

ASHEBORO CITY BOARD OF EDUCATION

August 13, 2009

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 and Pledge of Allegiance – Chris Yow
- *C. Approval of Agenda

II. Special Recognition and Presentations

- A. Board Spotlight – Elementary Summer Camp Program

III. Public Comments

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

IV. *Consent Agenda

- A. Approval of Minutes – July 9 and 30, 2009
- B. Personnel
- C. 2009-2010 Child Nutrition Bread Bid

V. Information, Reports and Recommendations

- A. School Choice Plan for 2009-2010/NCLB/ABC's Results
- B. Policy 4400 - Attendance

VI. Action Items

- *A. Board Goals for 2009-2010
- *B. Old Balfour School Proposal
- *C. Child Nutrition Contract
- *D. Policy 4316 – Standard of Appearance of Clothing
- *E. Policy 5040 – News Media Relations
- *F. Policy 6524 – Network Security
- *G. Policy 7920 – Professional Personnel Reduction in Force

VII. Superintendent Reports/Calendar of Events

- A. Calendar of Events

VIII. Board Operations

- A. NCSBA District 5 Meeting, Stokes County, September 30, 4:00pm to 8:00pm

IX. Executive Session

- A. Superintendent's Evaluation

X. 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

August 13, 2009

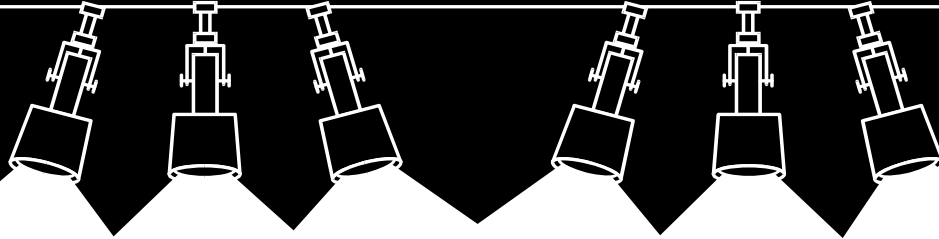
7:30 p.m.

Addendum

- I. **Opening**
- *IV. **Consent Agenda**
 - B. Personnel
- V. **Information, Reports and Recommendations**
 - C. Budget Preparation 2009-2010
- VIII. **Board Operations**
 - A. NCSBA District 5 Meeting, West Stokes High School, 1400 Priddy Road, King, NC
- X. **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.



Community Spotlight: None

Board Spotlight:

Tonight, we spotlight our elementary Summer Camp program for rising kindergarten and third grade students. Sherry Ficquette, assistant principal at Teachey Elementary, along with Holly White, Director of ECDC, facilitated this 3-week program. Ms. Ficquette will share information regarding the goals and the successes of the program.

Special Recognition: None

**Minutes of the Asheboro City Board of Education
July 9, 2009**

Policy Committee

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

Gidget Kidd
Derek Robbins

Steve Jones

Committee members absent were: Dr. Kelly Harris and Linda Cranford.

Staff members present were: Dr. Diane Frost, Dr. Dot Harper, Dr. Hazel Frick and Dr. Tim Allgood.

Others present: Archie Smith, Jr., Board Attorney.

Ms. Kidd called the meeting to order and recognized Dr. Frick who referred to Dr. Frost to begin the review of policies.

- Policy 4400 – Attendance. Dr. Frost reviewed the policy with members and reported that, upon a request from Asheboro High School, the administration is proposing to change the number of days a student may miss school from 8 days to 4 days per course during a semester and still receive course credit. The Committee agreed to send the policy to the full board for 30-day review at the August 13 meeting of the Board.
- Policy 7240 – Drug-Free and Alcohol-Free Workplace. The Committee discussed proposed changes to the policy, made suggestions, and agreed to continue to review the policy at the August policy committee meeting.

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

Finance Committee

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

Gidget Kidd
Phillip Cheek

Kyle Lamb
Joyce Harrington

Staff members present were: Dr. Diane Frost, Dr. Tim Allgood, Harold Blair and Mike Mize. Also present was Archie Smith, Jr., Board Attorney.

The meeting was called to order and Mr. Blair reviewed the signature card change for Guy B. Teachey Elementary School and the recommendations for the 2009-2010 food bids for the Child Nutrition program. The Committee discussed the most recent budget information from the State and also discussed the specifics of the original land purchase for Guy B. Teachey Elementary School.

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

Board of Education

Opening

The Asheboro City Board of Education met in regular session at 7:35 p.m. in the Professional Development Center with the following members present:

Gidget Kidd, Chairman	Kyle Lamb
Phillip Cheek	Steve Jones
Derek Robbins	Kelly Harris
Joyce Harrington	

Archie Smith, Jr., Attorney

Board members absent were: Linda Cranford, Chris Yow, Archie Priest, Jr. and Jane Redding.

Staff members present were: Dr. Diane Frost, Dr. Dot Harper, Harold Blair, Mike Mize, Brad Rice, Dr. Hazel Frick, Dr. Tim Allgood, Carla Freemyer and Pam Johnson.

Chairman Kidd called the meeting to order and Mr. Robbins gave the invocation and led the pledge of allegiance.

A motion to approve the agenda was made by Mr. Jones, seconded by Mr. Cheek, and unanimously approved by the Board.

Public Comments

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

Upon motion by Mr. Lamb, seconded by Dr. Harris, the Consent Agenda was unanimously approved by the Board.

Consent Agenda

The following Consent Agenda items were approved:

Approval of Minutes – June 11, 2009

Personnel

Resignations/Retirements/Separations

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Ingram, Nakisha	Loflin/Guidance	6/26/09
Black, Kimberly	Asheboro High/Math	6/30/09
Bagge, Anne	Asheboro High/Guidance	7/5/09

Appointments

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Maness, Dubraska	Teachey/English as a Second Language	8/17/09
Harrison, Victoria	Asheboro High/Math	8/17/09
Mimm, Ann	Asheboro High/Math	8/17/09
Clary, Carolina	Lindley Park/5th Grade	8/17/09
Haywood, Hope	McCrary/Reading/Part-time	8/17/09
Dunn, Linda	North Asheboro Middle/Math Coach	8/17/09

Administrative Contracts

Vanderburg, Susan	Teachey/Principal	TBD
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Title I Application for 2009-2010 (A copy of the executive summary will become a part of these minutes.)

Signature Card for Guy B. Teachey (A copy of the signature card application will become a part of these minutes.)

Child Nutrition Bids (A copy of the bids will become a part of these minutes.)

Information, Reports and Recommendations

Dr. Frost and the administration highlighted milestones reached by Asheboro City Schools during the 2008-2009 school year noting goals obtained in the areas of high student achievement; quality teachers, administrators and staff; healthy students in safe, orderly and caring schools; strong family business and community support; and effective and efficient operations.

Dr. Hazel Frick presented the following policies for 30-day review: Policy 4316, Standard of Appearance or Clothing; Policy 5040, News Media Relations; Policy 6524, Network Security; and Policy 7920, Professional Personnel Reduction in Force.

Action Items

Following a 30-day review, Dr. Frick presented Policy 3225/4312/7320 – Technology Acceptable Use; Policy 3227/7322 – Web Page Development; and Policy 4318 – Wireless Communication Devices for board approval. A motion was made by Mr. Jones, seconded by Ms. Harrington, and unanimously approved by the Board to accept the policies as presented. (A copy of the policies will become a part of these minutes.)

Superintendent's Report/Calendar of Events

Ms. Freemyer shared the Calendar of Events highlighting the following: Board of Education 2009-2010 Goal Setting, July 30, 5:30 p.m.; Asheboro High School Zoo School student orientation, August 18, 9:00-11:00 a.m.; North Asheboro and South Asheboro Middle Schools Open House for grades 7 and 8, August 18, 6:30-8:00 p.m.; Convocation, August 20, 7:30 a.m.; Elementary Open Houses for all elementary schools, August 20, 4:00-6:00 p.m.; Grades 10-12 Open House at Asheboro High School, August 20, 5:00-7:00 p.m.; Open House for 6th graders at North Asheboro and South Asheboro Middle Schools, August 20, 6:00-8:00 p.m.; Open House at the Early Childhood Development Center, August 27, 5:00-7:00 p.m.; and a Family Alliance Network FAN Fair, August 29, 9:00 a.m. -1:00 p.m.

Board Operations

The Board postponed executive session until July 30th. The session will immediately follow the Board of Education's goal setting session.

Adjournment

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Robbins, and unanimously approved by the Board to adjourn at 8:30 p.m.

Chairman

Secretary

Minutes of the Asheboro City Board of Education
July 30, 2009
Fall Board Retreat
5:30 p.m.

The Asheboro City Board of Education met in a work session on Thursday, July 30, 2009, in the Professional Development Center with the following members present:

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

Archie Smith, Jr., Board Attorney

The following member was absent: Dr. Kelly Harris.

Staff members present were: Dr. Diane Frost, Dr. Dot Harper, Harold Blair, Dr. Hazel Frick, Carla Freemyer, Mike Mize, Jennifer Smith, Pam Johnson, Holly White and Nancy Moody.

Chairman Kidd opened the meeting and extended a welcome to meeting participants. Ms. Kidd recognized Dr. Frost who led the agenda.

Dr. Frost welcomed Mr. John Sinnett and Mr. Chris Farmer of Smith Sinnett Architecture. Mr. Sinnett and Mr. Farmer presented two options of a feasibility study for the Old Balfour Early Childhood Development Center for the Board to consider. The first option is to replace the old sections and renovate the three newer areas with a cost of approximately \$6.1 million dollars. The second option would be to provide a new building and is estimated to cost approximately \$7.14 million dollars. Board members will determine at their August board meeting which option they wish to pursue.

Mr. Blair provided members with information on Qualified School Construction Bonds. Asheboro City Schools is entitled to \$1,360,043.38 as its share of the state's American Recovery and Reinvestment Act funds earmarked for school construction. The bonds would be interest free. Upon motion by Ms. Cranford, seconded by Mr. Jones, a resolution was unanimously approved seeking the Qualified School Construction Bonds funds for future school construction. Motion passed unanimously. (A copy of the resolution will become a part of these minutes.)

Archie Smith Jr., Board Attorney, presented a letter from Charles C. Chandler on behalf of himself, Robert G. Chandler, and his mother, Anne G. Chandler, requesting that 30 feet of road right of way at Guy B. Teachey School, given by Wallace S. Chandler and wife, Anne G. Chandler to Asheboro City Schools, be returned to them free and clear. Mr. Chandler contends that a road was to be constructed by Asheboro City Schools and since it had never been constructed, they are requesting the piece of property be returned. A motion was made by Mr. Lamb, seconded by Mr. Robbins, to direct the board attorney to notify Mr. Chandler that Asheboro City Schools is not interested in relinquishing the property. Motion passed unanimously.

Dr. Frost reviewed a draft of board goals for 2009-2010 in alignment with the 2007-2010 Strategic Plan. The board goals directly correspond to five focus areas: High student achievement; quality teachers, administrators, and staff; healthy students in safe, orderly and caring schools; strong family, business and community support; and effective and efficient operations. The Board of Education goals for 2009-2010 will be presented at the August board meeting for formal approval.

Upon motion by Mr. Yow, seconded by Mr. Lamb, the Board adjourned from regular session to enter executive session to discuss the superintendent's evaluation for 2008-2009.

A motion was made by Mr. Robbins, seconded by Mr. Lamb, to adjourn from executive session and reconvene in open session at 8:35 p.m.

There being no further business, a motion was made by Mr. Robbins and seconded by Mr. Jones to adjourn the meeting at 8:40 p.m.

Chairman

Secretary

**Asheboro City Schools
Personnel Transactions
August 13, 2009**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Reagan, Rachel	SAMS/Mathematics	07/20/09
Turney, Shea	DLL/Pre-Kindergarten	07/22/09

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Cabiness, Donna	DLL/Guidance	08/17/09
Callaway, Janice	DLL/Kindergarten	08/17/09
Morrison, Gwendolyn	DLL/2 nd grade	08/17/09
Carroll, Aileene	AHS/Math	08/17/09
Dryer, Emily	GBT/2 nd grade	08/17/09
Tonkin, Elizabeth	LP/Reading	08/17/09
Trogdon, Bari	DLL/Reading (Part-time)	08/17/09
Larson, Matthew	BAL/Physical Education	08/17/09
Salamone, Jennifer	SAMS/Mathematics	08/17/09
Runnfeldt, Kristen	SAMS/Mathematics	08/17/09
Payne, Laura	CWM/Music	08/17/09
Nelis, Heather	SAMS/Special Education	08/17/09
Robb, Heather	NAMS/Special Education	08/17/09
Wells, Stephanie	GBT/Art	08/17/09
Muse, Trisha	BAL/Instructional Facilitator	08/17/09
Wenger, Erin	DLL/1 st Grade	08/17/09
Renne, Michael	SAMS/Business Education	08/17/09
Hash, Rebecca	BAL/4 th Grade	08/17/09
Smith, Ashley	DLL/Pre-Kindergarten	08/17/09
Espada, Michelle	CWM/5 th Grade	08/17/09
McCain, Sheila	CWM/Visually Impaired/Braillist	08/17/09
Hill, Kenneth	CO/Instructional/Compliance Specialist	08/03/09
Wolfe, Meredith	DLL/5 th Grade	08/17/09
Owens, Yajaira	AHS/Guidance	08/10/09
Thompson, Amanda	SAMS/Teacher Assistant	08/17/09

***C. ADMINISTRATIVE CONTRACTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Vanderburg, Susan	GBT/Principal	07/20/2009-06/30/2013

D. TRANSFERS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Lowry, Kimberly	DLL/Teacher Assistant to LP/Teacher Assistant	08/17/09
Longoria, Alejandra	BAL/Teacher Assistant to GBT/Teacher Assistant	08/17/09
Kesler, Beth	BAL/Teacher Assistant to GBT/Teacher Assistant	08/17/09
Wisnasky, Sheena	DLL/1 st Grade to LP/Instructional Facilitator	08/17/09
Foster, Robin	CWM/5 th Grade to DLL/Instructional Facilitator	08/17/09
McClosky, Joel	BAL/4 th Grade to CWM/Instructional Facilitator	08/17/09
Lucas, Ronald, Jr.	BAL/Physical Education to GBT/Physical Education	08/17/09
Watson, Steve	GBT/Physical Education to CWM/Physical Education	08/17/09
Barnes, Sally	CWM/Music to GBT/Music	08/17/09

**Asheboro City Schools
Personnel Transactions
August 13, 2009
Addendum**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Fair-May, ChaRissa	CO/Bus Driver	7/23/2009
Woodle, Devin	CO/Bus Driver	8/10/2009
Storie, Laura	GBT/Teacher Assistant	8/10/2009
McNeill, Julie	SAMS/Mathematics	TBD

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Owens, Yajaira	AHS/Guidance	8/3/2009
Derrick, Patricia	Substitute/\$90.00 per day	8/25/2009
Watson, Sarah	Substitute/\$90.00 per day	8/25/2009
Graham, Pamela	Substitute/\$90.00 per day	8/25/2009
Ferguson, Donna	Substitute/\$90.00 per day	8/25/2009
Lamb, Jeanne	Substitute/\$90.00 per day	8/25/2009
Whitson, Beverly	Substitute/\$69.00 per day	8/25/2009
Fitch, Cameron	Substitute/\$69.00 per day	8/25/2009

**Asheboro City Schools
Certified Appointments
August 13, 2009**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Cabiness, Donna	Wingate University B: Psychology UNC-Greensboro M: Counselor Education S: School Counseling	Counselor

Donna Cabiness is recommended to be the guidance counselor at Donna Lee Loflin School. A resident of Archdale, Mrs. Cabiness has experience as a counselor for Mental Health and worked privately as an outpatient therapist. For the past four years she worked as a counselor at Wallburg Elementary in Davidson County Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Hill, Ken	Appalachian State University B: Social Studies Education M: Special Education	Special Education

A veteran teacher with fifteen years experience, Ken Hill is recommended as program specialist for Exceptional Child Services. Mr. Hill began his career teaching social studies at Randleman High School, but soon realized an interest in working with students with disabilities. Since 2001 he has taught in the occupational course of study at Southern Guilford and Central Davidson high schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Dreyer, Emily	Grand Valley State (MI) University B: Integrated Science	Elementary Education

Recommended to teach second grade at Guy B. Teachey School is Emily Dreyer. Miss Dreyer is a native of Hastings, Michigan, west of Lansing. She is a 2008 graduate of Grand Valley State University, who taught fifth grade last year at Franklinville Elementary School. Miss Dreyer worked summers as a park ranger and explorer guide, sharing her love of science and nature to adults and children alike.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Trogdon, Bari	East Carolina University B: Elementary Education UNC – Greensboro M: Reading	Elementary Education Reading

Bari Trogdon is recommended to teach Reading at Donna Lee Loflin School. Mrs. Trogdon is a veteran educator with thirty-three years experience, teaching at elementary schools in Franklinville and Archdale. She is known as a master teacher with a strong knowledge of reading instruction. Mrs. Trogdon is excited about the opportunity to work with the children at Loflin.

NAME

Wolfe, Meredith

COLLEGE/DEGREE

UNC – Chapel Hill

B: Elementary Education

LICENSURE

Elementary Education

Meredith Wolfe is a May 2009 graduate of the University of North Carolina who is recommended to teach fifth grade at Donna Lee Loflin School. Miss Wolfe is a native of Greensboro. She completed her student teaching internship in a second grade classroom at Cameron Park Elementary in Orange County Schools. She has additional experience with children, having served as an after-school tutor and as a swim coach.

NAME

Owens, Yajaira

COLLEGE/DEGREE

High Point University

B: Sociology

NC A & T State University

M: School Counseling

S: School Counseling

LICENSURE

School Counselor

A "Blue Comet" graduate of Asheboro High School in 1997, Yajaira Owens is recommended to be a guidance counselor at her alma mater. Mrs. Owens served as a counselor at Eastern Randolph High School for the past four years, but is excited about joining the AHS staff. Last school year she achieved certification by the National Board of Professional Teaching Standards to go along with her Specialist degree as a counselor. Welcome home, Yajaira Owens!

NAME

Runnfeldt, Kristen

COLLEGE/DEGREE

NC A & T State University

B: Elementary Education

LICENSURE

Elementary Education

Kristen Runnfeldt is recommended to teach sixth grade at South Asheboro Middle School. Mrs. Runnfeldt is a "Blue Comet" – a graduate of Asheboro High School, who completed her degree at A and T State University in May 2009. Her student teaching internship was in a first grade classroom at Farmer Elementary in Randolph County Schools, where Mrs. Runnfeldt was a teacher assistant for six years. Welcome home, Kristen Runnfeldt!

NAME

Salamone, Jennifer

COLLEGE/DEGREE

UNC – Greensboro

B: Elementary Education

LICENSURE

Elementary Education

Recommended to teach sixth grade mathematics at South Asheboro Middle School is Jennifer Salamone. A graduate of UNC-G in May, Mrs. Salamone completed her student teaching internship at Siler City Elementary in Chatham County. Her internship included teaching in an inclusion setting with exceptional children and English language learners. Mrs. Salamone was a presenter at UNC-G's TESOL workshop, training future teachers in best classroom practices for English language learners.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Payne, Laura	UNC – Greensboro B: Music Education	Music

Laura Payne is recommended to teach general music in our elementary schools. A native of Randolph County, Mrs. Payne graduated in May 2009. She completed her student teaching internship in Guilford County Schools at Alamance Elementary, teaching grades kindergarten through fifth. She enjoys working with young students and sharing her passion for music. A North Carolina Teaching Fellow, Mrs. Payne is excited about the opportunity to join our staff.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Nelis, Heather	Western Michigan University B: Special Education; Elementary Education	Special Education

Heather Nelis, a native of Holland, Michigan is recommended to teach special education at South Asheboro Middle School. Miss Nelis graduated from Western Michigan in May 2009. She completed her student teaching internship in the Vicksburg Public Schools and spent one semester as an intern in a Department of Defense school in Heidelberg, Germany. While in college she worked with high school students in a juvenile home and as a one-on-one tutor with students in elementary school.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Robb, Heather	UNC – Greensboro B: Special Education	Special Education

Recommended to teach special education at North Asheboro Middle School is Heather Robb. Ms. Robb graduated from UNC-G in 2008. While in college she worked for three years as an in-home therapist. She taught last year at Broadview Middle in Alamance-Burlington Schools. She enjoys working with middle school age children, especially those with learning disabilities.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Muse, Trisha	Appalachian State University B: Elementary Education M: Curriculum and Instruction	Elementary Education Curriculum/Instruction

Trisha Muse is recommended to be curriculum facilitator at Balfour School. Mrs. Muse is a native of Randolph County who completed the prestigious Teaching Fellows program at Appalachian. Since 2004 she has taught fourth and fifth grades in Montgomery County Schools. She rapidly emerged as a teacher leader, known for her work with instructional technology and English-language learners. A resident of Asheboro, Mrs. Muse was selected as a Regional Teacher of the Year and served on the State Superintendent's Advisory Council with Dr. June Atkinson in 2008-2009.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Wenger, Erin	Appalachian State University B: Sociology UNC – Greensboro M: Elementary Education	Elementary Education

A native of Rockingham County and resident of Greensboro, Erin Wenger is recommended to teach first grade at Donna Lee Loflin School. Mrs. Wenger graduated from Appalachian in 2005 and worked as a trainer for Kindermusik International. Her experience led her to graduate school for a Master's in teaching. She completed her student teaching internship at Jesse Wharton Elementary in Guilford County Schools and completed an interim assignment there at the end of last school year.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Renne, Michael	Western Illinois University B: Business/Information Management	Business Education

Recommended to teach business education at South Asheboro Middle School is Michael Renne. Mr. Renne is a resident of Greensboro who moved to North Carolina from Illinois. For four years he was a teacher and counselor at Eckerd Youth Alternatives in Wilkes County. Based on that experience he sought teacher licensure and taught at Allen Middle School in Guilford County. Last year he taught at the American Hebrew Academy in Greensboro.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Hash, Rebecca	Elon University B: Elementary Education/History	Elementary Education

A North Carolina Teaching Fellow, Rebecca Hash is recommended to teach fourth grade at Balfour School. Miss Hash is a native of Piney Creek in Alleghany County and a May 2009 graduate of Elon. She completed her student teaching internship in a third grade classroom in San Jose, Costa Rica – an experience she speaks of highly. She has been employed for three summers as activities director at an interfaith camp in West Jefferson.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Smith, Ashley	Southern Wesleyan (SC) University B: Elementary Education	Early Childhood Ed. Elementary Education

Ashley Smith is recommended to teach pre-kindergarten at Donna Lee Loflin School. Mrs. Smith is a native of South Carolina who relocated recently to Greensboro. Upon completion of her student teaching internship in 2000, she was recognized as South Carolina Education Student of the Year. Now a veteran teacher with six years experience, Mrs. Smith has taught pre-kindergarten, kindergarten, and first grade, all in the Oconee County Schools.

NAME

Espada, Michelle

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

Elementary Education

A native of Randolph County, Michelle Espada is recommended to teach fifth grade at Charles W. McCrary School. Ms. Espada graduated in May 2009 from UNC-G, after completing her student teaching internship at Level Cross Elementary and Siler City Elementary. During the summer of 2007 she studied in the United Kingdom at Keele University.

NAME

McCain, Sheila

COLLEGE/DEGREEAppalachian State University
B: Elementary Education**LICENSURE**Elementary Education
MG LA/Sci/SS
Visually Impaired

Recommended to teach visually impaired students is Sheila McCain. Mrs. McCain will serve students at Charles W. McCrary School and North Asheboro Middle School. She is skilled at translating assignments into Braille and is a licensed teacher in elementary and middle grades education. A veteran teacher with nineteen years experience, Mrs. McCain taught previously in the Guilford County Schools. In addition to her work in schools, she has taught Braille and independent living skills to adults at Randolph Community College.

NAME

Larson, Matthew

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

Physical Education

A May 2009 graduate of UNC-G, Matt Larson is recommended to teach physical education at Balfour School. Mr. Larson is a Greensboro native who completed the North Carolina Teaching Fellows program. His student teaching internship was in Guilford County Schools, at Summerfield Elementary and Guilford Middle schools. While in college, Mr. Larson worked as a personal trainer with students and faculty. He is interested in coaching in addition to teaching.

NAME

Wells, Stephanie

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

Art

Stephanie Wells, a resident of West End in Moore County, is recommended to teach art at Guy B. Teachey School. Ms. Wells graduated in May 2009 from UNC-G. She completed her student teaching internship in Guilford County Schools at Brooks Global Magnet, Southern Elementary, and Mendenhall Middle schools. She enjoys integrating core content subject areas into art instruction and collaborating with core content teachers. For five summers she has worked with young children at a family-owned day camp.



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

August 3, 2009

Asheboro City Schools
Child Nutrition Services
2009-2010 Bread Bid

Below is the preliminary bread vendor we would recommend for the 2009-2010 school year.

Bread Products:

Flowers Bakery – Raleigh, NC – Bottom line bid was \$39,321.20 *

Interstate Bakery – Rocky Mount, NC – Bottom line bid was \$41,725.80

* Recommended

ABCs and AYP School Status
Asheboro City Schools
 2008-09

	NCLB Status			ABCs Status		Recognition Status
	AYP	Targets Met	% of Targets Met	Performance Composite	Growth	
Elementary Schools						
Balfour	Met	21 of 21	100.0%	63.4%	Expected	School of Progress
Charles W. McCrary	Not Met	16 of 21	76.2%	52.7%	No Recognition	Priority School
Donna L. Loflin	Not Met	14 of 17	82.4%	55.3%	No Recognition	Priority School
Guy B. Teachey	Met	21 of 21	100.0%	68.0%	High	School of Progress
Lindley Park	Met	21 of 21	100.0%	69.9%	High	School of Progress
Middle Schools						
North Asheboro	Met	27 of 27	100.0%	59.2%	Expected	School of Progress
South Asheboro	Met	29 of 29	100.0%	71.2%	Expected	School of Progress
High School						
Asheboro High	Not Met	17 of 19	89.5%	63.9%	No Recognition	School of Progress
Asheboro City Schools	Not Met	50 of 52	96.2%	64.0%	Expected	

No Child Left Behind Public School Choice Plan Procedures for Asheboro City Schools: An Update

2009-2010 School Year

GENERAL INFORMATION

Title I School Improvement is a status occurring when a Title I school does not meet Adequate Yearly Progress (AYP) in the same content area for two consecutive years. Title I schools in School Improvement exit that status only after they have made AYP in the targeted content area for two consecutive years. Schools in School Improvement must offer public school choice during their first year in School Improvement (unless they are part of a pilot program offering Supplemental Educational Services the first year). They must continue to offer Choice each year they remain in School Improvement. Beginning the second year of School Improvement in the targeted content area, schools must also offer the option of Supplementary Educational Services (SES) for students.

Current AYP Status – following the release of reading and math EOG and EOC scores for 2008-09:

- Asheboro High School – did not make AYP – met 17 out of 19 target goals
AHS missed a target in mathematics and the target for graduation rate
- North Asheboro Middle School – made AYP in reading and math – 27 out of 27 target goals
- South Asheboro Middle School – made AYP in reading and math – 29 out of 29 target goals
- Balfour Elementary School – made AYP in reading and math – 21 out of 21 target goals
Balfour remains in the second level of sanctions in the area of reading (SES and Choice) and will offer School Choice for reading beginning August 2009. Balfour will offer Supplemental Educational Services (SES) to qualifying students (i.e., those students who qualify for free/reduced meals) beginning with the second semester this school year. Students will be offered the option of applying for a ‘Choice Transfer’ to Lindley Park or Teachey Elementary Schools.
- Charles W McCrary Elementary School – did not make AYP in reading or math – 16 out of 21 target goals
McCrary moves into the second level of sanctions in the area of math (SES and Choice) and the first level of sanctions in reading (Choice). McCrary will offer School Choice beginning August 2009; and will offer Supplemental Educational Services (SES) to qualifying students (i.e., those students who qualify for free/reduced meals) beginning with the second semester this school year. McCrary students will be offered the option of applying for a ‘Choice Transfer’ to Lindley Park or Teachey Elementary Schools.

- Donna Lee Loflin Elementary School – made AYP in reading, did not make AYP in math – 14 out of 17 target goals
Loflin was on the Watch List for math and will go into School Improvement (Choice) for math. Loflin will remain in first year sanction School Improvement (Choice) for reading this school year. Students will be offered the option of applying for a ‘Choice Transfer’ to Lindley Park or Teachey Elementary Schools beginning August this school year.
- Guy B Teachey Elementary – made AYP in reading and math – 21 out of 21 target goals
- Lindley Park Elementary – made AYP in reading and math – 21 out of 21 target goals

Eligibility for Choice

1. All students enrolled in Title I School Improvement schools are eligible for choice.
2. Under federal law, we must give transfer priority to the lowest-achieving, low-income students.
3. Any student reassigned to a public school of choice is eligible to remain at the choice school until he or she has completed the fifth grade. However, the school district is no longer obligated to provide transportation for the student after the student’s school of residence is no longer identified for School Improvement. If the choice school is placed in School Improvement, the student has the option of moving again to another school of choice in a subsequent year.
4. Parents have the option of declining a school choice option and continuing at the school of residence.

Eligibility for SES

1. Students enrolled in Title I School Improvement schools that are in the 2nd level of sanctions, who are eligible for free/reduced meals, are also eligible for choice.
2. Eligible students may attend SES sessions, regardless of their performance on EOG tests (i.e., students performing at Level I, II, III, or IV may participate in SES).
3. Eligible students may choose school choice OR supplemental services, but not both. Students selecting supplemental services must be enrolled in the school in School Improvement status.

Parent Notification of No Child Left Behind Public School Choice

1. Asheboro City Schools will notify parents of students at schools in School Improvement in a timely manner after AYP results are determined.
2. Notification will be made by mailing notices directly to parents/guardians and posting announcements on our school system website.
3. Notification will be provided in both English and Spanish.
4. Included with the notification letter will be school information about the school in School Improvement, school information about the school(s) of choice, and a form to request a school transfer.

5. Parents of incoming kindergarten students will be notified of their school's Title I school Improvement status on the first day of school when students are officially enrolled in the school.
6. Students entering schools in School Improvement during the school year will be provided with the same information concerning school choice and given the choice options.

School Choice Procedures

1. Notification letters, school fact sheets, and transfer request forms mailed to parents/guardians of each student in School Improvement schools. Parents who wish to request a school choice transfer will have approximately two weeks to make their request. Requests must be submitted in writing using the form that parents receive with their notification letter.
2. Alert Now messages will inform each parent by telephone that the letter has been mailed and will invite them to an information session at the school of residence.
3. A parent information session will be held at each school in School Improvement status.
4. Choice option request forms will be due to the school of residence by a specified deadline.
5. The district will respond to the requests for school choice with written notice regarding the student's school assignment.
6. If approved for the School Choice option, parents must submit a final confirmation accepting the choice school assignment.
7. Students who select the public school choice are required to remain at the school of choice for the entire academic year. In the case of schools that enter school improvement due to newly released reading scores, students must remain at their school of choice for the entire second semester. A child attending a School Choice school may continue to do so until completion of the 5th grade.
8. Sixth grade middle school assignments will be based on the parent domicile and established attendance zones.

Transportation

1. The district must set aside Title I funds to be used for public school choice transportation.
2. The district will provide transportation for eligible students as long as the original school is in Title I School Improvement status. If the School exits School Improvement status, the student may continue to attend the new school, but parents will be responsible for transportation.

Students with Disabilities

Students with disabilities will have the same school choice options if the choice school has appropriate programs available to the student.

Responsibilities of Receiving Schools

Receiving schools shall enroll students in classes and other activities in the same manner as all other children in the school.

Responsibilities of Schools in Title I School Improvement

1. Schools in Title 1 School Improvement Status are required to develop a two-year plan that addresses the academic issues that caused it to be identified for school improvement. The school may develop a new plan or revise an existing one, but in either case, it must be completed no later than three months after the school has been identified.
2. The plan's design must address the following components:
 - Core academic subjects and the strategies used to teach them
 - Professional development
 - Technical assistance
 - Parent involvement
 - Measurable goals
3. The School Improvement Plan must demonstrate that the school will implement policies and practices grounded in scientifically based research designed to increase student proficiency in reading and mathematics.
4. The school must spend not less than 10% of its Title I part A funds for providing high-quality professional development to the school's teachers, principal, and, as appropriate, other instructional staff. The School Improvement Plan must provide an assurance that this expenditure will take place.
5. The school must consult with parents, school staff, the LEA and outside experts in developing or revising the Plan.
6. The Plan will undergo a peer review process involving teachers and administrators from other schools or districts similar to the one in improvement.
7. The LEA may impose conditions on the School Improvement Plan that it deems necessary to ensure the Plan's successful implementation.
8. The LEA is responsible for providing technical assistance to the school in improvement.

Policy 4400: Attendance

As recommended to the Board Policy Committee, July 9, 2009

This policy defines and explains regulations related to attendance records, excused and excessive absences, tardies, and assignments missed due to school-related activities. In Section D, "Excessive Absences," under "High School Only," a change has been made that will reduce the number of days that a student can make-up per semester from eight (8) to four (4). This change is recommended in order to further limit the amount of instructional time that can be missed due to absence from school.

Attendance in school and participation in class are an integral part of academic achievement and the teaching-learning process. Regular attendance develops patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory: the State of North Carolina requires that every child in the State between the ages of seven (or younger if enrolled) and 16 years attend school. Parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily.

A. ATTENDANCE RECORDS

School officials will keep an accurate record of attendance, including accurate attendance records in each class. Attendance records will be used to enforce the Compulsory Attendance Law of North Carolina.

B. EXCUSED ABSENCES

When a student must miss school, a written excuse signed by a parent or guardian must be presented to the teacher or principal designee within 2 days after returning from an absence. An absence may be excused for the following reasons:

1. **Illness or Injury:** when the absence results from illness or injury which prevents the student from being physically able to attend school.
2. **Quarantine:** when isolation of a student is ordered by the local health officer or by the State Board of Health.
3. **Death in the Immediate Family:** when the absence results from the death of a member of the immediate family of the student: For the purpose of this regulation, the immediate family of a student includes, but is not necessarily limited to grandparents, parents, brothers, and sisters.
4. **Emergency Medical or Dental Appointments:** when the absence results from a medical or dental appointment of a student or such an appointment that has been approved in advance by the principal:
5. **Court or Administrative Proceedings:** when the absence results from the attendance of a student at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness.
6. **Religious Observance:** when the student is absent due to a religious observance and the absence has been approved in advance by the principal.
7. **Educational Opportunity:** when it is demonstrated that the purpose of the absence is to take advantage of a valid educational opportunity, such as travel or service as a legislative or Governor's page, and the absence has been approved in advance by the principal;
8. **Absence due to pregnancy and related condition or parenting,** when medically necessary;

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9. Absence due to pregnancy and related condition or parenting, when medically necessary;
 10. Absence related to a deployment of a parent or legal guardian when the parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has just returned from deployment to a combat zone or combat support post for the purpose of visiting said student.

Extended illnesses generally require a statement from a physician. Once a student has accumulated more than 15 absences in a school year (or more than five consecutive absences), a doctor's note or other documentation approved by the principal will be needed to excuse further absences. This standard does not apply to medically fragile students as defined in the NC School Attendance and Student Accounting Manual and approved by the principal.

Whether absences are excused, unexcused or because of school suspensions, the student will be permitted to make up his or her school work. The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

C. SCHOOL-RELATED ACTIVITIES

All classroom activities are important and difficult, if not impossible, to replace if missed. It is the intention of the board of education that classes missed be kept to an absolute minimum through close scrutiny and a monitoring system on the part of the principal. The following school-related activities will not be counted as absences from either class or school:

- field trips sponsored by the school;
- school-initiated and scheduled activities;
- athletic events requiring early dismissal from school; or
- in-school suspension.

Assignments missed for these reasons will be completed by students. The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

D. EXCESSIVE ABSENCES

Class attendance and participation are critical elements of the educational process and may be taken into account in assessing academic achievement.

Elementary, Middle, and High Schools

The principal will notify parents and take all other steps required by G.S. 115C-378 for excessive absences.

High School only

Students who miss more than a total of ~~8~~ 4 days (excused and/or unexcused) per course during a semester will not receive credit toward graduation except when one of the following conditions are met:

1. Students make-up absences: The high school will provide opportunities for students to make-up time missed from classes. The maximum number of days which a student can make-up per semester is 4; the maximum number of class periods which a student can make-up per semester is 16. All make-up time must be completed in the same semester as the absences.
2. The principal grants a waiver: Students whose academic standing is adversely affected by this standard have the right to appeal for a waiver. The appeal must be submitted to the principal in writing along with any appropriate and/or required documentation. Waivers of absences may be granted by the principal only when extenuating circumstances exist.

This standard does not apply to medically fragile students as defined in the NC School Attendance and Student Accounting Manual and approved by the principal.

E. TARDIES

The principal is responsible for handling tardies and for establishing relevant school procedures that are in compliance with the NC School Attendance and Student Accounting Manual.

Legal References: G.S. 115C-47, -84.2, -288(a), -378 to -383, -407.5; 16 N.C.A.C. 6E.0102-.0103; State Board of Education Policies EEO-L-002, -003

Cross References: Education for Pregnant and Parenting Students (policy 4023), Children of Military Families (policy 4050)

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

Administrative Procedure: None

Revised: April 10, 2008, May 14, 2009

ASHEBORO CITY SCHOOLS

PREPARATION FOR 2009-2010 BUDGET

1. Adjusted teacher allotments in May based on enrollment projections (resignations and retirements)

	Regular classroom teachers, May 2008-09	2009-2010 regular classroom teachers	Difference
BAL	28	26	-2
CWM	23	22	-1
DLL	20	18	-2
GBT	25	25	0
LP	21	20	-1
NAMS			-1
SAMS			-1
AHS			-2
Total			-10

*****Elementary class sizes still meet and exceed state expectations:

- LEA class size average required for grades K-3: 21 (Individual class size max is 24)
- LEA class size average required for grades 4-5: No limit (formerly limit of 26)

	K-3 Students/Teachers	4-5 Students/Teachers	K-5 Students/Teachers
BAL	358/18=19.9	178/8=22.25	536/26=20.6
CWM	293/15=19.5	147/7=21.0	440/22=20.0
DLL	230/12=19.2	148/6=24.7	378/18=21.0
GBT	368/18=20.4	158/7=22.6	526/25=21.0
LP	268/14=19.1	149/6=24.8	417/20=20.9
All schools 2009-2010	1517/77=19.7	780/34 = 22.9	2297/111=20.7
November 2008-09	1572/81=19.4	725/35=20.7	2297/116=19.8

(Enrollment numbers shown here based on principal's school organization plans, 7/24/09)

*****Middle school reduced one core teacher each, and still meet and exceed state expectations:

- NAMS—1796 students/80 teacher sections = 22.45
- SAMS—2046 students/88 teacher sections = 23.25

Also reduced:

CTE teachers (-1)

EC teachers (-1)

2. Teacher Assistants adjusted through 3.5 resignations; reduced allotments by 3.5 positions. Still allotting teacher assistants at existing ratio as follows:

Kindergarten and grade 1—1 teacher assistant: 1 teacher

Grades 2-3—1 teacher assistant: 2 teachers

Grades 4-5—1 teacher assistant: all grades 4-5 teachers

Media—1/2 teacher assistant: 1 Media coordinator

Plan to move toward a ratio in Grades 2-3 of 1 teacher assistant: 3 teachers with future resignations/retirements.

3. Administrative adjustments:

- Left Director of CTE position vacant for 4 months and divided duties among other central office staff
- Reduced one Assistant Principal position from 12 months to 11 months employment when vacancy occurred
- One maintenance position remains vacant
- Did not hire summer maintenance workers

4. Improved efficiencies sought by staff:

- Reduced phone rental costs by \$15,000/year
- Renegotiated phone service costs that will result in savings of \$6,000/year
- Renegotiated maintenance service contracts that will result in savings of \$14,000/year
- Converted from ConnectEd to Alert Now that will result in savings of \$9,000/year

5. Strategic priorities impacted:

- Postponed \$300,000 in technology purchases
- Increased supplements for staff were not feasible




6. Positions saved/added through federal stimulus funds that would potentially be cut with state reductions (\$1 million):

- Middle School Literacy Coach
- Teacher and teacher assistant positions (TBD)
- Added 4 Elementary Instructional Facilitators (1 or 2-year special assignment)
- Added 3 Elementary Instructors in Art, Music, and P.E.







7. Other achievements:







- Outstanding and productive summer academy for rising K, 3rd, and 8th graders using state 69 funds that carried over from 2008-09
- Outstanding two-week GEAR UP Math and Science Enrichment Camp at AHS Zoo School for rising 9th-11th graders using GEAR UP funds
- Extensive curriculum development and professional development over the summer using funds from GEAR UP, IMPACT, and Title I funds
- AVID team training for one week in Atlanta for AHS, NAMS, and SAMS using combination of GEAR UP, IMPACT, and other funds
- Used IMPACT funds to continue forward progress on 21st century technology initiative
- Will convert RCC College Transfer courses to online (Learn and Earn Online) in order to continue offering those courses at no cost to students

Planning for Excellence
 Asheboro City Schools Strategic Plan Milestones
 2007-2010
 Revised: July 9, 2009




Goals, Objectives, and Targets	Annual Milestones														
	2007-08	2008-09	2009-10												
GOAL 1: High Student Achievement															
1.1 Prepare students to be globally competitive.															
1. Implement programs to support college access and post secondary education.	Implement AVID in grade 7 and GEAR UP in grades 7-9  Accomplished!	Implement AVID in grade 8 and GEAR UP in grades 7-10  Accomplished! <ul style="list-style-type: none"> • College tours for freshmen • Counselor sessions with all sophomores • Opportunity to take the PSAT, HSSE, NCKI, and Learning Style Assessments • After school workshops • Summer enrichment 	Implement AVID in grade 9 and GEAR UP in grades 7-11												
2. Increase the performance composite in grades 3-8 from 42.9% to 50%.	42.9% (New baseline)	46%  Accomplished! Preliminary data: <table style="margin-left: 20px;"> <tr> <td></td> <td style="text-align: center;"><u>07-08</u></td> <td style="text-align: center;"><u>08-09</u></td> </tr> <tr> <td>Reading</td> <td style="text-align: center;">46.9%</td> <td style="text-align: center;">56.9%</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">64.5%</td> <td style="text-align: center;">71.6%</td> </tr> <tr> <td>R & M (composite)</td> <td style="text-align: center;">42.9%</td> <td style="text-align: center;">53.4%</td> </tr> </table>		<u>07-08</u>	<u>08-09</u>	Reading	46.9%	56.9%	Math	64.5%	71.6%	R & M (composite)	42.9%	53.4%	50%
	<u>07-08</u>	<u>08-09</u>													
Reading	46.9%	56.9%													
Math	64.5%	71.6%													
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Goals, Objectives, and Targets	Annual Milestones		
	2007-08	2008-09	2009-10
3. Increase the performance composite for AHS from 63.8% to 70%.	63.8% (New baseline)	66% ✓ Made progress: Preliminary data: <u>07-08</u> <u>08-09</u> 63.8% 64.1% Targeted areas for EOC's scoring less than 60% proficient in previous year: <u>07-08</u> <u>08-09</u> Alg I 50.6 45.1 Alg II 52.7 58.8* US Hist 61.3 73.2* Chem 56.8 58.3* Phys Sci 51.7 50.0	69%
4. Expand student opportunities for mastery of languages, an appreciation of the arts, an understanding of world cultures, and competencies in the use of technology.	Expand after school programs ✓ Accomplished!	Continue to expand after school programs ✓ Accomplished! Additional elementary Spanish sessions offered this year	
5. Increase the four-year cohort graduation rate from 71.5% to 74% while the annual dropout rate will decrease from 3.9% to 2.5%. (2006-07 results: graduation rate—77.1%; dropout rate—5.2%)	Graduation rate: 78% Dropout rate: 3.5% No significant change- Graduation rate: 77.2% Dropout rate: 5.4%	79% 3.0% Data not yet available	80% 2.5%





Goals, Objectives, and Targets	Annual Milestones		
	2007-08	2008-09	2009-10
1.2 Utilize technology to enhance learning.			
6. Equip each classroom with 21 st century interactive technology.	50 classrooms  Accomplished! 65 classrooms	75 classrooms  Accomplished! Over 125 classrooms equipped	50 classrooms
7. Expand online course offerings for students and staff.	NCVPS; UNCG i-School  Accomplished!	Implement alternative diploma program that uses online courses  Accomplished! Began AHS Nova Academy on January 22, 2009; 7 graduates on June 10, 2009!	
8. Enhance the two-way classroom/home and classroom/community technology connections.	Launch new website  Accomplished!	Launch teacher websites (phase I)  Accomplished! Training at AHS, NAMS, and SAMS completed. Websites launched.	Implement parent module of NC WISE (as available)






Goals, Objectives, and Targets	Annual Milestones		
	2007-08	2008-09	2009-10
1.3 Close the achievement gap.			
<p>9. Decrease gr. 3-8 reading achievement gap between black and white students from 38 to 25 points, and between Hispanic and white students from 33.3 points to 20 points. (Revised goal: New reading standards set in 2007-08.)</p>	<p>B/W gap: 38 H/W gap: 33.3 (New baseline)</p>	<p>B/W gap: 30 H/W gap: 25  Not met: B/W gap 38.2  Made progress: H/W gap reduced from 33.3 to 29</p>	<p>B/W gap: 25 H/W gap: 20</p>
<p>10. Decrease gr. 3-8 mathematics achievement gap between black and white students from 36 to 15 points, and between Hispanic and white students from 25 to 15 points. (2006-07 results: B/W gap 37.2; H/W gap 22.8)</p>	<p>B/W gap: 25 H/W gap: 20  In progress—B/W gap reduced from 36 to 30;  Accomplished—H/W gap reduced from 25 to 16</p>	<p>B/W gap: 20 H/W gap: 15  Made progress—B/W gap reduced from 30 to 27.2  Maintained prior year progress—H/W gap 16.3</p>	<p>B/W gap: 15 H/W gap: 15</p>

Goals, Objectives, and Targets	Annual Milestones		
	2007-08	2008-09	2009-10
<p>11. Increase the number of non-white students completing Algebra I in 8th grade, Honors English I, and Advanced Placement courses by 20%.</p>	<ul style="list-style-type: none"> • Gr 8 Algebra I—30 of 123--24.4% • Honors English I—55 of 176--31.3% • AP courses—33 of 224--14.7% <p>(Baseline data)</p>	<ul style="list-style-type: none"> • Gr 8 Algebra I—28% • Honors English I—35% • AP courses—16% <p>✓ Accomplished in Algebra I and AP courses:</p> <p>Gr 8 Algebra I— 47 of 115 = 40.9%</p> <p>Honors English I— 48 of 172 = 27.9%</p> <p>AP courses— 61 of 195 = 31.3%</p>	<ul style="list-style-type: none"> • Gr 8 Algebra I—30% • Honors English I—38% • AP courses—18%



Goals, Objectives, and Targets	Annual Milestones		
	2007-08	2008-09	2009-10
GOAL 2: Quality Teachers, Administrators and Staff			
2.1 Recruit and retain the highest quality professionals in all areas.			
12. Provide competitive supplements and employee retention benefits.	Expand advanced degree tuition reimbursement program.  Accomplished!	Increase teacher supplement for teachers with master's degrees from 7% to 8%, as funds are available Funds not available	
13. Achieve and/or maintain a five-year average teacher turnover rate of 12% or lower. (2002-2003 to 2006-2007 five-year average: 13%)	5-year average 12% New reporting period in effect: 13.4%	5-year average 12% In progress	5-year average 12%
2.2 Promote high performance standards among employees.			
14. Provide support for teacher and leadership excellence through high quality professional development, mentoring, and instructional coaching.	Professional development and instructional coaching  Accomplished! <ul style="list-style-type: none"> • K-5 balanced literacy • K-5 mathematics • Middle school literacy across the curriculum • Middle school mathematics 	Provide technology and IMPACT professional development and coaching at AHS, NAMS, and SAMS  Accomplished! <ul style="list-style-type: none"> • Ongoing individualized professional 	





	<ul style="list-style-type: none"> • Middle school curriculum prioritization • Beginning teachers • Lead mentors and mentor support • ESL/LEP • Exceptional Children—Reading and Mathematics • High school Biology and Civics/Econ 	<ul style="list-style-type: none"> • development on IGP's and CIPS; • Ongoing training offered to support interactive classrooms and collaboration; • Math: 6-8 Partners training; TI-Nspire calculator training for grades 8-12 	
15. Increase the percentage of teachers with advanced degrees from 30% to 35%. (2006-07 results: 34.6%)	35%  Accomplished— 35.6%!	36%  Accomplished— 35.3%	37%
16. Increase the percentage of teachers, media specialists, and counselors with National Board certification from 9% to 12%. (2006-07 results: 9.3%)	10%  Accomplished— 10.5%!	11%  Accomplished— 11.1%! (7 newly certified teachers)	12%




Goals, Objectives, and Targets	Annual Milestones		
	2007-08	2008-09	2009-10
GOAL 3: Healthy Students in Safe, Orderly and Caring Schools			
3.1 Maintain a safe and orderly learning environment with high expectations for appropriate student behavior.			
17. Maintain the student attendance rate at 95% or higher. (2006-07 results: 95.95%; 4 th highest in state among 115 LEA's)	<p>≥ 95%</p> <p> Accomplished— 95.71% (13th highest in NC)</p>	<p>≥ 95%</p> <p>In progress: Data will be available end of July 2009</p>	<p>≥ 95%</p>
18. Enhance emergency communication plans at all school sites.	<p>Install communication system at AHS</p> <p> Accomplished!</p>		
19. Strengthen evacuation and emergency plans and procedures in collaboration with emergency services personnel.	<p>Administrative team participated with Randolph Emergency Management in Multi-Hazard Emergency Planning for Schools training update, February, 2008</p> <p> Accomplished!</p>	<p>Develop written protocols for crisis response</p> <p> Accomplished!</p> <p>System-wide training in emergency procedures occurring during each administrative leadership team meeting. School level training will begin in the fall.</p>	

3.2 Promote health and wellness for students and staff.			
20. Promote a healthy, active lifestyle at each school where students and staff are encouraged to make responsible choices.	<p>Balfour and NAMS received “Fit America” grant from Randolph Hospital Foundation; installed fitness course</p> <p> Accomplished!</p>	<p>Implement CPR curriculum in grade 8 physical education</p> <p> In progress— PE teachers at SAMS trained in CPR and began instruction in January</p>	
21. Provide an environment in every school where each child has positive, nurturing relationships with caring adults.	<ul style="list-style-type: none"> • Launched AHS Zoo School • Implemented new student survey to assess perceptions of climate for individual success <p> Accomplished!</p>	<p>Implement mentoring program through Communities in Schools</p> <p> Accomplished!</p> <p>Mentors trained and working with students; Comet Buddies at DLL</p>	
22. Increase strategies to promote proper nutrition.	<ul style="list-style-type: none"> • Nutrition classes offered by request • Nutrition guidelines implemented <p> Accomplished!</p>		

Goals, Objectives, and Targets	Annual Milestones		
	2007-08	2008-09	2009-10
GOAL 4: Strong Family, Business and Community Support			
4.1 Involve parents in the academic achievement of their students.			
23. Develop and implement a parent academy.	Development ✓ Accomplished!	Implementation ✓ Accomplished! 4 workshops completed	Expansion and Refinement
24. Enhance two-way home/school communication through technology.	Launch new website; Extend and refine use of Connect-Ed ✓ Accomplished!	Launch teacher websites (phase I) ✓ Accomplished! Training at AHS, NAMS, and SAMS complete. Websites launched; will continue to monitor and refine.	Implement parent module of NC WISE (as available)
4.2 Expand community and business partnerships that support student achievement.			
25. Expand partnerships with business and community organizations to impact student success through mentoring, job shadowing, internships and other opportunities for relevant experiences.	Strengthened partnership with Zoo for AHS Zoo School ✓ Accomplished!	Implement Communities in Schools partnership ✓ Accomplished! Community mentors, Back Pack Pals, Comet Buddies, Reading and attendance incentives	

Goals, Objectives, and Targets	Annual Milestones		
	2007-08	2008-09	2009-10
26. Utilize community advisory groups to collaborate with school staff to guide planning and programming for enhanced educational opportunities for students.	CTE Advisory Board developed 3-year strategic plan for Career/Technology  Accomplished!	Implement LEP parent advisory group  Accomplished! First meeting held in January, 2009	

Goals, Objectives, and Targets	Annual Milestones		
	2007-08	2008-09	2009-10
GOAL 5: Effective and Efficient Operations			
5.1 Maintain facilities that are functional and efficient.			
27. Implement the long-range facilities plan as funding is available.	<p>Assess needs and develop timeline for highest priorities</p> <p> Accomplished!</p>	<p>Develop plan for Old Balfour</p> <p> In progress— Smith Sinnett provided feasibility study in February; will provide concept drawings and cost projections to Board at July 30 meeting</p>	Develop plan for AHS
28. Utilize strategies to increase energy efficiency and reduce energy costs.	<p>Energy committee implements staff and student awareness campaign</p> <p> Accomplished!</p>	<ul style="list-style-type: none"> • Implement student and staff educational program • Monitor monthly energy usage/\$ <p> Accomplished!</p> <ul style="list-style-type: none"> • Recycling program initiated at all sites • Conservation program began in spring 2009 • Energy usage monitored monthly 	

Goals, Objectives, and Targets	Annual Milestones		
	2007-08	2008-09	2009-10
5.2 Pursue financial resources to support high student performance.			
29. Promote advocacy among parents, citizens and community leaders for school funding.	Share strategic plan with parent groups  Accomplished!	Share strategic plan accomplishments and annual milestones with parent groups  Accomplished! Board of Education presentations held at all elementary and middle schools	
30. Seek appropriate private and public grant resources for school funding.	IMPACT grant, \$1.2 million; TESOL grant, \$1.4 million; EC NC School Improvement Grants  Accomplished!	Use Burroughs-Wellcome grant for summer programming at AHS Zoo School Not accomplished— Grant was not funded; we were finalists	

Early Childhood Education Center

7/29/2009

Asheboro City Schools

Initial Space Profile

Student	Space Name	SF / Space	# of Spaces	Total SF	Students	Total
					Per CR	Students
Classrooms						
	Pre-K	1,200	10	12,000	16	160
	PK-EC with Office @ 150 sf.	1,350	1	1,350	6	6
	2 Yr old	1,200	2	2,400	12	24
	Infant / Toddler	1,200	2	2,400	10	20
	Adult Education	800	2	1,600	20	40
	Parent Resource Center	800	1	800	15	15
	Subtotal		18	20,550		265

Physical Education				
	Multipurpose Room	2,500	1	2,500
	Stage	600	1	600
	Storage/Office	450	1	450
	Subtotal		3	3,550

Core

Food Service				
		@ 2.1 periods		
	Cafeteria	1,800	1	1,800
	Kitchen	1,261	1	1,261
	Serving	400	1	400
	Subtotal		3	3,461

Administration, Misc.

	Director	200	1	200
	Secretary/reception	300	1	300
	Health	120	1	120
	Office work room	170	1	180
	Records	70	1	80
	Office storage	70	1	80
	Subtotal		6	960

	Total Net Sq. Ft.		30	28,521
	Circulation, Toilets & Mech. @ 37%	0.37		10,553
	Grand Total (sq.ft.)			39,074
	Total Capacity			265
	Sq. Ft./ Student			147

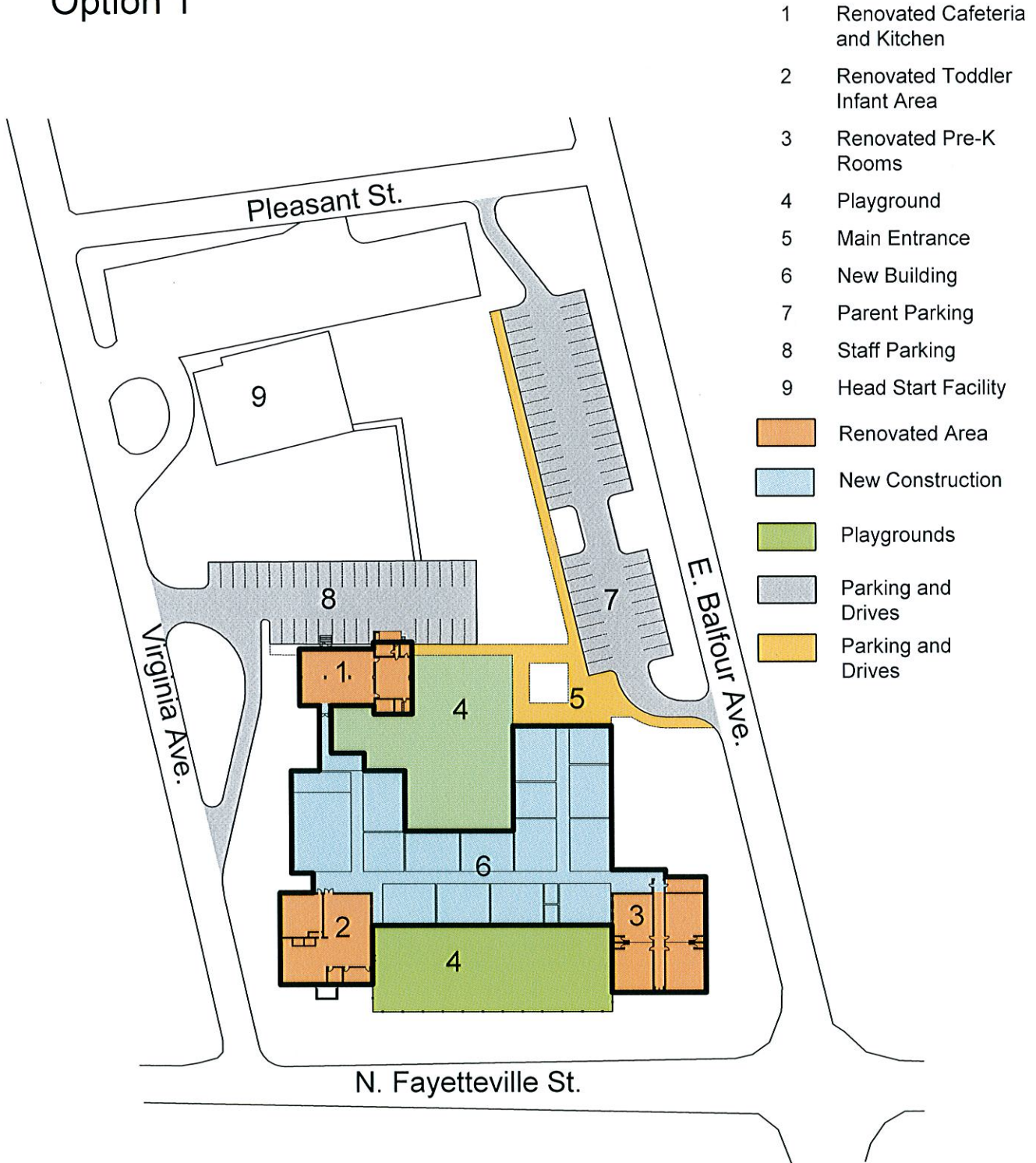
Teacher / Pupil Ratio 1:8

Recommended Class Size 1:15

Asheboro City Schools

Old Balfour Early Childhood Education Center

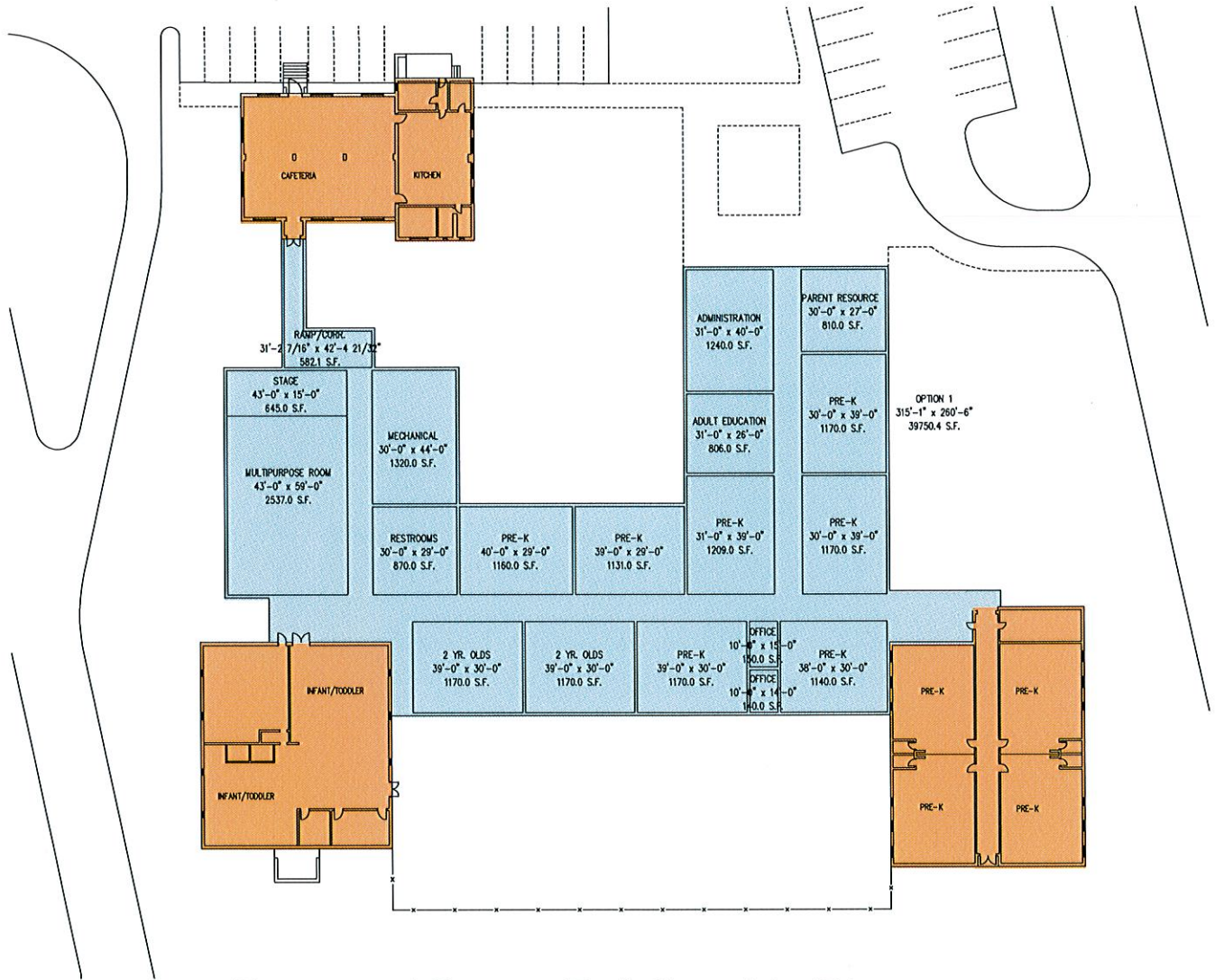
Option 1



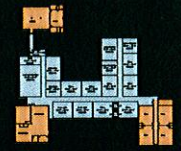
Asheboro City Schools

Old Balfour Early childhood Education Center

Option 1



Proposed Space Relationship Diagram



Option 1

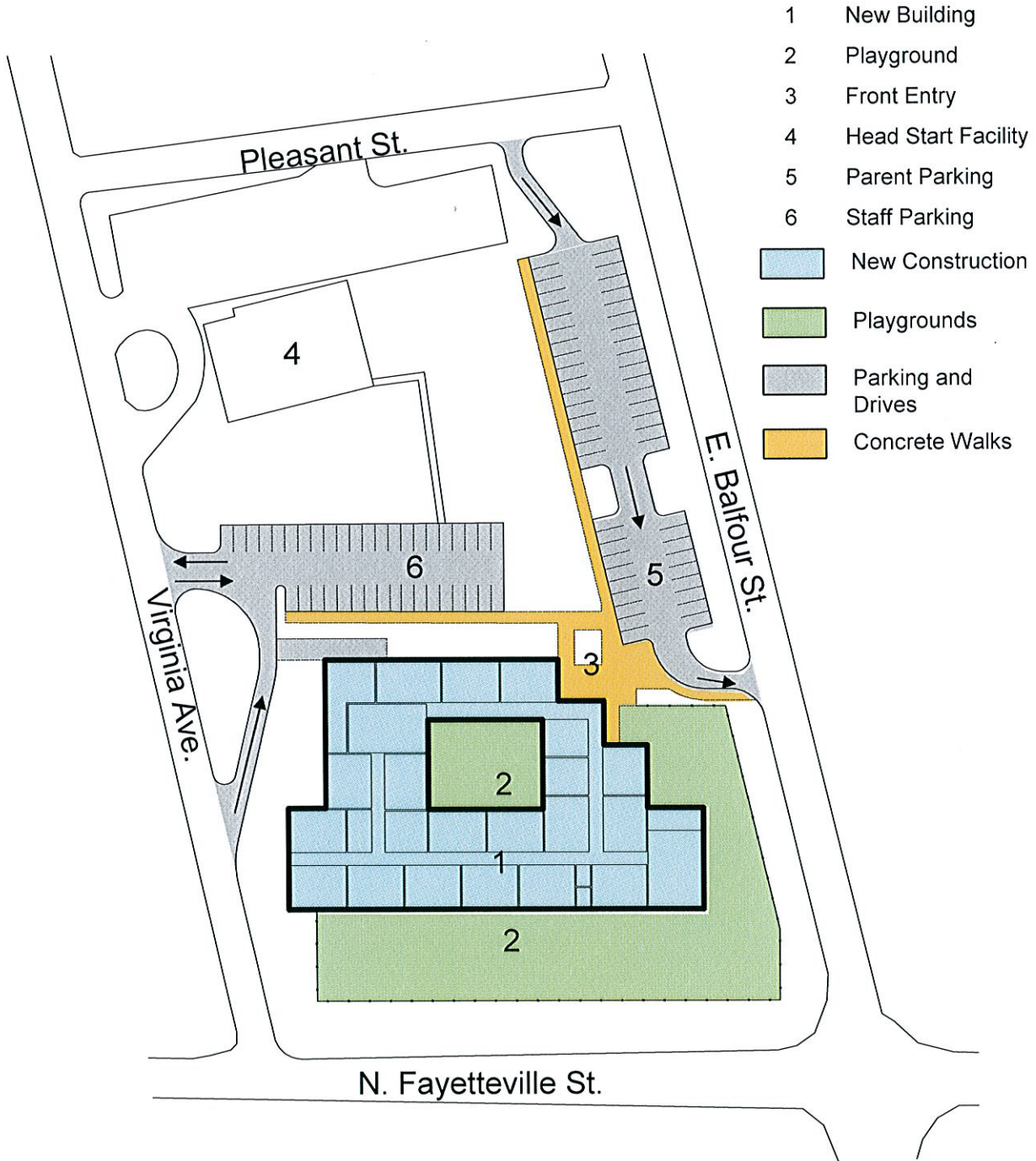
Early Childhood Education Center Budget

Owner's Costs			
Item	Quantity	Cost	Total
Property and Building Survey	1	\$10,000	\$10,000
Soil Borings	1	\$4,000	\$4,000
Asbestos Survey	1	\$3,000	\$3,000
Agency Approval Fees	1	\$8,000	\$8,000
Construction Testing	1	\$24,000	\$24,000
Advertising	1	\$1,000	\$1,000
Furniture / Fixtures / Equipment	1	\$0	\$0
Technology/Infrastructure	1	\$50,000	\$50,000
Hazardous Materials Abatement	18789	\$10	\$187,890
Sub-Total Owner's Costs			\$287,890
Design Costs			
Item	Quantity	Cost	Total
AE Design Fee for Old Balfour Study Phase 1			PAID
AE Design Fee for Old Balfour Study Phase 2	1	\$15,000	\$15,000
AE Design Fee for SD, DD, CD, & CA	1	\$405,994	\$390,994
Hazardous Materials Removal Design & Monitoring	1	\$6,000	\$6,000
Sub-Total Design Costs			\$411,994
Construction Costs			
Item	Quantity	Cost	Total
Site Improvements			
Move Play Area to rear of buildings	1	\$30,000	\$30,000
New Parking Area	1	\$50,000	\$50,000
New Drop off	1	\$75,000	\$75,000
Water / Sewer Tap Fees	1	\$4,000	\$4,000
Stormwater	1	\$50,000	\$50,000
Erosion Control	1	\$12,000	\$12,000
Landscaping	1	\$50,000	\$50,000
Sub-Total Site Improvement Costs			\$271,000
Building Construction			
Building Demolition, buildings A, C, and D	20014	\$6	\$120,084
Cafeteria Renovations	2150	\$75	\$161,250
Kitchen Renovations & Equipment	1332	\$190	\$253,080
Building H Renovations, Infant/Todder area	4356	\$80	\$348,480
Building J Renovations, Pre K rooms	5191	\$80	\$415,280
New Infil Building Addition	26045	\$140	\$3,646,300
Sub-Total Building Construction Costs			\$4,944,474
Construction Related Costs			
Contingency	4%	\$4,944,474	\$197,779
Sub-Total Construction Related Costs			\$197,779
Sub Total Construction Costs			\$5,413,253
TOTAL PROJECT COSTS			\$6,113,137

Project cost if a 15% savings can be realized due to current economic conditions \$5,196,166

Asheboro City Schools

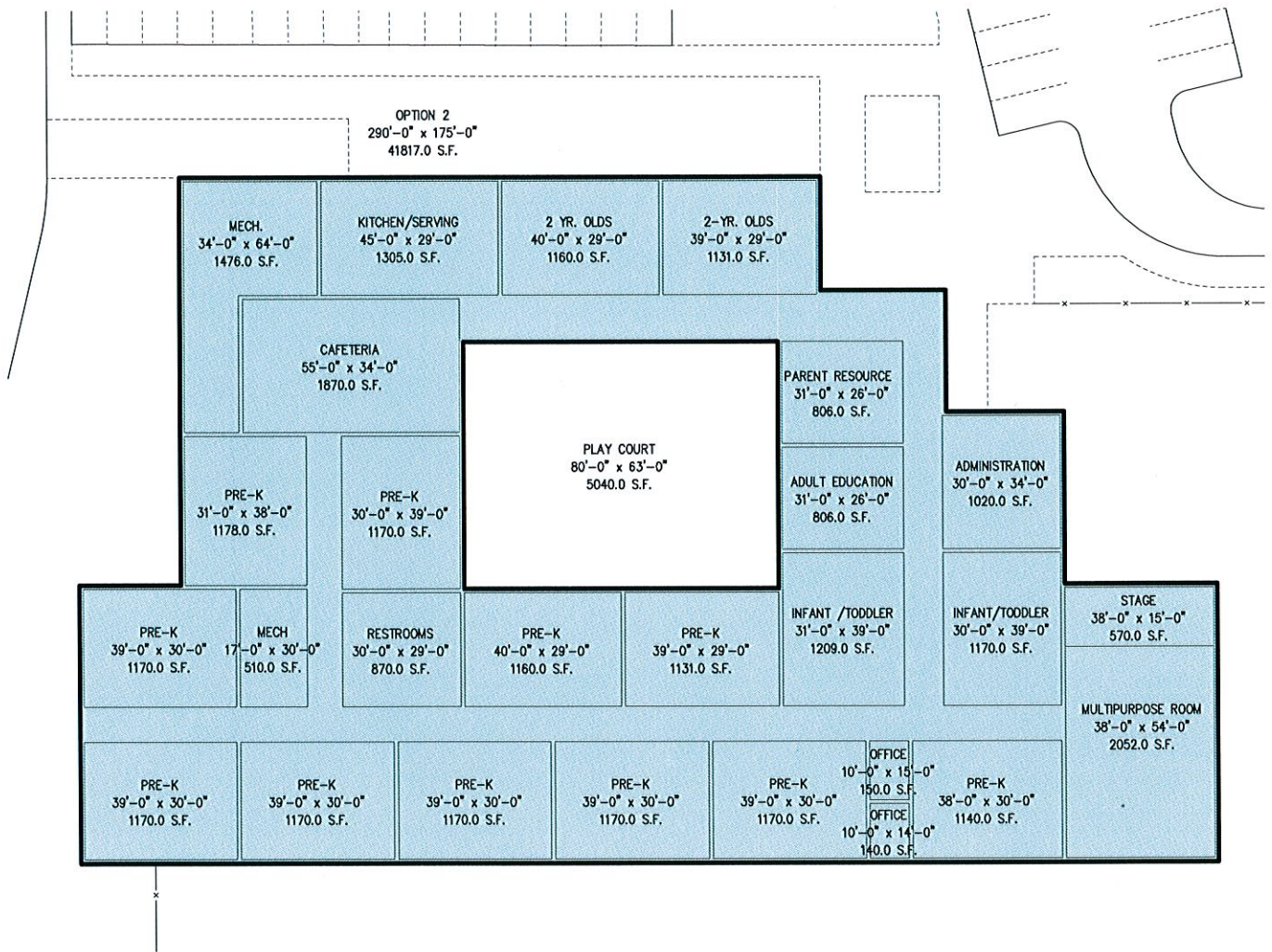
Old Balfour Early childhood Education Center Option 2



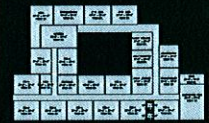
Asheboro City Schools

Old Balfour Early childhood Education Center

Option 2



Proposed Space Relationship Diagram



Option 2

Early Childhood Education Center Budget

Owner's Costs				
Item	Quantity	Cost	Total	
Property and Building Survey	1	\$10,000	\$10,000	
Soil Borings	1	\$4,000	\$4,000	
Asbestos Survey	1	\$3,000	\$3,000	
Agency Approval Fees	1	\$8,000	\$8,000	
Construction Testing	1	\$24,000	\$24,000	
Advertising	1	\$1,000	\$1,000	
Furniture / Fixtures / Equipment	1	\$0	\$0	
Technology Infrastructure	1	\$50,000	\$50,000	
Hazardous Materiala Abatement	18789	\$10	\$187,890	
Sub-Total Owner's Costs			\$287,890	
Design Costs				
Item	Quantity	Cost	Total	
AE Design Fee for Old Balfour Study Phase 1			PAID	
AE Design Fee for Old Balfour Study Phase 2	1	\$15,000	\$15,000	
AE Design Fee for SD, DD, CD, & CA	1	\$477,491	\$462,491	
Hazardous Materials Removal Design & Monitoring	1	\$6,000	\$6,000	
Subtotal Design Costs			\$483,491	
Construction Costs				
Item	Quantity	Cost	Total	
Site Improvements				
Move Play Area to rear of buildings	1	\$30,000	\$30,000	
New Parking Area	1	\$50,000	\$50,000	
New Drop off	1	\$75,000	\$75,000	
Water / Sewer Tap Fees	1	\$4,000	\$4,000	
Stormwater	1	\$50,000	\$50,000	
Erosion Control	1	\$12,000	\$12,000	
Landscaping	1	\$50,000	\$50,000	
Sub-Total Site Improvement Costs			\$271,000	
Building Construction				
New Construction	39,074	\$150	\$5,861,100	
Sub-Total Building Construction Costs			\$5,861,100	
Construction Related Costs				
Contingency	4%	\$5,861,100	\$234,444	
Sub-Total Construction Related Costs			\$234,444	
Sub-Total Construction Costs			\$6,366,544	
TOTAL PROJECT COSTS			\$7,137,925	

Project cost if a 15% savings can be realized due to current economic conditions \$6,067,236

Asheboro City Schools

Old Balfour Early Childhood Education Center

Schedule

Cash Flow Schedule		29-Jul-09		SMITHSINNETT architecture
ASHEBORO CITY SCHOOLS - Old Balfour School Early Childhood Education Center				
Proposed Project Schedule				
Schedule				
Item	Begin	Complete	Amount of Time	
Old Balfour School Study Phase 2				
Initiate Study	6/15/09	7/30/09	45	
Present Study results at Board Retreat, 50% SD	7/30/09	7/30/09	0	
Initiate Survey and Phase 1 Environmental	8/1/09	9/15/09	45	
Option 1 Schedule				
Schematic Design	8/1/09	8/31/09	30	
Schematic Design Review	9/1/09	9/15/09	14	
Design Development	9/16/09	10/15/09	29	
Design Development Review	10/16/09	10/30/09	14	
90% Construction Documents	11/1/09	12/30/09	59	
Initiate Hazardous Materials Removal Design	1/1/10	3/15/10	73	
CD Regulatory and Owner Review	1/1/10	2/28/10	58	
100% Construction Documents	2/28/10	3/12/10	12	
Release for Bids	3/15/10	3/15/10	0	
Bid Administration	3/15/10	4/15/10	31	
Bid and Contract Approval	4/27/10	4/27/10	0	
Shop Drawing Review and Approvals	5/1/10	6/4/10	34	
Hazardous Materials Removal	6/1/10	7/1/10	30	
Begin Construction	7/2/10	6/15/11	348	
Final Report and Closeout Documents	7/4/11	9/30/11	88	

Asheboro City Schools
Food Service Management Contract
2009 – 2010

Food Service Management Contracts must be rebid every five years. The 2008-2009 school year ended Asheboro City Schools most recent five year management service agreement with Sodexo. Sodexo submitted the only responsive bid at the May 12, 2009 bid opening. The bid has been reviewed and approved by the Child Nutrition staff at the State Department of Public Instruction.

The contract is based on a firm fixed price of \$1.235 per meal. Payments are to be made monthly based on the number of meals served each month. The contract also includes a guarantee for a breakeven financial operation and a reimbursement for any loss up to \$150,000.

Based on the Proposal submitted by Sodexo, we recommend awarding the 2009-2010 Food Service Management Contract to Sodexo. The contract may then be extended for an additional four years based on annual approval by the Board of Education.

**MAXIMUM ALLOWABLE COST FOR ALL MEALS AND SERVICES
FIRM, FIXED PRICE CONTRACT
SUMMARY**

Name of Firm Submitting Proposal: Sodexo Management, Inc.

Mailing Address: 1320 Greenway Drive, Ste 400, Irving, TX 75038

Telephone: 972.510.2200

Date Submitted: 5-8-09

Maximum Allowable Charge Per Meal:	\$ <u>\$ 1.195</u>
Management Fee Per Meal:	\$ <u>\$.04</u>
*Total Firm, Fixed Price Cost:	\$ <u>\$ 1.235</u>

*Note: No additional fees, costs or expenses may be charged to the SFA above the total, firm, fixed price cost:

Addenda Numbered _____ through _____ were received prior to my signing this proposal.

I certify by my signature below that the per meal prices quoted in this proposal are correct and that I have the authority to obligate the company to perform under the conditions outlined in the RFP.

I certify by my signature below that as authorized representative of the FSMC, I certify that FSMC is qualified to submit a proposal/bid as indicated in the RFP and accept the basis for selection of an FSMC.

Signature:	<i>Lorna C. Donatone</i>
Print Name:	Lorna C. Donatone
Title:	President, School Services
Telephone:	972.510.2200
Date:	5-8-09



FSMC Guarantee

Sodexo guarantees a breakeven program for the Asheboro City Schools. Sodexo and the District will work together to ensure a financially secure operation. If a deficit results in the program, Sodexo shall reimburse the District for the deficit. Any reimbursement shall not exceed \$150,000.

Included in our Firm Fixed Price, is an investment for the Asheboro City High School renovation of \$74,000. We've included details on this renovation with renderings in our Marketing Section. Our guarantee includes a breakeven budget for the Child Nutrition Department and a major investment in renovating the high school program.



Policy 4316: Standard of Appearance or Clothing

As recommended to the Board Policy Committee, June 11, 2009

This policy dealing with the standard of appearance or clothing was discussed by the policy committee and one change was made to terminology. The word, "school," was replaced by the word, "district," to indicate that this policy is applicable not only to individual schools but to the district as a whole.

STANDARD OF APPEARANCE OR CLOTHING

Policy Code: 4316

All students and parents have the right to determine what the student wears unless the student's appearance or clothing (1) violates the reasonable dress code adopted and publicized by the school district, (2) is substantially disruptive, (3) is provocative or obscene, (4) endangers the health or safety of the students or others, or (4) is gang-related.

It is the responsibility of the schools to foster good habits of dress and grooming just as it is their responsibility to maintain an atmosphere conducive to optimal learning. It is in the interest of pride in one's self, community, and school for the students in the Asheboro City Schools to be encouraged and expected to dress safely, cleanly, and decently.

Consequences for violating the standard for appearance or clothing will be provided in accordance with each school's student behavior management plan (see board policy 4302, School Plan for Management of Student Behavior).

Legal References: U.S. Const. amend. I; N.C. Const. art. I, § 14; G.S. 14-132, -132.2, -288.2, -288.4; G.S. 115C-47, -288, -307, -390, -391

Cross References: School Plan for Management of Student Behavior (policy 4302)

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

Administrative Procedure: None

Policy 5040: News Media Relations

As recommended to the Board Policy Committee, June 11, 2009

This policy dealing with the means of communicating information about the schools to the community has been revised to include not only the policy number but also the title of the policy, "News Media Relations."

The news media can be an important means of communicating information about the schools to the community. The superintendent is responsible for establishing an effective working relationship with the news media. The news media should be notified whenever necessary to relay information to the public, such as when there are emergency school closings. The superintendent also is expected to identify opportunities to educate the news media regarding the goals of the board and schools, especially as they relate to student success and the educational program. The superintendent also should inform the news media of the results of the schools' efforts to increase student success.

The superintendent may designate a spokesperson to provide information to the news media. The school district will respond to the media's requests for information in compliance with the board policy on public records, policy 5070/7350, Public Records – Retention, Release and Disposition.

The board policy on visitors to schools, policy 5020, applies to news media. News media are expected to cooperate with the schools in their efforts to provide a safe, orderly and inviting learning environment in which disruptions to instructional time are minimized. The principal or superintendent may require news media to leave or prevent news media from entering school grounds if the news media's presence interferes with these efforts.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 115C-47, -109.3, -319 to -321, -402; 132-1 to -9; *Public Database Indexing Guidelines and Recommendations*, N.C. Division of Archives and History; N.C. Attorney General Advisory Opinion, letter to Elizabeth Buford, February 26, 1996.

Cross References: Board Meeting News Coverage (policy 2325), Visitors to the Schools (policy 5020), Emergency Closings (policy 5050), Public Records – Retention, Release and Disposition (policy 5070/7350)

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

Administrative Procedure: None

Updated: October 11, 2007

Policy 6524: Network Security

As recommended to the Board Policy Committee, June 11, 2009

This is a new policy that addresses system integrity and security since sensitive and confidential information may be stored in these systems. It provides directives contained in several categories that include network and information security, security awareness, virus protection, training for use of technological resources, and specific requirements related to user ID and password, NC WISE, and remote access.

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

A. NETWORK AND INFORMATION SECURITY

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

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

B. SECURITY AWARENESS

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

C. VIRUS PROTECTION

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

D. TRAINING FOR USE OF TECHNOLOGICAL RESOURCES

Users should be trained as necessary to effectively use technological resources. Such training should include information related to remote access, virus protection, NC WISE, network and information security, and other topics deemed necessary by the superintendent or technology director. Each school should identify any staff development appropriations for technological training in their school improvement plans. The superintendent and technology director should assist schools in coordinating staff development needs as provided in policy 1610/7800, Professional Development and Assistance.

E. ACCESS TO INFORMATION TECHNOLOGY SYSTEMS**1. User ID and Password**

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

2. NC WISE

The technology director or designee shall ensure that any school system computers utilizing the NC WISE application pursuant to State Board of Education Policy EEO-C-018 adhere to requirements of the NC WISE Password and Workstation Policy, including provisions related to the user identification, password and workstation security standards. Employees must follow such standards for all computers used to access the NC WISE system, including the employee's personal computer.

3. Remote Access

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

Legal References: G.S. 115C-523, -524

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

Adopted:

Policy 7920: Professional Personnel Reduction in Force

As recommended to the Board Policy Committee, June 11, 2009

This policy has been revised to update the existing procedure for reducing the number of licensed, professional employees of the school district. It establishes grounds for reduction in force that include system reorganization, declining enrollment, and financial exigency. After preliminary determination based on established criteria has been made, a procedure for termination is described. This policy revision complies with the state board of education policy 7920.

**PROFESSIONAL
PERSONNEL REDUCTION IN FORCE**

Policy Code: **7920**

The purpose of this policy is to establish an orderly procedure for ~~the reduction~~ reducing the number of licensed, professional employees of the school district.

A. ~~—~~ GROUND~~S~~ FOR REDUCTION IN FORCE

~~Reduction in force may be implemented when the board determines that any of the following circumstances exist:~~

~~1. ~~—~~ District Reorganization ~~—~~ defined as:~~

- ~~a. ~~—~~ declining enrollment, financial exigency, or other cause(s) warranting closing, consolidation or reorganization of schools, school buildings or facilities; and the number of existing licensed employees exceeds the number required to staff the school, school buildings or facility as reorganized; or~~
- ~~b. ~~—~~ any elimination, curtailment or reorganization of a curriculum offering, program or school operation; or a reorganization or consolidation of two or more individual schools or school districts that is unrelated to financial exigency.~~

~~2. ~~—~~ Declining Enrollment~~

~~Declining enrollment exists when the enrollment or projected enrollment for the next succeeding school year causes a decrease in the number of teaching or administrative positions allocated by the State or any other funding source; or when the enrollment or projected enrollment for the next succeeding school year of a curriculum offering or program is inadequate to justify continuation of the course or program.~~

~~3. ~~—~~ Financial Exigency~~

~~Financial exigency means any significant decline in the board of education's financial resources that is brought about by the decline in enrollment or by other actions or events that compel a change in the school district's current operational budget; or any significant decrease or elimination in funding for a particular program; or any insufficiency in funding that would render the board unable to continue existing programs at current levels.~~

-
- a. the grounds for reduction in force;
 - b. the number or estimated number of licensed employees to be reduced by area(s) of licenses and/or program responsibility; and
 - c. the background information, data and rationale for the recommendation.
3. The board of education will review the superintendent's recommendation and will determine whether to reduce the number of licensed employees or to reduce their terms of employment.
 4. If the board, after exploring, considering and discussing a variety of ways to avoid a reduction in force, determines that the number of licensed employees is to be reduced, the superintendent will recommend to the board which individuals are to be dismissed, demoted or reduced to part-time employment, based on the criteria set forth below.

C. CRITERIA

The primary consideration in any reduction in force will be the maintenance of a sound and balanced educational program that is consistent with the functions and responsibilities of the school district. The board will consider the following factors in determining which employees will be included in the reduction in force:

1. performance ratings;
2. ~~joint licenses~~ areas of licensure;
3. highly qualified status;
- ~~34.~~ program enrollment;
- ~~45.~~ service in extra duty positions and ability to fill such positions;
- ~~56.~~ length of service, with higher priority given to service in this school district;
- ~~67.~~ degree level; and
- ~~78.~~ recommendations and advice from the superintendent. ~~;~~ ~~and~~
- ~~8.~~ ~~degree level.~~

Among these factors primary consideration will be given to criteria (1) and (~~6~~8) above.

D. EXCLUSIONS

The superintendent may recommend to the board the exclusions of specifically identified employees in an area of licensure or administration from a reduction in force for specifically stated special or exceptional circumstances; provided, however, that a probationary employee may not be excluded from a reduction in force if his or her exclusion would result in the dismissal or demotion of a career teacher who is licensed and otherwise as qualified as the probationary employee. Special or exceptional circumstances include:

1. a need or desire to retain those employees whose performances are deemed outstanding based upon regular evaluation reports and other indicators of excellence;
2. a need or desire to retain those employees who are specifically qualified to coach or sponsor an extracurricular activity; and
3. any other special or exceptional circumstances as recommended by the superintendent and approved by the board of education.

E. PROCEDURE FOR TERMINATION

The board will consider the superintendent's recommendation and may, by resolution, order dismissal or demotion of an individual or reduce an individual to part-time employment. All requirements of G.S. 115C-325 will be met, including time limits and procedures for notice and opportunity for a hearing, when any career teacher (as defined in G.S. 115C-325) is terminated, demoted or reduced to part-time employment due to reduction in force or any probationary teacher (as defined in G.S. 115C-325) is terminated, demoted or reduced to part-time employment during the term of the contract due to a reduction in force.

F. TERMINATION/REEMPLOYMENT OF A CAREER EMPLOYEE

When a career teacher is dismissed in accordance with this policy, his or her name will be placed on a list of available employees to be maintained by the board. Career teachers whose names are placed on such a list will have a priority on all positions for which they are qualified which become available in the school district for the three consecutive years succeeding their dismissal. If the school district offers the dismissed teacher a position for which the teacher is licensed and the position is refused, the teacher's name will be removed from the priority list.

G. NONRENEWAL OF AN EMPLOYEE

The board, upon recommendation of the superintendent, may refuse to renew the contract of a probationary teacher or to reemploy any teacher who is not under contract for any cause it deems sufficient. The non-renewal of a probationary teacher contract or non-reemployment of any teacher who is not under contract is not considered a “termination” under this policy. As a result, the procedures set forth in this policy will not be required to be followed before the board’s decision not to renew or reemploy such employee.

Legal Reference: G.S. 115C-325

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

Updated: April 8, 1999

Administrative Procedure: None

School/Location	Date	Event	Time
AHS	Wednesday, August 12, 2009	AHS vs. Rowan (scrimmage)	6:00pm
PDC	Thursday, August 13, 2009	Board of Education Meeting	7:30pm
	Monday, August 17, 2009	Teachers Return	
AHS Zoo School	Tuesday, August 18, 2009	Student Orientation	9:00-11:00am
NAMS/SAMS	Tuesday, August 18, 2009	Grades 7 and 8 - Open House	6:30-8:00pm
AHS/PAC	Thursday, August 20, 2009	Breakfast and Convocation	7:30am
All Elementaries	Thursday, August 20, 2009	Elementary Open House	4:00-6:00pm
AHS	Thursday, August 20, 2009	Grades 10-12 Open House	5:00-7:00pm
NAMS/SAMS	Thursday, August 20, 2009	6th Grade Open House	6:30-8:00pm
All Elementaries	Monday, August 24, 2009	Kindergarten Parent Meeting	5:30pm
All Schools	Tuesday, August 25, 2009	First Day of School	
ECDC	Thursday, August 27, 2009	Open House	5:00-7:00pm
AHS	Friday, August 28, 2009	AHS vs. SE Guilford	7:30pm
AHS	Saturday, August 29, 2009	Family Alliance Network FAN Fair	9:00am to 1:00pm
AHS	Friday, September 11, 2009	AHS vs. Eastern Randolph (middle school night)	7:30pm
CWM	Thursday, September 17, 2009	PTO Meeting	6:00pm
AHS	Friday, September 25, 2009	AHS vs. Thomasville (Hall of Fame night)	7:30pm
Stokes County	Wednesday, September 30, 2009	NCSBA District 5 meeting	4:00pm to 8:00pm



Parent FAN Fair

Saturday, August 29th

9:00am to 1:00pm

AHS Comet Corner

Come learn about various topics to support your child's education by attending up to four mini-workshops for parents.

Math Trail Blazers – explore the new math curriculum (grades K-5)
9am, 10am or 12noon

Balanced Literacy program – how do we teach children to read? (K-5) **10am only**

SMARTboard demonstration – see how this new technology is changing the classroom (grades K-12) **9am, 10am or 12noon**

How to keep your kids motivated and on track to graduation (grades 7-11)
10am or 11am

Literacy activities for parents to use at home (K-5)
11am or 12noon

Nutrition basics for kids (K-12) **12noon only**

How CFNC can help you and your student with PSAT and SAT prep (grades 9-12) **10am only, English and Spanish**

AVID and GEAR UP programs, how will these programs help your child reach their potential? (grades 6-10) **9am or 11am**

Learn how to have an effective parent/teacher conference (grades K-12) **English 9am or 12noon Spanish 10am or 12noon**

SOAR with Randolph Hospital (K-5) **10am or 11am**

Ways to keep your child healthy during the school year (grades K-12) **10am or 11am**

Positive Behavior Support – strategies for parents (grades K-12) **10am or 12noon**

Healthy Meals on a Budget (grades K-5)
11am only

10 Important things for Latino parent involvement (grades K-12) **Spanish only 9am or 11am**

Planning/Preparing for College with CFNC (grades K-12)
9am or 11am in English and Spanish

Information Booths open from 9am to 1pm

AVID
GEAR UP
Math Fair
Science Fair
Battle of the Books
PAGE
Communities in Schools
Child Nutrition
4-H
SOAR
TI Inspire demo
Rand. County Safe Kids demo
General Education questions

Games, activities and snacks available for children ages 5 and up

Learn how to help your child select appropriate reading material (grades K-12)
9am or 11am