progress in writing, the student's teacher(s) will review the student's score on the grade 4 writing assessment. If the student did not score at or above the proficiency level on the grade 4 writing assessment, the student's teacher(s) must provide the student with intervention and assistance to develop writing skills.

Students who do not meet the promotion standards will be provided remediation and retested as provided in Subsection D below.

5. Grades 6 and 7

To be promoted to the next grade level, students in grades 6 and 7 must:

- a. score at least an Achievement Level III (within one SEM) on the N.C. State End of Grade test in reading OR receive a final grade of C or better in reading/writing/language arts on the report card; and
- b. score at least an Achievement Level III (within one SEM) on the N.C. State End of Grade test in mathematics OR receive a final average grade of C or better in mathematics on the report card; and
- c. Pass five courses: one of which must be language arts, one of which must be mathematics, one of which must be science or social studies.

Students who do not meet the promotion standards will be provided remediation and retested as provided in subsection D below.

6. Grade 8

To be promoted to the next grade level, students in grade 8 must:

- a. score at least an Achievement Level III (within one SEM) on the N.C. State End of Grade tests in both reading and mathematics; and
- b. demonstrate adequate progress in writing; and
- c. Pass five courses: one of which must be language arts, one of which must be mathematics, one of which must be science or social studies.

The superintendent or designee shall develop writing assessment tools for use in the 8th grade. The purpose of the assessment shall be to determine whether students have made adequate progress in writing in order to be promoted to the next grade level. In assessing whether a student demonstrates adequate progress in writing, the student's teacher(s) will review the student's score on the grade 7 writing assessment. If the student did not score at or above the proficiency level on the grade 7 writing assessment, the student's teacher(s) must provide the student with intervention and assistance to develop writing skills.

Students who do not meet the promotion standards will be provided remediation and retested as provided in subsection D below.

7. High School End of Course Tests

The End of Course (EOC) test results shall count as twenty-five percent (25%) of a student's final grade in each high school or middle school course for which an EOC test is available. All non-EOC high school courses are also required to administer a final exam which shall count as twenty-five percent (25%) of a student's final grade.

8. Diploma Standards (see policy 3460, Graduation Requirements)

To receive a North Carolina high school diploma, all students must:

- a. meet all existing local and state graduation requirements;
- b. achieve a passing score on the state-mandated competency test or any other state-mandated exam of essential skills;
- c. achieve a passing score on the state-mandated computer skills test; and
- d. complete the high school exit standards (effective beginning with students entering 9th grade in 2006-07 who are following the Career Preparation, College Technical Preparation or College University Preparation courses of study).

D. OPPORTUNITIES FOR RETESTING TO MEET STUDENT ACCOUNTABILITY STANDARDS

1. Grades 3, 5, and 8 (State mandated gateways)

Except as provided below, students in grades 3, 5 and 8 who score below Level III (within one SEM) on the N.C. State End of Grade reading and mathematics test shall be provided intervention in the area(s) of deficiency. Following remediation, students shall be given a second test within a reasonable time from the receipt of test results, but no later than three weeks after the parents receive the test results. Parents may request that their child be excused from the second administration of the test, provided that they accept required focused intervention (summer academy) for the child prior to the third administration of the test. If a student has achieved at Level III (within one SEM) or better in both reading and mathematics and other requirements for promotion are also met, the student shall be eligible for promotion. Students who do not score at least Level III (within one SEM) or better in the area(s) of deficiency after the third administration of the test will be retained and provided intervention, unless the student is provided a waiver as provided in subsection F below.

2. Grades 4, 6 and 7 (Local gateways)

Except as provided below, students in grades 4, 6 and 7 who score below Level III (within one SEM) on the N.C. State End of Grade reading and mathematics tests and do not have a final grade of C or better in the area(s) of deficiency shall be provided intervention in the area(s) of deficiency. Following remediation, students shall be given a second test within a reasonable time from the receipt of test results, but no later than three weeks after the parents receive the test results. Parents may request that their child be excused from the second administration of the test, provided that they accept required focused intervention (summer

academy) for the child prior to the third administration of the test. If a student has achieved at least Level III (within one SEM) or better in both reading and mathematics and other requirements for promotion are also met, the student shall be eligible for promotion. Students who do not score at least Level III or better in the area(s) of deficiency after the third administration of the test will be retained and provided intervention, unless the student is provided a waiver as provided in Subsection F below.

3. High School Diploma Standards

High school students who do not receive a passing score on the competency and/or computer skills test will be given the opportunity to re-test within a reasonable time from the receipt of test results.

4. High School Diploma Standards—End of Course Tests

High school students who have a passing grade in a course, but have not met the passing criteria for the five end-of-course tests required to meet the high school exit standard, will be provided an opportunity to take a re-test within a reasonable time after receiving the test results. Students will be provided a **maximum of two retest opportunities**. The second retest opportunity will be preceded by focused intervention. If the student meets the passing criteria for the retest and other requirements for course credit are also met, the student will receive credit for the course. If a student does not meet the passing criteria for retest of the EOC, documentation, such as a portfolio, of the student's performance in the course will be placed on file and the student will receive focused intervention, as described in Subsection E below. The student will then be provided an opportunity to take a second retest. If the student does not pass the second retest, documentation of the student's performance in the EOC course will be updated and a review of the student's work will be performed in accordance with section F.3 below.

E. INTERVENTION FOR STUDENTS NOT MEETING PROMOTION STANDARDS

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

1. Intervention Plans

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

- a. identification of and intervention for students at risk of failing the student accountability standards;
- b. intervention for students retaking the student accountability tests prior to the end of the school year;
- c. differentiated instruction for students who have been retained; and
- d. meeting individual students' needs.

2. Intervention Strategies

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

Every student in grades 3 through 12 who does not meet proficiency requirements on the NC State End of Grade or End of Course Tests shall have developed for them an individual student success plan (personalized education plan) constructed by the student's teacher(s) whether the student is promoted or retained. Each plan shall include diagnostic evaluation, intervention strategies, and monitoring strategies.

Extended instructional opportunities should be different from and supplemental to regular classroom instruction. When feasible, the school should seek to involve parents and the student in discussing intervention strategies. Students may be required to participate in the intervention strategies and demonstrate acceptable growth and achievement before being promoted to the next grade level.

F. WAIVER OF STUDENT ACCOUNTABILITY STANDARDS

1. Previous retentions

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

2. Waiver Requests

Within 10 days of receiving test scores, teachers or parents may request a waiver of student accountability standards for students scoring below Level III (within one SEM) on the N.C. State End of Grade test in grades 3 through 8 after the second or third administration of the test.

A waiver request may be submitted after the second or third administration of the test, but not after both test administrations. Teachers shall provide documentation of the student's performance during a review process. Documentation may include but is not limited to:

- a. Student work samples;
 - b. Other test data;
 - c. Information supplied by parents;
 - d. For student with disabilities, information that is included in the individualized education program; and
 - e. Other information that verifies that a student is at grade level or, is making adequate progress to meet grade level requirements.
3. School-Based Waiver Review Committee for Students in the Exceptional Children and English as a Second Language Programs

After the first retest, students in the Exceptional children's program and English as a Second Language program who score below Level III (within one SEM) on the End of Grade tests AND have shown sufficient progress during the school year, based on IEP goals or goals in their ESL program, may have the accountability standard waived through an appeal to a school-based Waiver Review Committee. The school-based Waiver Review Committee shall be composed of school staff who work directly with the instructional plan and implementation of instruction for these students and the Principal of the school. Documentation for the school-based Waiver Review Committee will be the same for a district Waiver Review Committee.

4. Review Committee for Exit Standard End of Course Tests
- a. Action if student fails to pass after second retest

If a student does not pass an EOC required to meet the exit standard after a second retest, documentation of the student's performance in the EOC course will be reviewed by an external committee to determine if the exit standard for that course has been met. The review committee will consist of teachers, principals and central office staff members from the district. An exceptional children specialist will be present if the student has exceptional needs. A limited English proficient (LEP) teacher will be present if the student is identified as LEP. The review committee will have the following options:

- recommend that the student retake the course;
- recommend that the student be provided additional remediation; or
- recommend that based on the documentation, the student has met the requirements for the exit standard associated with the course.

The principal will then review the committee's recommendation and make the final decision of whether the student has met the exit standard for the course. The

principal shall promptly notify the student's parent(s) of his/her decision and provide the parent(s) with copies of his written findings and any review committee report. If the principal determines that the exit standard has been met then the student shall be considered to have met the graduation exit standard.

b. Action if student passes EOC after retaking the test

If the EOC passing requirements are met by retaking the test, then the student shall be considered to have met the graduation exit standard. For state accountability reporting purposes, the first EOC score will be used. In addition, the student's course grade will be based upon this score (see section C.4 above). The only purpose of the additional administration(s) of the test is to allow students to meet the passing criteria for the EOC exit standard.

5. Waiver Review Committee

The superintendent or his/her designee shall appoint a Waiver Review Committee to review student waiver requests. The Committee shall be composed of teachers and either principals from other schools or the central office staff. Special education personnel shall be on the Committee if a student in the Exceptional Children's Program is being considered for a waiver. English as a Second Language teaching staff shall be on the Committee if a student with limited English proficiency is being considered for a waiver. Upon request, the parents of any student being presented for review shall have the right to be a non-voting participant of the Review Committee and to speak on behalf of their child.

The Committee shall consider and provide written findings on the following issues:

- A. Whether the student previously has been retained and, if so, how many times;
- B. Whether the student is performing on grade level. If so, the testing standards should be waived and the student is recommended for promotion.
- C. Whether the student is not performing on grade level. If so, the testing standard should not be waived and the student is recommended for retention.

Within 10 working days after receiving a waiver request, the Committee shall make a recommendation to the principal about whether the student should be promoted to the next grade, based upon documentation provided by the student's teacher(s). Within 5 days after receiving the Committee's recommendation, the principal shall review the recommendation and decide whether to promote or retain the student. The principal shall consider the Committee's written findings

and may promote the student if he/she determines that the student can reasonably be expected to be successful at the next grade level and/or that promotion is in the best interest of the student. The principal shall make written findings about why he/she believes the student should be promoted or retained. The principal shall promptly notify the student's parent(s) of his/her decision and provide the parent(s) with copies of his written findings.

G. STUDENT ACCOUNTABILITY STANDARDS FOR STUDENTS WITH DISABILITIES

The board believes that students with disabilities can achieve at the same levels as students without disabilities. To the extent possible, students with disabilities will be held to the same standards as all other students. All intervention and other opportunities, benefits and resources that are made available to students without disabilities shall be made available to students with disabilities who participate in the student promotion standards. Such opportunities will be in addition to the special education services provided to the student.

A student in the Exceptional Children's Program who does not meet the test standard for promotion or course credit may request a waiver of the accountability standards under the procedures provided in section F2. The IEP team, school principal, and other appropriate school staff may serve as the Review Committee for the purpose of reviewing the waiver request.

H. STUDENT ACCOUNTABILITY STANDARDS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

The board believes that students with limited English proficiency can achieve at the same levels as other students. To the extent possible, students with limited English proficiency will be held to the same standards as all other students. All intervention and other opportunities, benefits, and resources that are made available to other students shall be made available to students with limited English proficiency who participate in the student promotion standards. The English as a Second Language staff member who works with the student must be on the student's Review Committee.

A limited English proficient student who does not meet the testing standard for promotion or course credit may request a waiver of the accountability standards under the procedures provided in section F2. Documentation for a waiver must support that the student's English language proficiency is the cause of his/her inability to perform at grade level on the required test and that the student is making adequate progress in all academic areas to be promoted to the next level.

I. ACCELERATION

Some students may need less time to learn the curriculum. The board recognizes our responsibility to provide an array of services that maximizes the potential of each of these

students. Differentiated programs and services may be provided through such strategies as appropriate classroom groupings, increased pace instruction, challenging subject classes, differentiated units, content modification, subject advancement, grade skipping, alternative products, enrichment opportunities, curriculum compacting, or individual projects and contracts.

J. REPORTING REQUIREMENTS

At least on an annual basis, the superintendent will provide the board with the following information for each school:

- aggregate student performance scores on state-mandated tests and any other standardized tests used by a school of the school district;
- the proportion of students not meeting standards for grade level; and
- remedial or additional educational opportunities provided by the school district and the success of these efforts in helping students to meet promotion standards.

K. NOTIFICATION TO PARENTS

The superintendent shall ensure that a copy of this policy is provided to all students and parents. In addition, the teacher(s) of a student who does not meet the accountability standards must notify the student's parents that the student has failed to meet the test standards and must provide the parents with information concerning retesting and intervention opportunities.

Legal References: G.S. 115C-36, -45(c), -81, -105.21, -105.21A(a), -105.21A(b), -174.11, -299(a); 16 N.C.A.C. 6D.0501 through .0507 and 6E.0202; State Board of Education Policy No. HSP-N-002 through -008; N.C. High School Athletics Association Handbook (1996-1997); *Guidelines for Testing Students with Limited English Proficiency* (Department of Public Instruction)

Cross References: Goals and Objectives of the Educational Program (policy 3000), School Improvement Plan (policy 3430), Extracurricular Activities and Student Organizations (policy 3620), Graduation Requirement (policy 3460)

Adopted: August 8, 2002

Revised: September 12, 2002, November 13, 2003, April 19, 2007

Administrative Procedure: Yes

School/Location	Date	Event	Time
AHS/PAC	Saturday, May 03, 2008	AHS Park Street Players present <i>Children of Eden</i>	7:00pm
AHS/PAC	Sunday, May 04, 2008	AHS Park Street Players present <i>Children of Eden</i>	2:00pm
AHS/PAC	Tuesday, May 06, 2008	NAMS Band Concert	7:30pm
Grandover Resort	May 8-9, 2008	NCSBA President's Invitational Conference	
GBT	Thursday, May 08, 2008	CARE Graduation	1:15pm
PDC	Thursday, May 08, 2008	Board of Education Meeting	7:30pm
AHS/PAC	Thursday, May 08, 2008	AHS Percussion Concert	7:30pm
Bicentennial Park	Saturday, May 10, 2008	Are you more literate than a 5th grader?	10am
Greensboro Marriott	Saturday, May 10, 2008	AHS Prom	8:00pm
AHS/PAC	Tuesday, May 13, 2008	AHS Band - Chamber Music Night	7:30pm
LP	Tuesday, May 13, 2008	CARE Graduation	9:00am
AHS/PAC	Wednesday, May 14, 2008	Spring Athletic Awards	7:00pm
AHS/PAC	Thursday, May 15, 2008	SAMS Band Concert	7:30pm
AHS/PAC	Tuesday, May 20, 2008	AHS Chorus Concert	7:30pm
Pinewood	Thursday, May 22, 2008	Teacher of the Year Banquet	6:30pm
AHS/PAC	Thursday, May 22, 2008	AHS Jazz Band Concert	7:30pm
SAMS	Friday, May 23, 2008	PTO Dance	7:00-9:30pm
GBT	Wednesday, May 28, 2008	5th Grade Chorus Program	1:30pm
AHS	Wednesday, May 28, 2008	Senior Project Night	5:45pm
GBT	Thursday, May 29, 2008	4th Grade County Fair	1:00pm
LP	Thursday, May 29, 2008	PTO Spring Fling	5:00pm
DLL	Thursday, May 29, 2008	Family Reading Night	6:00-8:00pm
AHS/PAC	Thursday, May 29, 2008	AHS Band Concert	7:30pm
NAMS	Thursday, May 29, 2008	Chorus Concert	7:30pm
CWM	Thursday, May 29, 2008	Spring Fling	TBA
AHS/PAC	Friday, May 30, 2008	AHS Academic Awards Day	9:30am

AHS/PAC	Saturday, May 31, 2008	AHS Showcase	7:00pm
LP	Monday, June 02, 2008	2nd Grade Awards	12noon
GBT	Monday, June 02, 2008	4-5 Geography Bee	1:00pm
LP	Monday, June 02, 2008	Summer Reading Kick-off Assembly	1:30pm
AHS/PAC	Tuesday, June 03, 2008	AHS Scholarship Awards Night	7:00pm
SAMS	Tuesday, June 03, 2008	Chorus Concert	7:30pm
AHS/PAC	Wednesday, June 04, 2008	AHS Baccalaureate	7:00pm
LP	Thursday, June 05, 2008	5th Grade Graduation and Awards	8:30am
GBT	Thursday, June 05, 2008	3-4 Grade Awards	9:30am
LP	Thursday, June 05, 2008	3-4 Grade Awards	12:15pm
GBT	Thursday, June 05, 2008	5th Grade Awards	1:00pm
PDC	Thursday, June 05, 2008	BOE - Master Board III Training (Planning evaluation of the Superintendent)	5:00 - 7:00pm
DLL	Thursday, June 05, 2008	Pre-K Moving Up Program	5:30pm
DLL	Friday, June 06, 2008	Grades K-2 Recognition Program	1:00pm
BAL	Friday, June 06, 2008	5th grade awards	1:00pm
SAMS	Friday, June 06, 2008	PTO 8th grade Dance	7:00-9:30pm
DLL	Friday, June 06, 2008	Grades 3-4 Recognition Program	8:30am
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	2:30pm
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	Thursday, August 14, 2008	Board of Education Meeting	7:30pm
AHS/PAC	Friday, August 22, 2008	Breakfast and Convocation	7:30am



Points of Pride

May 8, 2008

Student Achievements:

- AHS Park Street Players presented *Children of Eden*
- Lindley Park and NAMS won Battle of the Books
- McCrary Earth Day celebration
- Students selected for Elementary Honor Chorus
- 2 students selected to attend Legislator's School for Youth Leadership
- Kalyn Sisco, NAMS, received the Joan Scott Memorial Award given by the NC Poetry Society for her poem "Stars"

Staff Recognitions:

- Administrative Professionals Week
- Donna Clelland named Administrator of the Year by the Asheboro Association of Educational Office Professionals
- Lisa Rhodes, BAL, named EOP of the Year by the Asheboro Association of Educational Office Professionals
- Three graduate from PTEC Aspiring Principals Program: Melanie Curtis, John Eggleston and Robin Harris

Parent Involvement:

- Week of the Young Child events at ECDC
- Various PTO meetings and events
- President's Round Table meeting

Events bringing community into our schools:

- *Children of Eden* performance
- Kindergarten Information Session and Screenings
- AHS Lemonade Lawn
- Elementary Choir Festival

Community Outreach:

- Hoops for Heart event to benefit the American Heart Association
- Many Relay for Life events across the district

School Board Grievances

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**How to address formal
complaints filed by or
about school employees**

**Presented to NCSBA
Special Issues Seminar
December 3, 2007**

**Ken Soo
Tharrington Smith, LLP**

School boards have quasi-judicial power

- G.S. 115C-45 gives school boards judge-like powers including:
- The power to issue subpoenae for the attendance of witnesses;
- The power to punish for contempt for disorderly or disruptive conduct;
- The power to hear appeals from final decisions of the school administration.

Final Administrative Decision

- A final administrative decision is a decision of a school employee from which to no further appeal to a school administrator is available.
- Your grievance policy generally will determine when a decision is a final administrative decision.

Basic Rules For Board Grievance Hearings

- The school board must give a proper notice to all parties concerned.
- The board must see that a record of the hearing is entered in the board's records.
- The board may designate hearing panels of at least two board members to hear and decide appeals.

When Does a Grievant Have A Right to an Appeal Hearing?

- When specified in your grievance policy.
- For an alleged violation of a specified federal law, state law, state board policy, state rule or local board policy.
- For appeals concerning the "terms or conditions of employment or employment status of a school employee."

Case Study

Long-time middle school Latin teacher is transferred to a high school French position. He requests a grievance hearing, claiming the transfer affects the "terms or conditions" of his employment. His career status contract includes a "terms and conditions" section that says he subject to transfer in the discretion of the Superintendent.

Employees may request a hearing regardless of the basis

- It often makes sense to grant a hearing rather than start a fight over whether the employee is entitled to a hearing.
- A notable exception: petition for removal of documents under G.S. 115C-325(b).

Important features of grievance policies

- Flexibility
- Timelines
- Evidence rules
- Clear statement of what the grievant must do to start a grievance.
- Clear statement of subjects of appeal.

Due Process

- A concept arising from the Constitution of the United States and the North Carolina Constitution.
- It does not necessarily apply in the context of grievances.
- However, due process principles are a vital guide for fairness in setting grievance procedures.

Elements of Due Process

- Notice of procedures for the hearing.
- Notice of issues in the hearing.
- Right to representation.
- Right to have decisions made on evidence presented in the hearing.
- Right to an impartial panel (The North Carolina Attorney General's Office has concluded that the right to an impartial panel applies to grievance hearings. 54 N.C. Op. Atty. Gen. 86)

Impartiality

- Crump v. Board – North Carolina Supreme Court adopts a one-member bias rule.

Crump v. Board

- Mere knowledge of the facts of a case is not enough to make board members impartial – “The mere exposure to evidence presented in nonadversary investigative procedures is insufficient in itself to impugn the fairness of the Board members at a later adversary hearing.”

Crump v. Board (cont.)

- Here, there was substantial evidence that, at the Board's hearing, one or more Board members consciously concealed both prior knowledge of the allegations against Crump and a fixed predisposition against him.

Lessons of Crump

- Do not get engaged in personnel disputes before they come to hearing.
- Do not discuss your opinions about personnel matters in advance of hearing.
- Respond honestly to any questions about your knowledge of the case if asked during the hearing.

Issues you may confront before grievance/appeal hearings

- The temptation to get involved.
- Questions from the public.
- Discussions with school administration about the grievance.
- Grievant requests for documents.

Case Study

- Grievant requests copies all records documenting or containing communications regarding the employee to or from Board members, school administrators, co-workers, parents or students, including all e-mail, cellphone records, and audiotape of board closed sessions.

Issues you should address before the hearing

- What is/are the question(s) to be decided the in the grievance?
- What remedies or action is the grievant seeking?
- What are the procedures for the grievance.
- Give proper notices for the hearings under the Open Meetings Law.
- Who may be present?

Issues to address in grievance procedures

- Will new evidence be allowed?
- Time limits?
- Order of presentation?
- Will parties exchange information beforehand?
- Will the Board review information in advance?
- How will the hearing be "recorded."

Issues you may address at the hearing

- Questioning of panel members about bias/knowledge.
- Offers of evidence that don't relate to the grievance issues.
- "Hearsay" or other objections to evidence.
- Other technical complaints from the parties.

Case Study

- African-American at-will employee was terminated from employment as school bus driver and teacher's assistant after she told African-American male student misbehaving on employee's school bus to "act your age and not your color."

Case Study

- When the three-member panel convenes to review the dismissal, the administration offers additional evidence of petitioner's problems as a cafeteria worker some years before. Employee objects to the introduction of this evidence because she was not on notice that the Board would consider earlier conduct.

Case Study

- Held by the Court of Appeals: The panel's consideration of the employee's earlier conduct was at most harmless error. Cooper v. Nash-Rocky Mount.
- Note: Because reputation was involved, the court considered this a due process hearing.
- Caution: this case could come out the other way with different evidence.

Private Hearings

- Required to protect confidential personnel information.
- Question: Can an employee waive confidentiality rights, thus requiring the board to hold its hearing in open session?

Conclusion

- Avoid conduct that could suggest impartiality. E.g., learn to say "no comment" to constituents on personnel issues.
- Establish a fair process.
