

ASHEBORO CITY BOARD OF EDUCATION
October 13, 2011
7:30 p.m.
Asheboro High School
Professional Development Center

***6:00 p.m. – Policy Committee**

***6:45 p.m. – Finance Committee Meeting**

I. Opening

- A. Call to Order
- B. Invocation – Phillip Cheek
- C. Pledge of Allegiance– Mahamadou Diallo, South Asheboro Middle School
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Athletic Honors – Ejection Free/Wells Fargo Cup
- B. Community Partner Spotlight – Drs. Dough and Sisco, and Ms. Staley, Trainer
- C. Board Spotlight – South Asheboro Middle School
- D. Principal of the Year – Julie Brady, Charles W. McCrary Elementary

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 – September 8, 2011
- B. Personnel
- C. Discard List
- D. Budget Amendment
- E. Lindley Park Field Trip Request – Washington, DC

V. Information, Reports and Recommendations

- A. Policy 3430 – School Improvement Plan
- Policy 4260 – Student Sex Offenders
- Policy 4301 – Authority of School Personnel
- Policy 4341 – Parent Involvement in Student Behavior Issues
- Policy 4353 – Long-term Suspension, 365-Day Suspension, Expulsion
- Policy 4362 – Requests for Readmission of Students Suspended for 365 Days or Expelled
- Policy 4370 – School Discipline Hearing Procedures
- Policy 4400 – Attendance
- B. 2012-13 Calendar Options
- C. Annual Discipline Data

VI. Action Items

- *A.** Continuous Improvement Plans for Secondary Education
- *B.** New Courses for CTE
- *C.** Policies
 - Policy 7920 – Professional Personnel Reduction in Force
 - Policy 4300 – Student Behavior Policies
 - Policy 3470/4305 – Alternative Learning Programs/Schools
 - Policy 4320 – Tobacco Products-Students
 - Policy 4325 – Drugs and Alcohol
 - Policy 4333 – Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety
 - Policy 4351 – Short-Term Suspension
 - Policy 4352 – Removal of Student During the Day
 - Policy 4315 – Disruptive Behavior
 - Policy 4316 – Student Dress Code
 - Policy 4330 – Theft, Trespass and Damage to Property
 - Policy 4340 – School Level Investigations

VII. Superintendent's Report/Calendar of Events

- A.** Calendar of Events
- B.** Points of Pride
- C.** 2011-12 Board Goals/Annual Milestones

VIII. Board Operations

- A.** Important Dates to Remember:
 - NCSBA Fall Law Conference – October 19-21, 2011, Renaissance, Asheville
 - NCSBA Annual Conference – November 14-16, 2011, Greensboro
 - NSBA Annual Conference – April 21-23, 2012, Boston, MA
- B.** Report on Superintendent Evaluation Committee
- C.** Appointment of Nominating Committee for Board Vacancy
- D.** Recognition of Service – Derek Robbins

IX. Adjournment

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

ASHEBORO CITY BOARD OF EDUCATION
October 13, 2011
7:30 p.m.
Asheboro High School
Professional Development Center

Addendum

- I. **Opening**

- III. ***Consent Agenda**
 - B. Personnel
 - F. Asheboro High School Field Trip Request – Washington, DC and New York, New York

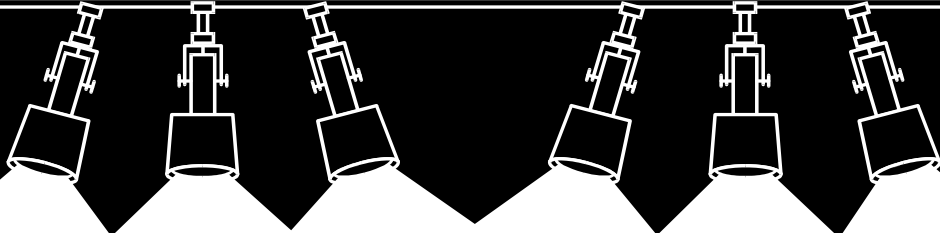
- VI. **Action Items**
 - *C. Policy 4345 – Student Discipline Records

- 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, prepared for 21st century global citizenship.

October 13, 2011



Community Spotlight: Tonight we are pleased to recognize the following individuals for their work with and support of all Asheboro High School athletic teams:

Dr. Lance Sisco
Dr. Robert Dough
Jana Staley, Athletic Trainer

Board Spotlight:

The SAMS Spotlight is entitled “Blurring the Boundaries.” SAMS will be sharing a few ways in which they are working to engage parents and community members in their work. Information SAMS will share about includes: home visits to the homes of fifty at-risk students, their growing program of providing English instruction to the parents and friends of their English Language Learners, and their report card pick up/mini-conference events.

Special Recognition:

Julie Brady, McCrary, ACS 2011-2012 Principal of the Year
Asheboro High School Athletics – Wachovia/Wells Fargo
Cup and Ejection Free

Minutes of the Asheboro City Board of Education September 8, 2011

Policy Committee

The Policy Committee convened at 6:00 PM in the Professional Development Center with the following members present:

Gidget Kidd	Jane Redding
Archie Priest	Dr. Kelly Harris
Linda Cranford	

Staff members present were: Dr. Diane Frost, Dr. Tim Allgood, Jennifer Smith, Dr. Hazel Frick, and Dr. Brad Rice.

Mr. Priest called the meeting to order at 6:00 PM and referred to Dr. Frick to begin review of the agenda.

- Dr. Rice reviewed the following additional polices that have minor updates, definitions and clarifications required due to changes in discipline laws:
 - Policy 3430 – School Improvement Plan
 - Policy 4260 – Student Sex Offenders
 - Policy 4301 – Authority of School Personnel
 - Policy 4341 – Parent Involvement in Student Behavior Issues
 - Policy 4353 – Long-term Suspension, 356-Day Suspension, Expulsion
 - Policy 4362 – Requests for Readmission of Students Suspended for 365 Days or Expelled
 - Policy 4370 – School Discipline Hearing Procedures
 - Policy 4400 – Attendance
- All policies will go to the Board in October for 30-day review.

With no further business, the meeting was adjourned at 6:30 PM.

Finance Committee

The Finance Committee convened at 6:45 p.m. in the Professional Development Center conference room with the following board members present:

Kyle Lamb, Chairman	Gidget Kidd
Steve Jones	Jane Redding
Chris Yow	

Committee members absent were Joyce Harrington and Derek Robbins.

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

Chairman Lamb called the meeting to order and referred to Mr. Blair to begin the meeting. Mr. Blair presented information regarding the 2011-2012 Sodexo Contract addenda for the summer feeding program. Then the 2011-2012 budget information was presented including updates on the Prekindergarten program, federal funding, supply allotments, and K-12 classroom teacher and assistant

positions. Following the budget discussion, Dr. Frost presented information on the current average daily membership and class size averages.

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
Jane Redding	Linda Cranford
Archie Priest	Chris Yow
Joyce Harrington	Steve Jones
Kelly Harris	

Archie Smith, Jr., Attorney

Board member absent was Phillip Cheek. Board member Derek Robbins arrived at 8:50 p.m.

Staff members present were Dr. Diane Frost, Jennifer Smith, Harold Blair, Carla Freemyer, Mike Mize, Dr. Brad Rice, Dr. Hazel Frick, Dr. Tim Allgood, Pam Johnson, Julie Pack, and Wendy Rich.

Chairman Kidd called the meeting to order. Dr. Harris gave the invocation and led the pledge of allegiance.

Mr. Lamb made a motion to approve the agenda, seconded by Mr. Priest, and the agenda was unanimously approved by the Board.

Special Recognition and Presentations

Carla Freemyer recognized Cathy Clark and her staff at Carter's Pharmacy for their support of our students through donating 500 brightly colored back packs with supplies to our K-3 students. Their generosity made a huge impact on our students and helped many families in our school community prepare for the new school year. Cathy was presented with a framed certificate from the Asheboro City Board of Education

Jennifer Smith introduced Susan Vanderburg, Pre-School Coordinator, to present information about the SEFEL Initiative at ECDC. This initiative supports the implementation of the Center on the Social and Emotional Foundations for Early Learning (SEFEL) Teaching Pyramid Model in selected NC public school preschool programs. This research-based framework promotes the healthy, social emotional development of young children and helps to reduce challenging behaviors. When implemented consistently over time this model ultimately improves child outcomes and helps to facilitate inclusion. Stacey Federhart and Tracy Little, teachers at ECDC, presented a PowerPoint showing how the model is used in the classroom.

Public Comments

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

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

Consent Agenda

The following Consent Agenda items were approved:

Approval of Minutes – August 11, 2011

Personnel

RESIGNATIONS/RETIREMENTS/SEPARATIONS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Doiron, Florence	BAL/Gifted Education	12/31/11
Everett, Callie	GBT/Instructional Assistant (P/T)	8/16/11
Hernandez, Nicole	SAMS/Language Arts	9/2/11
Lyons, Mary	AHS/English	9/2/11
White, Shandra	DLL/Instructional Assistant	8/12/11
Wray, Catherine	AHS/Media	8/22/11
New, Beverly	AHS/Custodian	5/31/12
Sellman, Barbara	CO/Payroll Assistant	12/30/11

APPOINTMENTS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Domally, Marc	AHS/English	9/6/11
Hayes, Robin	BAL/Instructional Assistant (P/T)	8/22/11
Kemp, Caroline	CWM/Reading (P/T)	8/22/11
Rice, Keasha	CWM/Instructional Assistant	8/17/11
Trogdon, Quinton	CO/Bus Driver	8/17/11
Watson, Christopher	AHS/Instructional Assistant (ISS)	9/6/11

TRANSFERS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Foster, Robin	DLL/Instructional Facilitator to CO/Instructional Facilitator	8/17/11
Frost, Sharon	GBT/Instructional Facilitator to CO/Instructional Facilitator	8/17/11
Goad, Zara	ECDC/Instructional Assistant to GBT/Instructional Assistant	8/17/11
Harris, Vicky	ECDC/Instructional Assistant to GBT/Instructional Assistant	8/17/11
Kidwell, Donna	ECDC/Instructional Assistant to GBT/Instructional Assistant	8/17/11
McClosky, Joel	CWM/Instructional Facilitator to CO/Instructional Facilitator	8/17/11
Nichols, Nancy	SAMS/Instructional Assistant to AHS/Instructional Assistant	8/17/11

Seamless Summer Sodexo Agreement (A copy of this agreement will become a part of these minutes.)

Information, Reports and Recommendations

Carla Freemyer presented an overview of the Parent Assistant Module which will be piloted at Asheboro High School within a couple of weeks. Through Parent Assist, parents will be able to access student information such as attendance, demographics, grades, etc. The pilot aspect of this process is to confirm that systems in multi-district data centers only have access to their data. This option will be introduced to parents soon and begin a 30-day pilot. Based on data analysis and approval by DPI, we will be able to offer this same parent assist option to our other schools later this fall. Parent participation will be voluntary in this program.

Dr. Frick presented, for 30-day review, the following policies:

- Policy 7920 – Professional Personnel Reduction in Force
- Policy 4300 – Student Behavior Policies
- Policy 3470/4305 – Alternative Learning Programs/Schools
- Policy 4315 – Disruptive Behavior
- Policy 4316 – Student Dress Code
- Policy 4320 – Tobacco Products – Students
- Policy 4325 – Drugs and Alcohol
- Policy 4330 – Theft, Trespass and Damage to Property
- Policy 4333 – Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety
- Policy 4340 – School Level Investigations
- Policy 4345 – Student Discipline Records
- Policy 4351 – Short-Term Suspension
- Policy 4352 – Removal of Student During the Day

Dr. Allgood presented information on the new concussion safety requirements in athletics. He described the partnership with Randolph Hospital to effectively implement these requirements for our football players.

Julie Pack reported on the number of Asheboro City Schools' students who took Advanced Placement exams in 2011. A total of 141 students took the exams and the total number of exams taken 202. A breakdown of the scores on the AP tests was presented as well.

Action Items

Harold Blair provided an overview of the 2011-12 Budget Resolution totaling \$44,653,475. A motion was made by Ms. Harrington and seconded by Ms. Cranford to approve the Budget Resolution as presented. Motion passed unanimously. (A copy of the 2011-2012 Budget Resolution will become a part of these minutes.)

Superintendent's Report/Calendar of Events

Dr. Frost presented the finalized plan for Race to the Top-Detailed Scope of Work. An itemized budget of how the funds from RttT will be utilized was reported to the board.

Ms. Freemyer shared the Calendar of Events highlighting the following dates: Parent Meeting at Teachey, September 19; Parent Meeting at SAMS, September 26; Parent Meeting at Lindley, September 29; Parent Meeting at McCrary, October 4; Parent Meeting at Loflin, October 6; Parent Meeting at Balfour, October 24; and Parent Meeting at NAMS, November 3. Also, please note that the PTO/PTA Presidents Round Table has been changed from October 18 to October 17.

Superintendent Frost presented an update on the 2011-2012 Asheboro City Schools' Strategic Plan goals.

Dr. Frost provided 10-day enrollment figures. Total enrollment after 10 days for Asheboro City Schools was 4,762, up 151 students from last year. She reported the average K-5 class size for the school district is 20.6, up from 20.0 a year ago.

Board Operations

Chairman Kidd reminded members of the Board of the following important dates:

- NCSBA District Meeting, September 21

- Hall of Fame Night at AHS, September 23
- NCSBA Fall Law Conference, October 19-21
- NCSBA Annual Conference, November 14-16

Chairman Kidd reported that the North Carolina School Boards Association has requested nominees for the Raleigh Dingman Award sponsored by the Association. The Raleigh Dingman Award recognizes an individual who exemplifies leadership and board service. The Board unanimously selected Steve Jones as Asheboro City Schools' candidate for the Raleigh Dingman Award.

Chairman Kidd appointed an ad hoc committee to review options for addressing facility needs at the Early Childhood Development Center. Board members appointed are:

Archie Priest
Chris Yow
Phillip Cheek
Jane Redding

Upon motion by Ms. Cranford, seconded by Ms. Harrington, and unanimously passed, the Board entered closed session at 8:46 p.m. to discuss the Superintendent's Annual Performance Evaluation.

Executive Session

Upon motion by Ms. Cranford, seconded by Mr. Jones, the Board adjourned from executive session and reconvened in open session at 9:24 p.m. Motion carried.

Open Session

A motion was made by Mr. Lamb, seconded by Mr. Yow to reconvene open session, unanimously approved by the board. A motion was made by Mr. Jones and seconded by Ms. Harrington, to approve the Superintendent's contract as agreed renewing the contract, extending it to 2015, and approving the compensation package per her contract. Motion passed 7-3 with Mr. Robbins, Mr. Lamb, and Mr. Priest voting no.

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 9:28 p.m.

Chairman

Secretary

**Asheboro City Schools
Personnel Transactions
October 13, 2011**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Baker, Steven	CO/Bus Driver	8/22/11
Rossi, Elizabeth	BAL/1 st Grade	10.14/11
Smith, Charlene	SAMS/Gifted Education	1/31/12
Vanderburg, Susan	ECDC/Pre-K Coordinator	10/14/11
Walker, Sue	SAMS/Special Education	12/30/11

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Brown, Tracey	DLL/Instructional Assistant	9/28/11
Dunker, Mary Kisha	GBT/Instructional Assistant	9/20/11
Hurley, Lori	AHS/Family and Consumer Science	8/17/11
Maness, Molly	BAL/1 st Grade	10/17/11
Richau, Kim	NAMS/School Nurse	9/20/11
Brown, Lisa	Substitute - \$69.00 day	9/12/11
Griffith, Susan	Substitute - \$69.00 day	9/12/11
Little, Erica	Substitute - \$69.00 day	9/12/11
Osborne, Conrad	Substitute - \$69.00 day	9/12/11
Queen, Angela	Substitute - \$69.00 day	9/12/11
Reid, Amy	Substitute - \$90.00 day	9/12/11
Ridge, Donna	Substitute - \$69.00 day	9/12/11
Shumaker, William	Substitute - \$69.00 day	9/12/11
Sides, Sharon	Substitute - \$69.00 day	9/12/11
Simms, Jennifer	Substitute - \$69.00 day	9/12/11
Wilhelm, Michael	Substitute - \$69.00 day	9/12/11

**Asheboro City Schools
Certified Appointments
October 13, 2011**

NAME

Maness, Molly

COLLEGE/DEGREE

Appalachian State University
B: Elementary Education

LICENSURE

Elementary Education

A native of High Point, Molly Maness is recommended to teach first grade at Balfour School. Miss Maness graduated from Appalachian after completing her student teacher internship in a Kindergarten class in Ashe County Schools. She has experience with children as a nanny and as a counselor at Covenant Summer Camp in High Point.

**Asheboro City Schools
Personnel Transactions
October 13, 2011**

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Borden, Kimberly	ECDC/Pre-K Coordinator	11/7/11
Brown, Ashley	LP/First Grade	10/13/11
Flow, William	SAMS/Language Arts	11/9/11
Kearns, Beth	LP/Fifth Grade	10/31/11
Maness, Molly	BAL/First Grade	10/17/11
Morales, Lydia	CWM/Instructional Assistant	10/11/11
Parson, Krystal	LP/Instructional Assistant	10/17/11

C. TRANSFERS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Salabak, Cassandra	LP/English as a Second Language to CWM/Media Coordinator	TBD

**Asheboro City Schools
Certified Appointments
October 13, 2011**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Brown, Ashley	Elon University B: Elementary Education University of Westminster (England) M: Teaching English as a Second Language	Elementary Education ESL

Ashley Brown is a resident of Asheboro who is recommended to teach first grade at Lindley Park School. Miss Brown is returning to ACS, where she taught from 2009 until June 2011. Her prior experience was in fifth grade and ESL at McCrary School. In addition to teaching children, she has experience teaching adults at Randolph Community College. Welcome home, Ashley Brown!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Flow, William	California University (PA) B: English Education	Middle Grades Language Arts

Recommended to teach English Language Arts at South Asheboro Middle School is William "Bill" Flow. Mr. Flow is a native of the Pittsburgh area who completed his student teaching internship at Brashear High School in Pittsburgh. Throughout college he worked with young people as a camp counselor and athletic coach. Mr. Flow looks forward to teaching and coaching in Asheboro.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Kearns, Beth	UNC - Greensboro B: Elementary Education M: Elementary Education	Elementary Education

Beth Kearns is a resident of Asheboro who is recommended to teach fifth grade at Lindley Park School. Her children attend our schools with the youngest attending Lindley Park. A veteran teacher with thirteen years of experience, Mrs. Kearns has taught in Randolph County Schools and most recently at Sumner Elementary in Guilford County Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Maness, Molly	Appalachian State University B: Elementary Education	Elementary Education

A native of High Point, Molly Maness is recommended to teach first grade at Balfour School. Miss Maness is a graduate of Appalachian who completed her student teaching internship in a Kindergarten class in Ashe County Schools. She is the daughter of a teacher whose lifelong dream has been to be a teacher as well. She has experience with children as a nanny and as a camp counselor.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Borden, Kimberly	College of New York – City College B: Special Education University of Phoenix M: School Administration	Birth to Kindergarten Special Education Principal

A veteran educator with twenty years experience, Kimberly Borden is recommended to be Coordinator of our Pre-Kindergarten program. Ms. Borden is returning to ACS where she taught in our pre-k program and served as a specialist, serving students and families alike. She has teaching experience in Randolph County Schools and Randolph Community College, and worked with the Randolph County Partnership for Children. Welcome home to ACS, Kimberly Borden!

Asheboro City Schools Discard Items
October 13, 2011

	Item Description	Make	Model	Serial #	FA#
1	AlphaSmart	2000		alf2000-0998-10081	12305
2	AlphaSmart	2000		alf2000-0998-01313	12278
3	AlphaSmart	2000		alf2000-0998-00745	122896
4	AlphaSmart	2000		alf2000-0998-01298	12283
5	AlphaSmart	2000		alf2000-1299-08108	13837
6	AlphaSmart	2000		alf2000-1299-08787	13818
7	AlphaSmart	2000		alf2000-0998-02789	12309
8	AlphaSmart	2000		alf2000-0998-02344	12302
9	AlphaSmart	2000		alf2000-1299-08104	13830
10	AlphaSmart	2000		alf2000-1299-08819	13812
11	AlphaSmart	2000		alf2000-1097-02770	10504
12	AlphaSmart	2000		alf2000-0998-00757	12259
13	AlphaSmart	2000		alf2000-0798-03559	12276
14	AlphaSmart	2000		alf2000-0998-00740	12287
15	AlphaSmart	2000		alf2000-08998-11210	12291
16	AlphaSmart	2000		alf2000-1097-02851	10518
17	AlphaSmart	2000		alf2000-0998-00728	12261
18	AlphaSmart	2000		alf2000-0998-04353	12279
19	AlphaSmart	2000		alf2000-0998-01366	12285
20	AlphaSmart	2000		alf2000-0998-03146	12274
21	AlphaSmart	2000		alf2000-1097-03580	10533
22	AlphaSmart	2000		alf2000-1299-08817	13813
23	AlphaSmart	2000		alf2000-1097-02426	10524
24	AlphaSmart	2000		alf2000-0998-02909	12292
25	AlphaSmart	2000		alf2000-0998-01553	12315
26	AlphaSmart	2000		alf2000-0998-02036	12295
27	AlphaSmart	2000		alf2000-0998-10109	12316
28	AlphaSmart	2000		alf2000-0998-01572	12311
29	AlphaSmart	2000		alf2000-0998-01996	12323
30	AlphaSmart	2000		alf2000-0998-01316	12322

	Item Description	Make	Model	Serial #	FA#
31	AlphaSmart	2000		alf2000-0998-00198	12300
32	AlphaSmart	2000		alf2000-0998-10120	12320
33	AlphaSmart	2000		alf2000-0998-00339	12299
34	AlphaSmart	2000		alf2000-1097-02820	10529
35	AlphaSmart	2000		alf2000-0898-03248	12266
36	AlphaSmart	2000		alf2000-1097-03062	10531
37	AlphaSmart	2000		alf2000-0998-01287	12326
38	AlphaSmart	2000		alf2000-1299-08788	13817
39	AlphaSmart	2000		alf2000-1097-02705	10525
40	AlphaSmart	2000		alf2000-1097-03165	10487
41	AlphaSmart	2000		alf2000-0998-00318	12306
42	AlphaSmart	2000		alf2000-0998-00887	12324
43	AlphaSmart	2000		alf2000-1097-03040	10502
44	AlphaSmart	2000		alf2000-1097-03327	10500
45	AlphaSmart	2000		alf2000-0998-03104	122771
46	AlphaSmart	2000		alf2000-0998-10424	12290
47	AlphaSmart	2000		alf2000-0998-01599	12281
48	AlphaSmart	2000		alf2000-0898-03241	12272
49	AlphaSmart	2000		alf2000-0998-10097	12313
50	AlphaSmart	2000		alf2000-0998-10091	12284
51	AlphaSmart	2000		alf2000-0898-03250	12273
52	AlphaSmart	2000		alf2000-0998-01367	12288
53	AlphaSmart	2000		alf2000-0998-0163	12280
54	AlphaSmart	2000		alf2000-0998-10088	12260
55	AlphaSmart	2000		alf2000-0998-02628	12317
56	AlphaSmart	2000		alf2000-0998-00764	12293
57	AlphaSmart	2000		alf2000-1097-01610	10505
58	AlphaSmart	2000		alf2000-0998-03115	12268
59	AlphaSmart	2000		alf2000-0898-04902	12267
60	AlphaSmart	2000		alf2000-0998-00218	12294
61	AlphaSmart	2000		alf2000-1097-04045	10496
62	AlphaSmart	2000		alf2000-1097-03213	10513
63	AlphaSmart	2000		alf2000-1097-02976	10526

	Item Description	Make	Model	Serial #	FA#
64	AlphaSmart	2000		alf2000-0998-02272	12264
65	AlphaSmart	2000		alf2000-1299-08123	13822
66	AlphaSmart	2000		alf2000-1097-04065	10516
67	AlphaSmart	2000		alf2000-1097-03291	10474
68	AlphaSmart	2000		alf2000-1097-03926	10512
69	AlphaSmart	2000		alf2000-1299-08752	13819
70	AlphaSmart	2000		alf2000-0998-02100	12263
71	AlphaSmart	2000		alf2000-0998-00996	12256
72	AlphaSmart	2000		alf2000-1097-03561	10494
73	AlphaSmart	2000		alf2000-1097-03191	10510
74	AlphaSmart	2000		alf2000-0998-00157	12270
75	AlphaSmart	2000		alf2000-1097-02881	10517
76	AlphaSmart	2000		alf2000-1097-02466	10503
77	AlphaSmart	2000		alf2000-1097-02995	10509
78	AlphaSmart	2000		alf2000-1299-08797	13816
79	AlphaSmart	2000		alf2000-0998-01254	12265
80	AlphaSmart	2000		alf2000-1199-04926	13829
81	AlphaSmart	2000		alf2000-1097-03515	10463
82	AlphaSmart	2000		alf2000-1097-02897	10479
83	AlphaSmart	2000		alf2000-1299-08102	13833
84	AlphaSmart	2000		alf2000-1299-08095	13828
85	AlphaSmart	2000		alf2000-1299-08820	13814
86	AlphaSmart	2000		alf2000-1299-08103	13832
87	AlphaSmart	2000		alf2000-1299-08818	13815
88	AlphaSmart	2000		alf2000-1097-02950	10522
89	AlphaSmart	2000		alf2000-1097-02331	10520
90	AlphaSmart	2000		alf2000-1299-08115	13821
91	AlphaSmart	2000		alf2000-1299-08110	13831
92	AlphaSmart	2000		alf2000-0998-10292	12258
93	AlphaSmart	2000		alf2000-0998-02155	12262
94	AlphaSmart	2000		alf2000-1299-08116	13820
95	AlphaSmart	2000		alf2000-1097-03379	10532
96	AlphaSmart	2000		alf2000-0898-11123	12255

	Item Description	Make	Model	Serial #	FA#
97	AlphaSmart	2000		alf2000-1097-03266	10501
98	AlphaSmart	2000		alf2000-1097-02714	10521
99	AlphaSmart	2000		alf2000-1299-08120	13826
100	AlphaSmart	2000		alf2000-1097-02852	10523
101	AlphaSmart	2000		alf2000-0988-02974	12275
102	AlphaSmart	2000		alf2000-0998-01233	12307
103	AlphaSmart	2000		alf2000-0998-00863	12298
104	AlphaSmart	2000		alf2000-0998-01337	12327
105	AlphaSmart	2000		alf2000-1097-02982	10482
106	AlphaSmart	2000		alf2000-0998-01564	12304
107	AlphaSmart	2000		alf2000-1097-03979	10511
108	AlphaSmart	2000		alf2000-0998-02469	12282
109	AlphaSmart	2000		alf2000-0998-01591	12314
110	AlphaSmart	2000		alf2000-0998-02341	12312
111	AlphaSmart	2000		alf2000-0998-02288	12296
112	AlphaSmart	2000		alf2000-1097-03780	10499
113	AlphaSmart	2000		alf2000-0998-01293	12325
114	AlphaSmart	2000		alf2000-1097-03032	10519
115	AlphaSmart	2000		alf2000-1097-03857	10498
116	AlphaSmart	2000		alf2000-1299-08109	13838
117	AlphaSmart	2000		alf2000-1299-08122	13825
118	AlphaSmart	2000		alf2000-0998-03148	12269
119	AlphaSmart	2000		alf2000-1299-08119	13827
120	AlphaSmart	2000		alf2000-1299-08124	13823
121	AlphaSmart	2000		alf2000-1299-08105	13834
122	AlphaSmart	2000		alf2000-0998-02616	12328
123	AlphaSmart	2000		alf2000-1097-03656	10490
124	AlphaSmart	2000		alf2000-1097-03944	10508
125	AlphaSmart	2000		alf2000-1097-02411	10534
126	AlphaSmart	2000		alf2000-1097-03959	10489
127	AlphaSmart	2000		alf2000-1097-03952	10515
128	AlphaSmart	2000		alf2000-0998-01255	12303
129	AlphaSmart	2000		alf2000-1299-08107	13836

	Item Description	Make	Model	Serial #	FA#
130	AlphaSmart	2000		afl2000-0998-02371	12318
131	AlphaSmart	2000		afl2000-1097-02348	10528
132	AlphaSmart	3000		as3000b-0801-12726-aq	15489
133	AlphaSmart	3000		as3000b-0801-12728aq	15490
134	AlphaSmart	3000		as3000b-0801-12731aq	15491
135	AlphaSmart	3000		afl3000-0101-01095w	14890
136	AlphaSmart	3000		as3000b-0601-03937-wf	15441
137	AlphaSmart	3000		afl300-0101-04585w	14901
138	AlphaSmart	3000		afl3000-0101-04586w	14902
139	AlphaSmart	3000		afl3000-0101-01094w	14891
140	AlphaSmart	3000		afl3000-0101-01106w	14894
141	Round Table				
142	Teacher Desk				
143	Computer Cart				
144	Monitors	Gateway	15009AA5845	500-069EV	
145	Monitors	Dell	MX0419TG-47801-182-HO28	E771P	
146	Monitors	Dell	MXD419TG-47801-182-HO9D	E771P	
147	Monitors	Dell	MX0419TG-47801-181-H3FB	E771P	
148	Monitors	Gateway	15009A693361	500-069-EV	
149	Monitors	Dell	4892AO69	E771P	
150	Monitors	Viewsonic - E70EB	26F033600933	VCCTS22355-5M	
151	Monitors	Dell	DSN-MX0419TG-47801-181-H3F0	E771P	
152	Monitors	Dell	dsn-mx0419tg47801181h3f6	e771p	
153	Monitors	Tech Media	J70119026	TCM 1764S	
154	Monitors	Dell	MX0419TB-47801-181-H3EX	E771P	
155	Monitors	Viewsonic	26F034500440	VCCTS22355-5M	
156	Monitors	Dell	MX-0419TG-47801-181-H3F3	E771p	
157	Monitors	Dell	MX-0419TC-47801-181-H3EM	E771P	
158	Monitors	Dell	MX0419TG-47801-181-H3ET	E771P	
159	Monitors	Dell	MX0419TG-47801-181-H3F9	E771P	
160	Monitors	Viewsonic	11V034101299	VCCTS22355-5M	
161	Monitors	Viewsonic	11V043500195	VCCTS22355-5M	
162	Keyboard	Gateway	Q9154A1421	E0635045002-C	

	Item Description	Make	Model	Serial #	FA#
163	Keyboard	Gateway	772653	9039	
164	Keyboard	Acer	K6549019611	6511	
165	Keyboard	SEMCO	31541189	RT6255T	
166	Keyboard	Gateway	Q9115B3831	E06150U5017-C	
167	Keyboard	Gateway	Q9155A0160	E06350US002-C	
168	Keyboard	Gateway	Q9155A2162	E06350US002-C	
169	Keyboard	Gateway	50203560	2196003-xx-xxx	
170	Keyboard	Gateway	Q9155A2199	E0635045002-C	
171	Keyboard	Gateway	Q9155A0058	E063DUS002-C	
172	Keyboard	Keytronic	J98490259D	E06101DP52-C	
173	Keyboard	Gateway	06E00406533D	KB2961	
174	Keyboard	Gateway	D214587	SK 1510	
175	Keyboard	Gateway	07B14703959 D	KB2961 1	
176	Keyboard	Gateway	06E00406567D	2961	
177	Keyboard	Gateway	H905738	SK-9921	
178	Keyboard	Gateway	J8246F1914	E06350US001-C	
179	Keyboard	Gateway	05H00707520-D	KB 2961	
180	Keyboard	Gateway	D5KD7502901-D	KB 2961	
181	Keyboard	Gateway	D5K07501762-D	KB 2961	
182	Keyboard	Gateway	06A1D605864 D	KB 2961	
183	Keyboard	Gateway	06A10606297 D	KB 2961	
184	Keyboard	Dell	TH-025PGG-37171-15M-7839	RT 7000	
185	Keyboard	Dell	TH-025PGG-37171-15V-477D		
186	Keyboard	Dell	TH025PGG-37171-15R-1264	RT 7000	
187	Keyboard	Dell	TH025PGG-37171-150-C272	RT 7000	
188	Keyboard	Dell	CNoDJ331-71616-863-DU4M	SK 8115	
189	Keyboard	Dell	TH-04N454-37171-295-B153	RT 7020	
190	Keyboard	Dell	TH-025PGG-37171-15P-06	RT 7000	
191	Keyboard	Dell	TH-025PGG-37171-15V-4563	RT 7000	
192	Keyboard	Dell	TH-025PGG-37171-15V-4764	RT 7000	
193	Keyboard	Gateway	Q9219A3788	E06350US002-C	
194	Typewriter	Brother	A7675T066	GX6750	
195	Printer	HP	MY2761P1D7	VCVRA-0101	

	Item Description	Make	Model	Serial #	FA#
196	Printer	Epson	BGLE007258	P120A	00013487
197	Copier	HP	MY4AID92FV	1300	
198	Color Copier	Epson	BKMFBP120A	P120A	00013488
199	Copier	Dell	KR-OGN426-72210-898-0007	Dell 5330DN	
200	Color	Epson	3JUE050028	P95DA	
201	Printer	HP	U57AM120KE	C5876A	00011345
202	Adding Machine	Canon	20050734	MP49D	
203	Palmcorder	Quasar VHS C	G21A14751	UM-D52	T21885
204	Palmcorder	Panasonic	L41A10007A	PV-L354D	T30294
205	Compact VHS	JVC	150B4985	GR-AXM17U	
206	Box of 31 Remote Controls (1 thru 31)				
207	TV	RCA	929775231	E13209BC	
208	Boston Micromedia System		OO6277		
209	Box of 17 Computer Mice				
210	Box of 11 Computer Speakers				
211	Box of 16 Computer Speakers				
212	Three (3) boxes of power cords (1 thru 3)				
213	Projector	Dukane	1534193	28A81C	00005272
214	Shredder	Staples		SPL-QW1200	
215	Shredder	Staples		SPL-71DSH	
216	Dukane Projector	ASN: 00005772	1621843		
217	Sixteen (16) Projector Screens				
218	Ten (10) Roll-up history maps				
219	Two (2) Teacher Desks (medal)				
220	Two (2) Projector Carts				
221	One (1) 4-ft. Round Table				
222	Twenty (27) Student Desk				
223	Three (3) Small Student Desk				
224	One (1) Brown Love Seat				
225	Lot - Keyboards (17 in box)	Assorted	Assorted	Assorted	
226	Lot - Keyboards (16 in box)	Cherry	RS6700USB	Assorted	
227	Lot - Keyboards (16 in box)	Cherry	RS6700USB	Assorted	
228	Overhead Projector	EIKI	3850A	ACS 00011918	

	Item Description	Make	Model	Serial #	FA#
229	Loudspeaker (Bullhorn Type)	Atlas	GA-15T		
230	Lot - Computer Mice (51 in box)	Assorted	Assorted	Assorted	
231	Lot - Computer Cords (in box)	Assorted	Assorted	Assorted	
232	Jack Box for listening center	Califone	1218AV-PY	12868	
233	1 headphone for listening center	Califone	2924AV-P		
234	LeapPad	LeapPad Learning System	307034A		
235	LeapPad	LeapPad Learning System	210214BV4		
236	LeapPad	leapPad Learning System	207174TV4		
237	LeapPad	leapPad Learning System	210294MV4		
238	LeapPad	leapPad Learning System	307034A		
239	LeapPad	leapPad Learning System	307034B		
240	4 gateway keyboards				
241	6 "old" Gateway mouse				
242	7 sets "old" speakers				
243	Screen	Dell	E551	MY-095WUP-46632-172-90MS	
244	Keyboard	Dell	RT7000	AQ6-7D0080COB	
245	Mouse	Logitech			
246	Computer Table				
247	Computer Table				
248	Computer Table				
249	Computer Table				
250	Computer Table				
251	Cassette Tape Player	Sharp	RD-667AV1		4218
252	Student Desk				
253	Student Desk				
254	Student Desk				87003092
255	Opaque Projector	VU-Lyte II		J4846	2936
256	Keyboard & mouse	Dell		TH-025PGG37171	
257	Projector Screen				
258	Projector Screen				
259	Label Writer II	Star			7624
260	TV Cart	Luxor			
261	Projector	NEC	VT 695	7301066FE	

	Item Description	Make	Model	Serial #	FA#
262	Listening Center Jack box	Califone	1218AV-PY		
263	Leap Frog Learning System	Leap Pad		208124T	
264	Leap Frog Learning System	Leap Pad		210124	
265	Computer Monitor	Dell		MX-0C6060-47605-51J-BOX5	
266	Computer Monitor	Dell		MX-Y04N736476032A7BFSP	
267	Keyboard	Dell			
268	Mouse	Dell			
269	Computer Mouse	Logitech	M-BT96a	E-C011-03-4898(B)	
270	Keyboard	Gateway	KB-2961	4L16307713B	
271	Lot - 3 sets computer speakers	assorted	assorted	assorted	
272	CD Player Title I Sticker 0013	Califone	2395AV	LI45226	
273	Keyboard	Gateway	7005395	07A25201158D	
274	Computer Monitor	Viewsonic		23B021704872	
275	Computer desk			5069	
276	Speakers	Diamond Audio Technology, Inc	G-MAX 2000	4408AUL705007002	
277	Headphones	Califone	2924AV-P (CG)		
278	Headphones	Califone	2924AV (JH)		
279	Listening Center/Radio/CD/Tape	Califone	2395 AV	LI 45223	
280	Listening Center/Radio/CD/Tape	Califone	2385 AV-02	CA 01171	
281	Computer Monitor	Viewsonic		23B021901840	
282	SPEAKERS	GATEWAY	6M2000	4408AUL705005926	
283	KEYBOARD	GATEWAY	KB2961	6.613E+12	
284	COMPUTER TABLE				6031
285	Keyboard	Dell		3892C595	
286	Computer Monitor	Dell		MY-095WUP-46632-173-907A	
287	Overhead Projector	Apollo	V3000	5050059569	
288	Gateway Keyboard		KB-2961	06B00401648D	
289	Dell Keyboard		RT7D00	TH-025PGG-37171-16B-9046	
290	Dell Monitor		E551	MY-095WUP-46632-173-907D	
291	Computer Speakers	Boston Acoustics	BA 265	n/a	
292	Computer Speakers	Diamond Audio	G-MAX 2000	4408AUL613066026	
293	Computer Mouse	Logitech		HCA33401874	
294	Computer Mouse	Logitech		HC61115A6CJ	

	Item Description	Make	Model	Serial #	FA#
295	AccelScan	Renaissance Learning	RL-2110	101950B3H26825	
296	AccelScan (Stonkin)	Renaissance Learning	RL-2110	101950B3D21131S	
297	Heavy Duty Vacuum Cleaner	Advance	331300	511236	6620
298	listening center	Califone	1214AV-PY		
299	Low Speed Scrubber	Pullman Hot			
300	Monitor	gateway	EV500A	15017E141006	14120
301	Monitor	Pixie	PBC1564	VC00660	9710
302	Monitor	CPX	1451CLR	181-61211122	
303	Monitor	gateway	EV500A	15017E141014	14123
304	Monitor	KDS	VS-550	0995015346	13856
305	Monitor	Compaq	S710	014CG3HN849	
306	Monitor	gateway	EV700A	17014C152779	13540
307	Monitor	gateway	EV500A	15017E141012	
308	Monitor	gateway	EV500A	15017E140152	14368
309	Monitor	gateway	EV500A	15017E140122	
310	Monitor	gateway	EV500A	15017E141002	14135
311	Monitor	gateway	EV500A	15009AA08932	12705
312	Monitor	gateway	EV500A	15017E141023	14131
313	Monitor	gateway	EV500B	DJ15038C0007256	15540
314	Monitor	gateway	EV500A	15017G105548	
315	Monitor	gateway	EV500	15017E141003	14139
316	Monitor	gateway	EV500	15017G103642	14558
317	Printer	HP	DeskJet 870CSE	US693130QF	9265
318	Printer	HP	C5870A	SG7941W2KF	11167
319	Printer	HP	C6414A	CN06J1R1DF	14682
320	Printer	HP	C6414B	MX0B1121K1	
321	Scanner	AccelScan	2110	101950B3B7755	
322	Scanner	AccelScan	2110	101950B4A12169S	
323	Sharp Cassette Recorder	Sharp	RD 767AV	910688327	6165
324	tape player	Califone	3432AV	F1642161	
325	tape player	Califone	3432AV	F1642163	
326	tape player	Sharp	RD 767AV	910273786	5754
327	Cart 1				

	Item Description	Make	Model	Serial #	FA#
328	Box of Keyboards - 10 total				
329	Box of Mice - 11 total				
330	Box of Speakers - 11.5 sets total				
331	Box of Cords - 22 total				
332	PC	DELL	POWEREDGE 1400	D3QVH11	
333	PC	DELL	POWEREDGE 1300	0VKC1/OVKC1	12818
334	PC	DELL	OPTIPLEX 150	6QLBW01	
335	UPS	BELKIN		3X021722290W5	
336	UPS	BELKIN		3X023746159W7	
337	PC	DELL	POWEREDGE 2400	5Y2TF01	
338	PC	DELL	POWEREDGE 2500	1M1KL11	
339	PC	DELL	POWEREDGE 2500	88WW411	
340	PC	DELL	POWEREDGE 1400	F056901	
341	PC	DELL	POWEREDGE 2400	F386901	
342	PC	DELL	POWEREDGE 6300	FQYW1	11634
343	PC	DELL	POWEREDGE 2300	4YVF1	
344	LAPTOP	FLEXNOTE	5300	N5009J3C01267	13568
345	VCR	TOSHIBA	W-522	91508892	
346	Scanner	DATA GENERAL	70881-AE	1170721355	
347	PC				
348	PC				
349	PC				
350	PC				
351	PC				
352	PC				
353	PC				
354	PC				
355	PC				
356	PC				
357	PC				
358	4 Head VCR	Sharp	VC-A593U	907824466	13300
359	Screen				6678
360	Overhead Projector	3M			15215

	Item Description	Make	Model	Serial #	FA#
361	Cart	Luxor			
362	Cart				
363	Printer	Lexmark	4476-005	20032963362	
364	Chair, Wood				
365	Plainer	Powermatic	180	88088	2140
366	Computer, CPU	Dell	DHS	F62VX01	
367	Computer, Monitor	Dell	E771P	MX-0419TG-47801-181-H2JT	
368	Printer	HP	C4589A	US7291H1M8	9739
369	Cart, computer				
370	Overhead Projector	Elmo	HP-L29005	501243	7149
371	Mixer	Hobart	D-300	1415663	1567
372	Slicer	Hobart	512	916532	
373	Desk, Teacher wooden				
374	Computer, CPU	Gateway		0006731235	
375	Cart, Science	Lab Aids			
376	Fan	Galaxy	K-1-C		
377	Printer	HP	DeskJet 692C	CN78B1102B	
378	Printer	HP	DeskJet	MY3691P25C	
379	Computer, Monitor (EC)	Gateway		DJ15038C0007104	15546
380	Computer, Monitor	Dell	E771P	MX-0419TG-47801-17S-HOF4	
381	Computer, Monitor	Gateway 2000	500CS	15006A031106	
382	Printer	HP	DeskJet 695C	US8AM1508GC4562B	12491
383	Overhead Projector	Apollo	Horizon 2	11060005851	
384	Overhead Projector	Apollo	3000	01050003361	
385	Map	S America			
386	Map	S America			
387	Map	Europe			
388	Map	World			
389	Cart, Overhead	Apollo			
390	Desk, Computer				
391	Desk, Computer				
392	Cart, Overhead				7881
393	Projector, Overhead	Apollo	517028A030505395		

	Item Description	Make	Model	Serial #	FA#
394	Table, Lab	Green			
395	Printer	HP DeskJet	C6490A	MY36K1Q26N	
396	Table	3 shelf	Green and brown		
397	Radio w/ charger	Relm	RPU416A	04711B3219	
398	Radio w/ charger	Relm	RPU416A	04711B3211	
399	Radio w/ charger	Relm	RPU416A	04711B3214	
400	Radio w/ charger	Relm	RPU416A	04711B3213	
401	Radio w/ charger	Relm	CP199	104259	
402	Radio w/ charger	Relm	RPU416A	04711B3220	
403	Radio w/ charger	Relm	RPU416A	04711B3216	
404	Radio battery, extra	Relm	BPRP 1000	0471100825	
405	Radio battery, extra	Relm	BPRP 1000	0471100776	
406	Computer, Monitor	Dell	E771P	MX-0419TG-47801-181-H2K2	
407	Computer, Monitor	Dell	E771P		15294
408	Computer, Monitor	Dell	E771P		15295
409	Computer, Monitor	Dell	E771P		15291
410	Desk, Wooden	Dell	GX150		14818
411	Computer Keyboards- 1 Lot	25 Keyboards			
412	Step stool	Kick Step			
413	Computer, Mouse - 1 lot	13 mice			
414	Computer, Speakers- 1 lot	12 sets speakers			
415	Typewriter (EC)	IBM	Wheelwriter 6	143310011CRCX4	5758
416	Table, Computer	Wood	Two shelf		
417	Table, Overhead	Metal	Brown		
418	Stepstool	KickStep	Metal		
419	PC	GATEWAY	E3200	10873523	
420	PC	GATEWAY	E3200	10873521	
421	PC	GATEWAY	E3200	15208536	
422	PC	GATEWAY	E3200	10873478	
423	PC	GATEWAY	E3200	10873534	
424	PC	GATEWAY	E3200	13883285	
425	PC	GATEWAY	E1400	19455213	14168
426	PC	GATEWAY	E1400	19455196	14164

	Item Description	Make	Model	Serial #	FA#
427	PC	GATEWAY	E3200	19437417	
428	PC	GATEWAY	E3200	12950959	
429	PC	GATEWAY	E3200	11456104	
430	PC	GATEWAY	E3200	10873483	
431	PC	GATEWAY	E1400	19454548	14334
432	PC	GATEWAY	E3200	15103567	13514
433	PC	GATEWAY	E3200	16019760	
434	PC	DELL	OPTIPLEX 150	DKKDT01	
435	PC	DELL	OPTIPLEX 150	FLKDT01	
436	PC	DELL	OPTIPLEX 150	DH9F011	
437	PC	DELL	OPTIPLEX 150	GH9F011	
438	PC	DELL	OPTIPLEX 150	2H9F011	
439	PC	DELL	OPTIPLEX 150	962VX01	
440	PC	DELL	OPTIPLEX 150	J52VX01	
441	PC	DELL	OPTIPLEX 150	83VN711	
442	PC	DELL	OPTIPLEX 150	4H9F011	
443	PC	DELL	OPTIPLEX 150	8H9F011	
444	PC	DELL	OPTIPLEX 150	FFQNS01	
445	PC	DELL	OPTIPLEX 150	4KKDT01	
446	PC	AHS STUDENT BUILT		NONE	
447	PC	DELL	OPTIPLEX 150	FGLFM01	
448	PC	APPLIED SYSTEMS		12222	
449	PC	PROTEVA		119609091	9455
450	PC	PROTEVA		JUN964231L	9049
451	PC	GATEWAY		18904404	14081
452	PC	GATEWAY		23670115	15189
453	PC	HCS		120404DD	
454	PC	GATEWAY	E3200	14051714	
455	PC	GATEWAY	E3200	13699133	
456	PC	GATEWAY	E1400	19437420	14211
457	PC	GATEWAY	E3200	10873475	
458	PC	GATEWAY	E1400	19454536	
459	PC	GATEWAY	E3200	12951355	18277

	Item Description	Make	Model	Serial #	FA#
460	PC	GATEWAY	E3200	13920859	
461	PC	GATEWAY	E3200	13920860	
462	PC	GATEWAY	E1400	19454559	14333
463	PC	GATEWAY	E3200	12951871	
464	PC	GATEWAY	E3600	26884051	
465	PC	GATEWAY	E3600	21969309	14824
466	PC	GATEWAY	E3400	23331564	15089
467	PC	HCS		0043-491365624	
468	PC		G6-350	10857640	
469	PC	GATEWAY	E4200	18912607	14075
470	PC	PROTEVA			9141
471	PC	GATEWAY	E3000	8513841	10952
472	PC				11719
473	PC	GATEWAY	DESTINATION	8857201	11068
474	PC	GATEWAY	E1400	19454538	
475	PC	GATEWAY	E1400	19454523	
476	PC	GATEWAY	E3200	10873476	
477	PC	GATEWAY	E1400	20421718	14545
478	PC	GATEWAY	E1400	19455208	14149
479	PC	GATEWAY	E1400	19455202	14150
480	PC	GATEWAY	E1400	19455197	14157
481	PC	GATEWAY	E3200	19437440	18280
482	PC	GATEWAY	E3200	11590334	14328
483	PC	GATEWAY	E1400	12951870	12812
484	PC	GATEWAY	E3200	19454547	14338
485	PC	GATEWAY	E3200	10873505	
486	PC	GATEWAY	E3200	16450508	
487	PC	GATEWAY	E3200	19454539	
488	PC	GATEWAY	E3200	14051716	
489	LAPTOP	DELL	PP01L	F195311	15636
490	LAPTOP	DELL	PP01L	BY85311	15643
491	LAPTOP	DELL	PP01L	CX85311	15640
492	LAPTOP	DELL	PP01L	3095311	

	Item Description	Make	Model	Serial #	FA#
493	LAPTOP	DELL	PP01L	1W85311	15628
494	LAPTOP	DELL	PP01L	7V85311	15637
495	MONITOR	ROYAL		ALL42102	
496	MONITOR	GATEWAY		MU170265C51111	
497	MONITOR	DELL		MX-06271R-47741-13T-80P2	
498	MONITOR	VIEWSONIC		23B021704870	
499	PC	GATEWAY	E3600	26890499	
500	PC	GATEWAY	E3600	26890496	
501	PC	APPLE		XB4344F13H2	
502	PC	DELL	DIMENSION	73JBK01	
503	PC	GATEWAY	E3600	26890497	
504	PC	DELL	OPTIPLEX 150	5GQNS01	
505	PC	NEC		6310749UN	
506	PC	GATEWAY	E3600	26090309	
507	PC	GATEWAY	E3600	26090308	
508	PC	DELL	OPTIPLEX 150	591LB21	
509	PC	AHS STUDENT BUILT		NONE	
510	PC	IBM		23-0063255	
511	PC	ULTRA		5001757	
512	PC	AHS STUDENT BUILT		NONE	
513	PC	AHS STUDENT BUILT		NONE	
514	PC	MSI		NONE	
515	PC	AHS STUDENT BUILT		NONE	
516	PC	DELL	OPTIPLEX 150	DD6D421	
517	PC	GATEWAY	310S	1100391141	
518	PC	DELL	OPTIPLEX 150	J5D6621	
519	PC	GATEWAY	E3110	10042586	12834
520	PC	GATEWAY	E3000	9068366	
521	PC	GATEWAY	E3600	27075427	16018
522	PC	GATEWAY	310S	1100390114	
523	PC	GATEWAY	E3110	10042586	12834
524	PC	GATEWAY	E3000	9068366	
525	PC	GATEWAY	E3600	27075427	16018

	Item Description	Make	Model	Serial #	FA#
526	PC	GATEWAY	310S	1100390114	
527	PC	DELL	OPTIPLEX 150	2GQNS01	
528	PC	SYNOPTICS	2813	5803090	
529	PC	SYNOPTICS	2803	5803091	
530	PC	DELL	OPTIPLEX 150	9HQNS01	
531	SWITCH	BAY	10 BASE-T HUB	2836	
532	SWITCH	BAY	10 BASE-T HUB	3211	
533	PC	DELL	OPTIPLEX 150	4H9NS01/4HQNS01	
534	PC	DELL	OPTIPLEX 150	7LKDT01	
535	PC	DELL	OPTIPLEX 150	7TGXV01	
536	PC	GATEWAY	E4000	28008436	
537	PC	DELL	OPTIPLEX 150	JQN501	
538	PC	DELL	OPTIPLEX 150	3HN501	
539	PC	DELL	OPTIPLEX 150	IDQNSO1	
540	PC	DELL	OPTIPLEX 150	2FQNSO1	
541	PC	GATEWAY	DESTINATION	8857097	
542	PC	GATEWAY	ESSENTIAL 500	16460343	
543	PC	DELL	DIMENSION D333	F4BGM	
544	PC	GATEWAY	E3600	26890498	
545	PC	GATEWAY	E3600	27075426	16017
546	MONITOR	DELL		MX-0419TG-47801-16M-H24C	
547	MONITOR	DELL		MX-0419TG-47801-16M-H0FD	
548	PC	DELL	OPTIPLEX 260	G4D6621	
549	PC	DELL	OPTIPLEX 150	BDQNS01	
550	PC	DELL	OPTIPLEX 260	BD6D421	
551	PC	GATEWATY	E3400	23331560	18339
552	PC	GATEWATY	E3400	22225945	14724
553	PC	COMPAQ	PROLIANT 800	D723BJW30166	13018
554	PC	COMPAQ		L3AA50AMULV3CP	
555	PC	MSI		32305	
556	PC	GATEWATY	E3400	25073833	
557	PC	COMPAQ	PROLIANT 800	D729BJX10119	13013
558	PC	GATEWATY	E3400	25073833	

	Item Description	Make	Model	Serial #	FA#
559	PC	DELL	DIMENSION 2300	21FCV11	
560	PC	COMPAQ	PROLIANT 800	D729BJX10026	10132
561	PC	DELL	OPTIPLEX 150	7HQNS01	
562	PC	DELL	OPTIPLEX 150	5QLBW01	
563	PC	COMPAQ	PROLIANT 800	D729BJX10041	
564	PC	MSI		NONE	
565	PC	AHS STUDENT BUILT		NONE	
566	PC	COMPAQ	PROLIANT 800	D716BJX30616	9890
567	PC	COMPAQ	PROLIANT 800	D729BJX10043	13014
568	PC	COMPAQ	PROLIANT 800	D713BJX30091	
569	PC	COMPAQ	PROLIANT 800	D723BJ30172	13016
570	PC	AHS STUDENT BUILT		NONE	
571	PC	COMPAQ	PROLIANT 800	D729BJX10028	10130
572	PC	DELL	PPI INSPIRON 7500	Y9YQ7	14606
573	PC	DELL	POWEREDGE 1400	J056901	
574	PC	DELL	POWEREDGE 1400	D3QYH11	
575	PC	DELL	POWEREDGE 1400	D3QVH11	
576	PC	DELL	POWEREDGE 1300	0VKC1/OVKC1	12818
577	PC	DELL	OPTIPLEX 150	6QLBW01	
578	UPS	BELKIN		3X021722290W5	
579	UPS	BELKIN		3X023746159W7	
580	PC	DELL	POWEREDGE 2400	5Y2TF01	
581	PC	DELL	POWEREDGE 2500	1M1KL11	
582	PC	DELL	POWEREDGE 2500	88WW411	
583	PC	DELL	POWEREDGE 1400	F056901	
584	PC	DELL	POWEREDGE 2400	F386901	
585	PC	DELL	POWEREDGE 6300	FQYW1	11634
586	PC	DELL	POWEREDGE 2300	4YVF1	
587	LAPTOP	FLEXNOTE	5300	N5009J3C01267	13568
588	VCR	TOSHIBA	W-522	91508892	
589	Scanner	DATA GENERAL	70881-AE	1170721355	
590	Balfour - Mixer/Chopper	Hobart	HCM450	31500748	276
591	NAMS - 20Qt Mixer	Hobart	D-300	1415663	36

	Item Description	Make	Model	Serial #	FA#
592	NAMS - Slicer	Hobart	512	916532	
593	AHS - 60Qt Mixer	Hobart		H-600-D	375
594	AHS - Food Processor	Hobart	HCM450	31-528-2	
595	GBT - Warmer	Metro	C75h8n		3232
596	Wood Cubbies				
597	Office Chair				1597
598	Blue Cot	Kaplan			
599	Blue Cot	Kaplan			
600	Blue Cot	Kaplan			
601	Blue Cot	Kaplan			
602	Blue Cot	Kaplan			
603	Blue Cot	Kaplan			
604	Blue Cot	Kaplan			
605	Room Divider W/ Mirror				
606	Adult Rocking Chair				
607	Adult Wood Desk				
608	Child's Blue Chair				
609	Coffee Table				7505
610	Computer Cart				
611	Burgundy Chair w/ Wheels				
612	Easel w/ Trays				
613	Child's Desk				
614	Phonics Writing Desk	Leap Frog			
615	CD Player	Spirit/Califone			
616	CD Player	School Smart			
617	Art Hanging Rack				
618	Desk Paper Holder	Aidata			
619	Computer Speakers	Boston			
620	Computer Monitor	Gateway	PFD 1530		
621	Teacher's Desk				4725
622	Computer Monitor	Dell	E771P		14602
623	Dell Keyboard	Dell	RT7D00		
624	Trike	Angeles			

	Item Description	Make	Model	Serial #	FA#
625	Recorder	Califone	2010		
626	Table				
627	Map				
628	Picnic Table Top				
629	Keyboard	Gateway 2000	2196300		
630	Computer Mouse	Microsoft			
631	Computer Monitor	Gateway 2000	YE0711-01		
632	Computer Monitor	Dell			
633	Keyboard	Gateway	SK-9921		
634	Computer Speakers				
635	Blue Plastic Chair				
636	Blue Plastic Chair				
637	Blue Plastic Chair				
638	Blue Plastic Chair				
639	Blue Plastic Chair				
640	Blue Plastic Chair				
641	Blue Plastic Chair				
642	Blue Plastic Chair				
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653	Blue Plastic Chair				
654	Blue Plastic Chair				
655	Blue Plastic Chair				
656	Blue Plastic Chair				
657	Blue Plastic Chair				

	Item Description	Make	Model	Serial #	FA#
658	Blue Plastic Chair				
659	Blue Plastic Chair				
660	Blue Plastic Chair				
661	Computer Monitor	Gateway	FPD-1530		
662	Wood Chair w/ Metal Legs				
663	Wood Chair w/ Metal Legs				
664	Wood Chair w/ Metal Legs				
665	Wood Chair w/ Metal Legs				
666	Computer Cart				
667	Table				
668	Child's Yellow Plastic Chair				
669	Child's Yellow Plastic Chair				
670	Child's Yellow Plastic Chair				
671	Child's Yellow Plastic Chair				
672	Child's Yellow Plastic Chair				
673	Child's Red Plastic Chair				
674	Child's Blue Plastic Chair				
675	APC Surge Output		6445088		
676	Electronic Calculation Machine	Sharp	2805471		
677	Printer	Hewlett Packard	990cxi		15076
678	Monitor	CTX	1565D		
679	Shredder	Ativi	DQ120Dn		
680	AS400	IBM			14107
681	TV Cart				7522
682	TV	Samsung	VM7003		
683	Overhead Projector	Kudane	663		7524
684	Computer	Dell	E551		
685	Atomic Clock		WT3143		
686	Stapler	Swing line			6218
687	Postage meter	Pitney Bowes	N400		
688	Pencil Sharpener		17	1543569	
689	Coffee Pot	Classic Coffee Concepts	SSU36	ZY83247	
690	Computer Desk				14381

	Item Description	Make	Model	Serial #	FA#
691	Beige Chair				4455
692	Pallet Jack	Clark	CPT27		14101
693	Chainsaw	Stihl	26	807	
694	Office Desk		wooden 20' x 60'		
695	Push Mower	Yard Machine	6HP / 22"		11485
696	laptop	Gateway	M405	34368245	
697	laptop	Gateway	M405	0034368247	
698	laptop	Gateway	M405	34485326	
699	Desk Chair				
700	Printer	HP	DeskJet 990 CXI	MX07D1T02N	
701	Monitor	Viewsonic	VE155	905032901559	
702	Palm Rest (8)	Palm		180-0711	
703	Palm Charger (17)	Palm	PLM05A-050		
704	Axim X5 (3)	Dell	HD02U	CRD-U1	
705	PDA (2)	Dell		P2040	
706	Axim Pocket PC (2) w/case	Dell			
707	Palm Wireless Keyboard(10)	Palm			
708	Palm Zire 71 (8) w/case	Palm		00U3V8431494	
709	Palm Zire 71 (8) w/case			00U3V843140U	
710	Palm Zire 71 (8) w/case			00U3V843144F	
711	Palm Zire 71 (8) w/case			00U3V843143W	
712	Palm Zire 71 (8) w/case			00U3V8431462	
713	Palm Zire 71 (8) w/case			00U3V843144R	
714	Palm Zire 71 (8) w/case			00U3V843WR	
715	Palm Zire 71 (8) w/case			00U3V8431492	
716	Palm One Zire 72 (10)			00V9A6Q455EH	
717	Palm One Zire 72 (10)			00V9A7F45DV8	
718	Palm One Zire 72 (10)			00V9A6Q454WP	
719	Palm One Zire 72 (10)			00V9A6Q455GC	
720	Palm One Zire 72 (10)			00V9A6Q454V7	
721	Palm One Zire 72 (10)			00V9A6Q454VU	
722	Palm One Zire 72 (10)			00V9A6Q454VN	
723	Palm One Zire 72 (10)			00V9A7F45DBT	

	Item Description	Make	Model	Serial #	FA#
724	Palm One Zire 72 (10)			00V9A6Q454YF	
725	Palm One Zire 72 (10)			00V9A6Q454WD	
726	TV	Toshiba	27D46	BAB615136531 D	
727	Printer	HP DeskJet	930C	MX0971F04C	
728	Printer	HP DeskJet	6122 C8954B	MY43J2B0JP	
729	Printer	HP		VN89A310RJ	
730	Printer	HP LaserJet	400N	5513	
731	Document Camera	Avermedia	Avervision 130	488207100	
732	Document Camera	Dukane	101 28A101	2510	
733	VCR T13370	Sharp	VC-A582	808860390	12351
734	CBL Systems (17)	TX Instruments			
735	TV	Samsung	TXH2556	3CAJ605511V	12362
736	Monitor	Gateway	EV700	LIC04806913	15091
737	Monitor	Gateway	FPD1520	MUL5009A0046165	
738	Power Brick	Dell		CN-09364U-16291-1AQ-0ANG	
739	Power Brick	Dell	ADP-70EB	TH-09364U-17971-2A9-NBVU	
740	Power Brick	Dell	AA20031	CN-09364U-16291-1AQ-0AGY	
741	Power Brick	Dell	AA20031	CN-09364U-162291-1AQ-0ANN	
742	Monitor	Gateway	700G	MRB5650H01277	
743	Monitor	Gateway	FPD1730	MUL7007K0049686	
744	Monitor	Gateway	FPD1730	MUL7007K0049690	
745	Monitor	Gateway	FPD1730	MUL7007K0049664	
746	Printer	HP	C6427A	MX0971F04C	
747	Overhead Projector T13353	Apollo	AI 2000	96100813	9196
748	Inkjet printer	HP	DeskJet 6122	MY4902B1Q	
749	Rolling computer cart				
750	Monitor	Gateway	EV7000C	MU17046C0162263	
751	Monitor	Gateway	700G	MSN6250N01891	
752	Monitor	Gateway	700G	MSN6250N02914	
753	LCD Projector	Dukane	28A7200A	LSCA02600	14093
754	Printer	Epson	P950A	3JU0098876	11048
755	Monitor	Gateway	FPD1530	MUL5016E0070588	
756	Monitor	Gateway	EV700C	MU17046C0162263	

	Item Description	Make	Model	Serial #	FA#
757	Monitor	GW	500-069EV	15009A780772	11868
758	Monitor	GW	EV 500	15009A780733	11878
759	Monitor	Aopen	A70PF	32801611MF01	
760	Monitor	GW	EV 500	15009A780767	11880
761	Monitor	GW	FPD1530	MUL5022C0038170	
762	Monitor	GW	FPD1530	MUL5016E0070592	
763	Monitor	GW	FPD1530	MUL5016E0070593	
764	Monitor	GW	FPD1530	MUL5016E0070528	
765	Monitor	GW	700G	MRB5650H11083	
766	Monitor	GW	700G	MRB5650H11049	
767	Monitor	GW	TFT1780PS	MWD71B0N00984	
768	Monitor	GW	700G	MRB5650H11088	
769	Monitor	Dell	E197FPb	CN-OWH320-46633-75K-0K2U	
770	Student desks w/seat attach.	Lot #2 of 127			
771	Student desks w/no seat -	Lot #3 of 72			
772	fold down side				
773	Student desks w/seat attach.-	Lot #1 of 114			
774	beige top				
775	Paper cutter	1 of 4			
776	Paper cutter	2 of 4			
777	Paper cutter	3 of 4			
778	Paper cutter	4 of 4			
779	Student desks w/seat attach.-	Lot #4 of 15			
780	beige top				
781	Teacher desks-wooden	Lot #5 of 16			
782	Teacher desks - metal	Lot #6 of 2			
783	Sewing machines	1 of 3			
784	Sewing machines	2 of 3			
785	Sewing machines	3 of 3			
786	Wooden tables	1 of 3			
787	Wooden tables	2 of 3			
788	Wooden tables	3 of 3			
789	Student desk-fold-down side	1 of 1			

	Item Description	Make	Model	Serial #	FA#
790	Small wooden table	1 of 1			
791	Gray metal table - 2-tier	1 of 1			
792	Wooden roll tables	1 of 2			
793	Metal chairs	Lot #7 of 13			
794	Metal storage cabinet	1 of 1			
795	Wooden lectern	1 of 3			
796	Wooden lectern	2 of 3			
797	Wooden lectern	3 of 3			
798	Wooden cubicle	1 of 3			
799	Wooden cubicle	2 of 3			
800	Wooden cubicle	3 of 3			
801	Pull-down screen	1 of 2			
802	Pull-down screen	2 of 2			
803	Hitachi video deck	1 of 1			
804	Casio cash register	1 of 1			
805	Wooden chairs	1 of 2			
806	Wooden chairs	2 of 2			
807	Metal rolling chair	1 of 1			
808	Texas Instruments-meters	Lot #8 of 12			
809	Wooden hutch top	1 of 1			
810	Fold up table	1 of 1			
811	Weight Equipment	1 of 7			
812	Weight Equipment	2 of 7			
813	Weight Equipment	3 of 7			
814	Weight Equipment	4 of 7			
815	Weight Equipment	5 of 7			
816	Weight Equipment	6 of 7			
817	Weight Equipment	7 of 7			
818	Floor fan	1 of 1			
819	Magnetic white board	1 of 1			
820	Table tennis tables	1 of 3			
821	Table tennis tables	2 of 3			
822	Table tennis tables	3 of 3			

	Item Description	Make	Model	Serial #	FA#
823	Dell Monitor- Black	Dell	E771p	MX-0419TG-47801-182-HO9H	
824	Dell Monitor- Black	Dell	E771p	MX-0419TG-47801-182-HO9V	
825	Gateway Monitor	Gateway	EV500A	SN# 15017G050583	143230
826	Gateway Monitor	Gateway	EV500A	SN# 15017G050571	14304
827	HP DeskJet Printer	HP	6122	SN# MY3BC2B02W	EC Dept.
828	Gateway Monitor	Gateway	EV700C	SN# MU17046C0193162	
829	Follett PHD+ Hand Scanner	Follett	89119632KB	SN# 2262119201537136	
830	Olympus Digital Camera	Olympus	D-200L	SN# 11023463	10949
831	Gateway Monitor	Gateway	EV500A	SN# 15017G050584	14308
832	Gateway Monitor	Gateway	EV700C	SN# MU17046C0177280	
833	AlphaSmart 2000 keyboard	AlphaSmart	2000	SN# ALF2000-1299-08710	13808
834	AlphaSmart 3000 keyboard	AlphaSmart	3000	SN# AS3000B-0801-12639-AQ	15487
835	AlphaSmart 2000 keyboard	AlphaSmart	2000	SN# ALF2000-0998-04328	12216
836	AlphaSmart 2000 keyboard	AlphaSmart	2000	SN# ALF2000-1299-08821	13797
837	AlphaSmart 3000 keyboard	AlphaSmart	3000	SN# AS3000B-0601-01759-WF	
838	AlphaSmart 2000 keyboard	AlphaSmart	2000	SN# ALF2000-1097-03935	10562
839	Gateway Monitor	Gateway	EV500A	SN# 15017G050578	14302
840	Electric Typewriter	AEG Olympia	Startype 130i	?	5164
841	Samsung TV w/remote	Samsung	TXC3135	SN# 3CAGC00089	11357
842	Box of computer mice	various			
843	Box of computer keyboards	various			
844	Box of computer speakers	various			
845	Apollo Overhead Projector	Apollo	V3000	SN# 01050010274	
846	HP DeskJet 682c Printer	HP	C4567A	SN# SG67G1H1NR	9609
847	Coat Rack				
848	Pink S Desk				
849	Pink S Desk				
850	Rolling Cart Plastic				
851	Rolling Cart Metal				
852	Wooden Cabinet Orange Handle				
853	4 shades & covers form Gym				
854	White Chart Rack				
855	White Top Teacher Desk				

	Item Description	Make	Model	Serial #	FA#
856	Sony Tape & CD Player			8516626	
857	2 Sony Speakers			6208011, 620812	
858	Brown Computer Table				
859	22 Blue Student Chairs broke				
860	3 Broken Student Chairs			1 blue, 1 orange, 1 yellow	
861	small blue K Chair & Footrest				
862	Kindergarten Play Stove				
863	Kindergarten Play Sink				
864	Kindergarten Cabinet				
865	Metal Cart			00004758	
866	Kindergarten Play Stove				
867	Microwave Oven White				
868	Play Sink				
869	Play Refrigerator				
870	Play Stove				
871	Play Sink				
872	Microwave Cabinet				
873	Play Cabinet			7841	
874	Play Stove				
875	Play Microwave Cabinet (silver)				
876	Play Microwave Cabinet (orange)				
877	Play Water Table				
878	13 Boxes of Speakers				
879	Wooden Easel (yellow & white)				
880	Metal Box				
881	Blue Chair				
882	Blue Chair				
883	Blue Chair				
884	Green Paper Cutter				
885	Keyboard	Gateway		Q0137A2021	
886	Keyboard	Gateway	2000	CMYKPQ7119	
887	Green Rolling Cart				
888	Overhead Projector	3M		18107372	

	Item Description	Make	Model	Serial #	FA#
889	Cassette Recorder	Califone		GJ191337	
890	Stereo Radio Cassette Recorder	Sharp		ACS 8174	
891	Green Rolling cart				
892	Laminator	Laminex		N0211-1173	
893	Tan Rolling Cart				
894	Blue Chair				
895	Globe				
896	Practice Pad Drum				
897	Practice Pad Drum				
898	Practice Pad Drum				
899	Practice Pad Drum				
900	Practice Pad Drum				
901	Practice Pad Drum				
902	Practice Pad Drum				
903	Blue Chair				
904	Table with metal legs				
905	Paper Shredder	Techko		SH6010CP	
906	Overhead Projector	3M		18107369	
907	Short Gray rolling cart				
908	Cassette Recorder	Califone		JH400935	
909	Mouse	Gateway 2000			
910	Computer Speakers	Boston			
911	Keyboard	Gateway		Q0137A1921	
912	Keyboard	Gateway		J8322K0667	
913	Monitor	Hewlett Packard		THTCH03170	
914	Monitor	Gateway		T8J006382	
915	Desk Jet Printer	Hewlett Packard	932 C	CN1171Q1Z	
916	Desk Jet Printer	Hewlett Packard	F 4135	CN7974T4RM	
917	Projector Screen	Luma			
918	Projection Screen	Draper V		ACS 87002764	
919	Monitor	Gateway		ACS 14227	
920	Alpha Smart		2000	ACS 10643	
921	Alpha Smart		2000	ACS 10624	

	Item Description	Make	Model	Serial #	FA#
922	Alpha Smart		2000	ACS 10667	
923	Alpha Smart		2000	ACS 10636	
924	Dry Erase Board	Expo			
925	Wood Frame Board with Legs	Lakeshore		ACS 1917	
926	Keyboard	Compaq		ILJ39DE21128	
927	Keyboard	Canon		30109306	
928	Mouse				
929	Monitor	Gateway		ACS 14239	
930	Computer Speakers				
931	Mouse	Compaq			
932	Clock	Seth Thomas			
933	Clock	Quartz			
934	Clock	Accutrex			
935	Monitor	Gateway		ACS 14247	
936	Overhead Projector	3M		18107370	
937	Dry Erase Board	Best-Rite			
938	Wood Table				
939	Green Rolling Cart				
940	Green Rolling Cart				
941	Teacher's Desk			ACS 2741	
942	Book Shelf				
943	Big Chair				
944	Couch				
945	Metal Stand				
946	Monitor	Gateway		ACS 14224	
947	Monitor	Gateway		ACS 14240	
948	Push Mower	Winston		ACS 13460	

**Budget Amendment
Asheboro City Schools Administrative Unit
State Public School Fund**

The Asheboro City Board of Education at a regular meeting on the 13th day of October, 2011, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2012.

<u>REVENUE</u>		
1.3100.000	State Allocation	\$ <u>94,637.00</u>
		\$ <u><u>94,637.00</u></u>
 <u>EXPENDITURE</u>		
1.5210.029	Special Instruction - Behavioral Support	<u>94,637.00</u>
		\$ <u><u>94,637.00</u></u>
Total Appropriation in Current Budget		\$ 24,236,192.00
Total Increase/Decrease of above amendment		<u>94,637.00</u>
Total Appropriation in Current Amended Budget		\$ <u><u>24,330,829.00</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of October, 2011.

Chairman, Board of Education

Secretary

**Budget Amendment
Asheboro City Schools Administrative Unit
Current Expense Fund**

The Asheboro City Board of Education at a regular meeting on the 13th day of October, 2011, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2012.

<u>REVENUE</u>		
2.4910.000	Fund Balance Appropriated	\$ <u>72,350.64</u>
		\$ <u><u>72,350.64</u></u>
 <u>EXPENDITURE</u>		
2.5110.061.311	Regular Instruction-Contracted Services	\$ 550.00
2.5110.061.411	Regular Instruction-Supplies	2,365.39
2.6580.802.311	Maintenance-Contracted Services	4,500.00
2.6580.802.325	Maintenance-Contracted Repairs	2,250.00
2.6580.802.411	Maintenance-Supplies	33,435.25
2.6932.801.311	External Audit-Contracted Services	29,250.00
		\$ <u><u>72,350.64</u></u>
 Total Appropriation in Current Budget		 \$ 7,524,500.00
Total Increase/Decrease of above amendment		<u>72,350.64</u>
Total Appropriation in Current Amended Budget		\$ <u><u>7,596,850.64</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of October, 2011.

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 13th day of October, 2011, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2012.

Revenue

3.3610.017	VOC ED Program Improvement	\$ 82,841.00
		\$ 82,841.00
		\$ 82,841.00

Expenditure

3.5120.017.411	CTE Curricular Services-Supplies	5,000.00
3.5120.017.418	CTE Curricular Services-Software	5,841.00
3.5120.017.462	CTE Curricular Services-Computer Equipment	72,000.00
		\$ 82,841.00
		\$ 82,841.00

Total Appropriation in Current Budget	\$ 6,917,567.78
Total Increase/Decrease of above amendment	82,841.00
	\$ 7,000,408.78
	\$ 7,000,408.78

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of October, 2011.

Chairman, Board of Education

Secretary

Budget Amendment
Asheboro City Schools Administrative Unit
Capital Outlay Fund

The Asheboro City Board of Education at a regular meeting on the 13th day of October, 2011 passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2012.

REVENUE

4.4910.999.000	Fund Balance Appropriated	679.00
		679.00
		679.00

EXPENDITURE

4.9238.999.461.308	Band Equipment Carryover - SAMS	278.00
4.9238.999.461.336	Band Equipment Carryover - NAMS	401.00
		679.00
		679.00

Total Appropriation in Current Budget	1,107,165.00
Total Increase/Decrease of above amendment	679.00
Total Appropriation in Current Amended Budget	1,107,844.00

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of October, 2011.

Chairman, Board of Education

Secretary

**Budget Amendment
Asheboro City Schools Administrative Unit
Capital Outlay Fund**

The Asheboro City Board of Education at a regular meeting on the 13th day of October, 2011 passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2012.

REVENUE

4.4910.999.000	Fund Balance Appropriated	225,221.61
		225,221.61
		225,221.61

EXPENDITURE

4.9121.999	HVAC Upgrades	20,632.00
4.9130.339	Lighting Upgrades	100,000.00
4.9130.539	Lighting Upgrades	31,165.57
4.9130.999	Lighting Upgrades	704.29
4.9136.999	Security Cameras	340.00
4.9233.999	Furniture	66,044.00
4.9235.999	Equipment	4,005.11
4.9236.999	Technology Equipment	2,330.64
		225,221.61
		225,221.61

Total Appropriation in Current Budget	1,107,844.00
Total Increase/Decrease of above amendment	225,221.61
Total Appropriation in Current Amended Budget	1,333,065.61

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of October, 2011.

Chairman, Board of Education

Secretary

Budget Amendment
 Asheboro City Schools Administrative Unit
 Local Grant Fund

The Asheboro City Board of Education at a regular meeting on the 13th day of October, 2011, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2012.

<u>REVENUE</u>		
8.4910.000	Fund Balance Appropriated	\$ <u>96,662.00</u>
		\$ <u><u>96,662.00</u></u>
 <u>EXPENDITURE</u>		
8.6200.306	Medicaid Direct Bill Reimbursement	\$ 83,348.00
8.5110.380	SIPS I Grant	1,395.00
8.5340.385	Emergent Literacy Grant	<u>11,919.00</u>
		\$ <u><u>96,662.00</u></u>
 Total Appropriation in Local Grant Fund		 \$ 1,907,050.00
Total Increase/Decrease of above amendment		<u>96,662.00</u>
Total Appropriation in Current Amended Budget		\$ <u><u>2,003,712.00</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of October, 2011.

Chairman, Board of Education

Secretary

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

Group Making Request: 5th grade

School: Lindley Park

Destination: Washington D.C. Date of Trip: Feb. 23+24

Number of Students Involved: 84 Percent of Total Group: 100%

Reasons for Students Not Attending: None

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

If using a Charter Bus service, state name of Vendor here: Coach America Winston Salem

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

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

Departure Time: 5:00 AM 2/23/12 Return Time: 11:00 PM 2/24/12 Round Trip Miles (estimated): 730

Estimated Cost to the Student: \$160.00

Purpose(s) of the Field Trip:
Social Studies Goal 2- The learner will analyze political and social institutions in N. America, Science Goal 1-1.01 Describe and compare ecosystems.

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

Stephanie Wood, Caroline Rush, Gail Meyer, Colleen Stanley, Gwen Clapp, Robin Harris

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

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

Stephanie Wood Sponsor 8/26/11 Date

Approved: Robert T. Harris Principal 8/26/11 Date

Approved: _____ Superintendent or Designee _____ Date

Transportation Scheduled: Lehem Brewer _____ 10-4-11 Date

Transportation Supervisor _____ Date

Special Comments/Response: _____

POLICY: FIELD TRIPS

When properly planned, supervised and evaluated, field trips can provide a valuable education experience. Indeed, it is often those events that are extraordinary, unique, or a departure from routine, which create the setting for significant retained learning.

All field trips require the prior approval of a school's principal. That Principal should know the reasons for the experience, the pre-trip work that has been done with the students and the specific objectives the sponsor hopes to accomplish and follow-up plans. It is the responsibility of the trip sponsor to review those matters with the school's principal. Because of the process we use for approval and because of the difficulty in scheduling of activity buses, sponsors need to seek approval as much in advance as possible.

Once trips are approved by the principal, requests will be sent to the central office where the superintendent or his designee will review them. Instructional merits of the trip will be considered and the transportation supervisor will determine whether vehicles/drivers are available on the desired date(s). Schools are encouraged to build a staff of building-level drivers, rather than rely on what might be available

Also keep the following regulations governing field trips in mind:

1. All over-night field trips must have prior written approval of the Superintendent.
2. All out-of-state field trips must have prior written approval of the Board of Education.
3. Field trips must have a legitimate educational value and request to take such trips should be made **at least 10 working days in advance**.
4. Out-of-state requests must be submitted in time to be reviewed for approval by the Board of Education at a regular scheduled board meeting prior to the date of the proposed field trip.
5. The cafeteria manager should be informed as much in advance as possible (two weeks or more) if a group will miss lunch.
6. The principal should assure that adequate adult supervision is provided for all field trips.
7. Field trip costs are assumed by the sponsoring group. That organization or the school must make provisions for students who are financially unable to attend.
8. A list of students participating in the trip must be compiled and maintained in the office during the course of the trip; teachers whose schedules might be altered by the trip must be informed of which students will miss their classes several days in advance of the departure date.
9. Parental permission forms should be filed in the principal's office and maintained for 3 months after the date of the field trip.
10. Under no circumstance will students be allowed to drive their personal automobiles on school sponsored field trips.

Lindley Park 5th Grade

Washington, D.C. trip – February 23 – 24, 2012

- Provide an effective method for accomplishing curriculum objectives:

These objectives follow our standard course of study and will make the student learning relevant when visiting each exhibit. Our goal is to have each standard taught by February so that the students relate their learning to their visit. Our students will have the opportunity to visit different war memorials, the capital, Smithsonian museums, and memorials of our past presidents.

Social Studies

5.E.1.1 Summarize the role of international trade between the United States and other countries through Reconstruction.

5.C&G.1.2 Summarize the organizational structures and powers of the United States government (legislative, judicial and executive branches of government).

5.C&G.2.3 Exemplify ways in which the rights, responsibilities and privileges of citizens are protected under the United States Constitution.

5.C&G.2.4 Explain why civic participation is important in the United States.

5.C&G.1.1 Explain how ideas of various governments influenced the development of the United States government (Roman, Greek, Iroquois, and British).

5.H.1.3 Analyze the impact of major conflicts, battles and wars on the development of our nation through Reconstruction.

5.G.1.3 Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations.

Science

1.01 Describe and compare several common ecosystems (communities of organisms and their interaction with the environment).

1.02 Identify and analyze the functions of organisms within the population of the ecosystem:

1.03 Explain why an ecosystem can support a variety of organisms.

1.04 Discuss and determine the role of light, temperature, and soil composition in an ecosystem's capacity to support life.

1.05 Determine the interaction of organisms within an ecosystem.

1.06 Explain and evaluate some ways that humans affect ecosystems.

1.07 Determine how materials are recycled in nature.

4.03 Explain how energy is needed to make machines move.

4.05 Determine factors that affect motion including:

- be consistent with the educational goals of the board

This trip will allow our student to travel as collaborative learning communities. It will produce globally competitive students, and will focus on community and world involvement.

- Keep to a minimum any disruptions of other educational programs and/or loss of instructional time.

The date of our trip is February 23 & 24th. We will be leaving Thursday morning and returning Friday night. We will only be 9 hours of instruction due to our specials block being held on Friday mornings and Guidance. The student will receive instruction at each of the 8 exhibits we will be visiting.

Educational Travel Adventures

edtravelross@aol.com
www.educationaltraveladv.com

Lindley Park Elementary School Washington D.C. February 23-24, 2012

Thursday February 23

5:00AM	Depart Lindley Park Elementary School (Rest stop enroute)
10:30AM	Arlington National Cemetery
12:30PM	Metro ride
12:45PM	Lunch Pentagon City Mall (Each person given \$10)
2:00PM	Smithsonian (Museums of your choice)
5:45PM	Dinner Reagan Food Court (Each person given \$10)
6:45PM	Monument tour (WWII memorial, Lincoln Memorial, Vietnam Wall, Korean Memorial, Iwo Jima & White House)
9:30PM	Best Western Mt. Vernon 703-360-1300

Friday February 24

6-6:45AM	Continental breakfast
7:00AM	Depart for D.C.
8:00AM	Roosevelt, Jefferson & Martin Luther King memorials
9:30AM	Capitol tour
12Noon	Lunch Union Station (Each person given \$10)
1:30PM	National Archives
2:30PM	Smithsonian (Museums of your choice)
5:00PM	Depart for home with meal stop enroute. (Each person given \$5)
11:30PM	Arrive Lindley Park Elementary School

Ross Strickland
109 Keenan Drive
 Mooresville, NC 28117

Cellular 704-608-8470
Home 704-663-4070

Educational Travel Adventures

Ross Strickland
109 Keenan Drive
Mooresville, NC 28117
Phone 704-663-4070

Charles Sprinkle
1260 Spainhour Mill Road
Pinnacle, NC 27021
Phone 336-983-5604

edtravelross@aol.com
www.educationaltraveladv.com

August 26, 2011

Stephanie Wood
Lindley Park Elementary School
312 Cliff Road
Asheboro, NC 27203

Re: **Washington D.C.**
February 23-24, 2012

It is my pleasure to quote you on your class going to the Washington D.C. This quote is based on the following:

- 2 Days and 1 night including roundtrip transportation by modern motorcoach
- 3 Comps per motorcoach (Comps based on double rooms)
- **Paid Activities**
 - National Archives
 - Metro Pass
- **Lodging**
 - 1 nighs including 1 continental breakfast
- **Meals:**
 - Day 1 Lunch \$10, Dinner \$10
 - Day 2 Lunch \$10, Dinner \$5

Minimum paying per motorcoach. NOTE: Maximum per coach is 54		45-49	40-44	35-39
Quad	Student	\$141	\$150	\$156
Triple	Student	\$150	\$159	\$166
Double	Adult	\$167	\$173	\$183
Single	Adult	\$220	\$228	\$238

If I may be of further assistance to you please contact me at any time.

Sincerely,

Ross Strickland
Educational Travel Adventures

WASHINGTON D.C. TOURS AND VISITOR INFORMATION

OFFICE OF SENATOR RICHARD BURR

217 RUSSELL SENATE OFFICE BUILDING • WASHINGTON, DC • (202)224-3154 • FAX: (202)228-2981

Tours or Visits Senator Burr's Office Can Request for You

The White House

Tour Summary: Self-guided tour through the East Wing. All tours are significantly enhanced by the White House Visitor Center located at the southeast corner of 15th and E Street before or after your tour. The center is open seven days a week from 7:30am until 4:00pm and features many aspects of the White House, including its architecture, furnishings, first families, social events, and relations with the press and world leaders, as well as a thirty-minute video.

Address: 1600 Pennsylvania Ave, NW

Closest Metro Stop: Federal Triangle (Blue and Orange Lines), Metro Center (Blue, Orange, and Red Lines), and McPherson Square (Blue and Orange Lines)

Availability: White House tours are very limited. Requests must be placed at least one month in advance of the desired date. Requests submitted after this deadline will be placed on a waiting list. Specific tour times cannot be requested. The office notified of tour status only approximately 15 days before the requested date.

White House Tours are offered:

7:30am to 11:00am Tuesday through Thursday

7:30am to 12:00am Friday

7:30-1:00 Saturday

How to request a tour: Contact Senator Burr's Tour Coordinator at (202)224-3154

Information to submit: Dates of availability and the number in your party

Tour Website: www.whitehouse.gov/history/tours

The United States Capitol

Tour Summary: The United States Capitol is the house of the nation's two legislative chambers. Features of the tour include the capitol Rotunda, the Old Supreme Court Chamber, Statuary Hall, and the Crypt.

Address: Between Constitution and Independence Avenues

Closest Metro Stop: South Capitol (Blue and Orange Lines), Union Station (Red Line)

Availability: Senator Burr's office offers Staff led tours of the Capitol for groups of 90 people or less Monday through Friday from 8:30am to 3:20pm. Please call the office for tours of groups larger than 90.

How to request a tour: Contact Senator Burr's Tour Coordinator at (202)224-3154

Information to Submit: Dates of availability, number in your party, and cell phone number

The Pentagon

Tour Summary: Each tour includes the mission of the Department of Defense and each of its branches of service, and visits numerous displays that highlight and depict significant moments in military history.

Address: 1400 Defense Pentagon, Washington DC 20301

Availability: Tours are offered Monday through Friday 9:00am to 3:00pm. Requests must be made at least two weeks in advance. Pentagon tours fill up fast and cannot be guaranteed

Closest Metro Stop: Pentagon Station (Yellow and Blue Lines)

How to request a tour: Contact Senator Burr's Tour Coordinator at (202)224-3154 or visit <http://pentagon.afis.osd.mil/index.html> to submit a request directly.

Information to submit: Dates of availability, number in party, mailing address, phone number, and email address

The Bureau of Engraving and Printing

Tour Summary: Located in the heart of the Nation's Capital, the BEP's Washington, DC Tour and Visitor Center is a great place to learn all about U.S. paper currency. You can see millions of dollars being printed as you walk along the gallery overlooking the production floor. The free 40-minute experience includes an introductory film and gallery tour of the production process. The visitor center includes exhibits and currency products for sale.

Address: 14th and C Streets SW

Availability: Monday through Friday 8:15am or 8:45am (4:00pm, 4:15pm, 4:30pm, 4:45pm April through August). Congressional tour requests must be for groups of 10 or less. BEP tours fill up fast and are not guaranteed. There are public, non-reserved tours available.

Closest Metro Stop: Smithsonian Station (Blue and Orange Lines)

How to request a tour: Contact Senator Burr's Tour Coordinator at (202)224-3154 for a Congressional reserved tour

Information to Submit: Dates of Availability and number in your party

Tour Website: <http://moneyfactory.gov/tours/washingtondctours.html>

Department of the Treasury

Tour Summary: Some tour highlights include the Salmon Chase and Andrew Johnson Suites, the newly restored West dome and lobby, and the Cash Room. Please note that this is NOT the tour for seeing the production of United States currency notes. To see currency production you will need a tour of the Bureau of Engraving and Printing. This tour is not recommended for children.

Address: 15 St. and Hamilton Place, NW

Availability: Treasury tours are only available on Saturdays. Tours can be requested but not guaranteed.

Closest Metro Stop: Federal Triangle (Blue and Orange Lines)

How to request a tour: Contact Senator Burr's Tour Coordinator at (202)224-3154

Information to Submit: Dates of availability, number in party, phone number, email address, mailing address, name, date of birth, and social security number of each visitor must be submitted upon reservation request. In addition, everyone must have a photo I.D. to gain admittance to the building on the date of their scheduled tour.

Tour Website: www.ustreas.gov or www.treas.gov/offices/management/curator/tours.shtml

Library of Congress

Tour Summary: The Library of Congress offers hour-long tours of the historic Thomas Jefferson Building. During your tour you will learn about the building's art and architecture and view the grandeur of the Main Reading Room. You will also hear the history of the Library, America's oldest cultural institution, and the services which it provided Congress and the nation.

Address: Jefferson Building, 101 Independence Ave, SE

Availability: Congressional reserved tours may be requested Monday through Friday at 8:30am, 1:45pm, and 3:45pm for groups of 15 people or less. For more than 15 visitors up to 60, tours may be offered Monday through Friday at 9:00am, 10:00am, 11:00am, and 1:00pm.

How to request a tour: Contact Senator Burr's Tour Coordinator at (202)224-3154 for a Congressional reserved tour or public tours can be attended without reservations.

Schedule for Public Tours: Monday-Saturday, 10:30, 11:30, 1:30, 2:30, or 3:30

Closest Metro Stop: Capitol South Metro (Blue and Orange Lines)

Information to submit: Dates of availability, number in your party, and time preference.

Tour Website: www.loc.gov/visit/tours

Photo with Senator Burr

Availability: Most Tuesdays and Wednesdays at 2:00pm and Thursdays at 1:00pm when the Senate is in session.

How to request a photo: Contact Senator Burr's Tour Coordinator at (202)224-3154

Information to submit: Number in party, day available, cell phone number, mailing address

Other Tours and Points of Interest in Washington D.C.

National Archives and Records Administration

Tour Summary: The National Archives is the home of the original Declaration of Independence, the U.S. Constitution and Bill of rights which are housed in the Rotunda for the Charters of Freedom.

Address: 700 Pennsylvania Ave, NW

Phone: 1-877-444-6777

Availability: The museum is open from 10:00am until 5:30pm with extended hours in the spring and summer closing at 7pm. The National Archives Experience is open every day except Thanksgiving and Christmas. Reservations are not required for individuals or groups wishing to enter through the general public entrance. Advanced reservations are recommended and will allow visitors to avoid the long line to enter the museum. Guided tours are offered by reservation only at 9:45am Monday through Friday. Self-guided visits are permitted from 10:00am until 90 minutes before closing time.

How to Request a tour: visit

<http://www.recreation.gov/tourSearchResult.do?parkId=79052&contractCode=NRSO> to reserve either a guided or self-guided tour of the archives. You may also go to the public walk up line at the National Archives from 10:00am to 7:00pm Monday- Sunday. There is no charge for the public walk up line to enter the building. All tours from the public walk up line are self-guided.

Cost: \$1.50 per tours reserved online in advance.

Closest Metro Stop: Federal Triangle (Blue and Orange Lines)

Tour Website: <http://www.archives.gov/nae/visit/reserved-visits.html>

Supreme Court

Tour Summary: Self-guided tours through the nation's highest court. Court sessions are open to the public on a first-come first-served basis.

Address: First Street NE between East Capitol Street and Maryland Avenue

Phone: (202)479-3211

Availability: The Supreme Court is open Monday through Friday from 9am to 4:30pm except for Federal Holidays. When Court is not in session, Court Lectures are given from 9:30am until 3:30pm every hour.

Cost: Free

How to Request a Tour: Tours are not reserved. Visitors must walk-up.

Closest Metro Stop: Capitol South (Orange and Blue Lines), Union Station (Red Line)

Tour Website: <http://www.supremecourt.gov/visiting/visitorservices.aspx>

Department of State

Tour Summary: This tour includes the Diplomatic Reception Rooms of detailed architectural and decorative highlights that serve as our country's main stage of international diplomacy.

Phone: (202)647-3241

Address: 2201 C Street NW

Availability: Guided tours are conducted Monday through Friday at 9:30 am, 10:30 am, and 2:45 pm. Tours are 45 minutes in duration. Reservations are required and should be made approximately 90 days in advance, due to the large volume of requests.

How to Request a Tour: Tours of the Department of State require a reservation at least 90 days in advance online at <https://receptiontours.state.gov/>.

Cost: Free

Closest Metro Stop: Foggy Bottom (Blue and Orange Lines)

Tour Website: <https://receptiontours.state.gov/>

Arlington National Cemetery

Description: Some highlights of the Arlington National Cemetery are the Tomb of the Unknown Soldier, the Amphitheatre, the Curtis-Lee Mansion, and the graves of Presidents John F. Kennedy and William Howard Taft.

Hours: The Arlington Cemetery is open to the public 365 days a year. From April 1 to September 30 the cemetery is open from 8:00am until 7:00pm and for the rest of the year it closes at 5:00pm.

Cost: Free (no reservation required)

Address: Arlington National Cemetery in Arlington, VA

Closest Metro Stop: Arlington National Cemetery (Blue Line)

Website: www.arlingtoncemetery.org

The John F. Kennedy Center for the Performing Arts

Description: The center is one of the nation's active performing arts centers and serves as a living memorial to John F. Kennedy. The tour highlights the historic events that led up to the center's establishment as well as an interactive exhibit on the presidency of John F. Kennedy.

Hours: The Kennedy Center operates from 10:00am until 5:00pm Monday through Friday and on Saturday and Sunday tour hours are from 10:00am until 5:00pm. Performances times vary. For a calendar of performances you can visit <http://www.kennedy-center.org/calendar/index.cfm?fuseaction=showMonth>.

Cost: Free Tours, Performances range in price

Address: 2700 F Street, NW

Phone: (202)467-4600

Closest Metro Stop: Foggy Bottom (Blue and Orange Lines)

Website: www.kennedy-center.org/visitor/tours.html

The National Cathedral

Description: At the National Cathedral one can see the beautiful architecture and grounds, learn more about the history of the cathedral, and enjoy the spectrum of spiritual and cultural activities year round.

Availability: You will need a reservation if your group is larger than 13 people. Monday through Friday the Cathedral is open from 10:00am until 5:30pm. Tours are offered on weekdays from 10:00am to 11:30am and 12:45pm until 4:00pm. On Saturdays the National Cathedral is open to visitors from 10:00am until 4:30pm and tours are offered from 10:00am and from 12:45pm until 4:00pm. The Cathedral is open on Sundays from 8:00am until 5:00pm, however tours are only offered from 1:00pm

until 2:30 pm. You may visit <http://www.nationalcathedral.org/visit/groupTours.shtml> for a list of worship services and their respective times.

Cost: The Cathedral requests a contribution of \$5 per adult, \$3 per child, or \$15 per family

Address: Massachusetts and Wisconsin Avenues, NW

Phone: The Cathedral is open for

Closest Metro Stop: Tenleytown/American University (Red Line)

Tour Website: <http://www.nationalcathedral.org/visit/>

Smithsonian Institution Building, the Castle

Description: The Smithsonian's first building, popularly known as the Castle, houses the Institution's administrative offices and the Smithsonian Information Center.

Hours: The Castle is open from 8:30am until 5:30pm daily excluding Christmas day. Tour times vary daily. For a schedule, visit <http://www.nationalcathedral.org/visit/groupTours.shtml>.

Cost: Free

Address: 1000 Jefferson Drive, SW

Phone: (202)633-1000

Closest Metro Stop: Smithsonian Station (Blue and Orange Lines)

Website: <http://www.si.edu/visit/infocenter/sicastle.htm>

The National Aquarium

Description: A 45-minute showcase Aquarium of unique exhibits and engaging animals including more than 250 species such as alligators, piranhas, sharks, eels, and gar.

Hours: The National Aquarium is open daily from 9:00am to 5:00pm with the last admissions at 4:30pm. Daily animal feedings and aquarist talks occur at 2:00pm. The aquarium is open every day except for Thanksgiving and Christmas.

Cost: General admission is \$5, seniors (age 60+) \$8, military personnel \$8, children (ages 3-11) \$4, Children (under 3) free. For special group rates visit <http://www.nationalaquarium.com/tickets.html>

Address: 1401 Constitution Avenue, NW

Phone: (202) 482-4946

Closest Metro Stop: Federal Triangle Station (Blue and Orange Lines)

Website: <http://www.nationalaquarium.com/>

Folger Shakespeare Library

Description: Home to the world's largest Shakespeare collection The Folger Shakespeare library offers public programs including plays, concerts, literary readings, family activities, and other exhibitions.

Hours: The Shakespeare Library is open Monday through Friday 10:00am until 5:00pm. The library is closed on all Federal holidays and on Sundays.

Cost: Free

Address: 201 East Capitol Street, SE

Phone: (202) 544-7077

Closest Metro Stop: Capitol South (Blue and Orange Lines) and Union Station (Red Line)

Website: www.folger.edu

Mount Vernon

Description: Mt. Vernon is a privately owned estate and garden that was once the home of George and Martha Washington. In the 18th century the estate, gardens, and farm totaled 8,000 acres. Today, 500 acres have been preserved. Visitors can see 20 structures and 50 acres of gardens as they

existed in 1799. In addition, you may visit the tombs of George and Martha Washington, Washington's greenhouse, a memorial to the accomplishments of 18th century slaves and a museum.

Hours: Mt. Vernon is open 365 days a year. From April to August its hours are 8:00am until 5:00pm, from March to October the site is open from 9:00am to 5:00pm and from the month of November until February the hours are 9:00am until 4:00pm.

Cost: Adults \$13, Seniors \$12, Children \$6, Children ages 5 and under are free

Address: 3200 Mount Vernon Memorial Highway, Mount Vernon, VA 22121

Phone: To reserve a tour call (202) 780-2000

Closest Metro Stop: Huntington Station (Yellow Line) to the Fairfax connector bus

Website: www.mountvernon.org

Naval Observatory

Description: The tour begins with a history and mission of the Observatory and then continues with the viewing of celestial objects with an astronomer if weather permits.

Hours: Tours of the US Naval Observatory are Monday Evenings from 8:30pm until 10:00pm except on federal holidays.

Cost: Free

Address: 34th St. and Massachusetts Ave, NW

Phone: (202) 762-1489

Tour Website: <http://www.usno.navy.mil/USNO/tours-events/tour-information>

Union Station

Description: Rail station newly refurbished into a turn-of-the-century motif. DC's home to Amtrak, buses, taxis, public parking, and many DC tiyrs such as Tourmobile, Gray Line, and Old Town Trolley Tours. In addition, Union Station has over 100 shops and restaurants.

Hours: The shops in Union Station are open from 10:00am until 9:00ppm, Monday through Saturday and from Noon to 6:00pm on Sunday.

Cost: Free

Address: 50 Massachusetts Ave, NE

Closest Metro Stop: Union Station (Red Line)

Website: www.unionstationdc.com

United States Holocaust Memorial Museum

Description: Through its exhibits, this living memorial of the Holocaust inspires citizens and leaders worldwide to confront hatred, promote human dignity and prevent genocide.

Hours: The Holocaust Memorial Museum is closed only on Yom Kippur (September 18, 2010) and Christmas Day (December 25). The Museum is open from 10:00am until 5:20pm. Guided tours are offered for groups of 9 or less every half hour from 10:00 to 2:30. For tours of groups of 10 or more reservations are required.

Cost: Admittance to the museum is free and while it is not required, you may reserve tickets in advance online at <https://tix.cnptix.com/tix/ushmm?eventid=21322>.

Address: 100 Raoul Wallenberg Place, SW

Phone: (202) 488-0400

Closest Metro Stop: Farragut West (Blue and Orange Line)

Website: www.ushmm.org/visit/whatinside/lc

Ford's Theatre and Lincoln Museum

Description: Ford's Theatre serves as a tribute to President Lincoln's love of the arts. The museum includes the clothes Abraham Lincoln wore on the night of his assassination. The theatre includes a presentation about Ford's Theatre and the assassination of Abraham Lincoln that lasts for approximately 30 minutes. Following the presentation visitors may proceed across the street to the Peterson House to visit the historic museum.

Hours: Since Ford's is a working professional theatre, there will be occasions when visitors will be unable to tour. Please check the website before visiting the Theatre to ensure that it is open. Ford's Theatre is open for tours from 9:00am to 5:00pm daily except for Christmas Day.

Cost: Free

Address: 511 10th Street, NW

Phone: (202) 347-4833

Closest Metro Stop: Metro Center (Red, Blue, Orange Lines) or Gallery Place (Green and Yellow Lines)

Website: www.fordstheatre.org

National Museum of American History

Description: Exciting artifact displays feature diverse topics such as transportation and technology, science and innovation, American lives and ideals, American wars and politics, music, sports, and entertainment.

Hours: The museum is open from 10:00am until 5:30pm and is open daily except for on December 25th.

Cost: Free

Address: 1400 Constitution Avenue NW

Phone: (336)

Closest Metro Stop: Smithsonian Station or Federal Triangle Station (Blue and Orange Lines)

Website: <http://americanhistory.si.edu/index.cfm>

The National Air and Space Museum

Two Locations:

National Air and Space Museum on the Mall

Description: The National Air and Space Museum on the National Mall has hundreds of original, historic artifacts on display, including the Wright 1903 Flyer, the Spirit of St. Louis, the Apollo 11 command module Columbia, and a Lunar Rock sample. This site also offers two IMAX theatres.

Hours: open daily (excluding Christmas Day) from 10:00am until 5:30pm with extended summer hours

Cost: Free

Address: Independence Ave and 6th

Phone: (202) 633-2214

Closest Metro Stop: Smithsonian Station (Blue and Orange Lines)

Stephen F. Udvar-Hazy Center

Description: The Steven F. Udvar-Hazy Center is the companion facility to the Museum on the National Mall and it provides enough space for the Smithsonian to display the thousands of aviation and space artifacts that cannot be exhibited on the National Mall.

Hours: The Museum is open from 10:00am until 6:30pm daily (except for Christmas Day).

Cost: Free

Address: 14390 Air and Space Museum Parkway, Chantilly, VA 20151

Phone: (202) 633-1000

Website: <http://www.nasm.si.edu/visit/>

Postal Museum

Description: The National Postal Museum is divided into galleries that explore America's postal history from colonial times to the present. Visitors learn how mail has been transported, emphasize the importance of letters, and spotlight the creation and wondrous diversity of postage stamps. Docent-led tours are an excellent way to see the highlights of the National Postal Museum. Guided tours can be scheduled in advance for groups of 10 or more visitors. Self guided tours and guided tours for walk-in visitors are also available.

Hours: The Museum is open seven days a week from 10:00am to 5:30pm, except for December 25th.

Cost: Free

Address: 2 Massachusetts Ave., NE

Phone: (202) 633-5555

Closest Metro Stop: Union Station (Red Line)

Website: <http://postalmuseum.si.edu/>

The Smithsonian Natural History Museum

Description: With more than 126 million artifacts and specimens in their collection, the Museum of Natural History is one of the largest science classrooms in the world.

Hours: The Museum of Natural History is open every day of the year except for December 25 from 10:00am until 5:30pm. Extended hours are offered during the summer. No reservations or tickets are required for entrance.

Cost: Free

Address: 10th Street and Constitution Ave., NW

Phone: (202) 633-1000

Closest Metro Stop: Smithsonian Station (Blue and Orange Lines)

Website: <http://www.mnh.si.edu/visit/>

National Museum of the Marine Corps

Availability: Open 9:00am until 5:00pm every day except for Christmas. Free docent-led tours are offered for groups of 20 or less at 10:00am, 12:00pm, and 2:00pm. No reservations are required.

Address: 18900 Jefferson Highway, Triangle, VA 22172

Phone: (703)649-2352

Price: Free

Website: www.usmcmuseum.org

National Museum of the American Indian

Description: National Museum of the American Indian has one of the most extensive collections of Native American arts and artifacts in the world.

Hours: The Museum is open from 10:00am until 5:30pm daily and is closed on Christmas Day.

Cost: Free

Address: 4th Street and Independence Ave, SW

Phone: (202) 633-1000

Closest Metro Stop: L'Enfant Plaza (Blue, Orange, Green, and Yellow Lines)

Website: <http://www.nmai.si.edu/>

The International Spy Museum

Description: This is the only public museum in the world solely dedicated to the tradecraft, history, and contemporary role of espionage. The Museum's permanent exhibition presents the tradecraft of

espionage through the stories of individuals and their missions, tools, and techniques. Exhibits feature the largest collection of international espionage artifacts ever on public display—many for the first time.

Hours: The Museum is closed on New Year's Day, Thanksgiving Day, and Christmas Day. The Museum is open from 9:00am until 7:00pm.

Cost: Adults \$18, Seniors (ages 65+) or Military/Intelligence Community \$17, and Children (ages 5-11) \$15

Address: 800 F Street, NW

Phone: (202) EYE-SPY-U

Closest Metro Stop: Gallery Place/China Town (Red, Yellow, or Green Lines) or Metro Center (Orange, Blue, or Red Lines)

Website: www.spymuseum.org

The National Building Museum

Description: Held by eight Corinthian columns, the marble and Italian Renaissance design many say makes this the most impressive building in DC. Exhibits in the Building Museum change yearly and range from Shakespeare to domestic architecture and America's World's Fairs.

Hours: The National Building Museum is open to the public Monday through Saturday, 10:00 am to 5:00 pm, and Sunday, 11:00 am to 5:00 pm. The Museum is closed Thanksgiving, Christmas, and New Year's Day.

Cost: Free, however a \$5 donation is suggested

Address: 401 F Street, NW

Phone: (202) 272-2448

Closest Metro Stop: Judiciary Square (Red Line) or Gallery Place/Chinatown (Yellow or Green Lines)

Website: http://www.nbm.org/plan-visit/hours_amenities/

Art Museums and Theatres

The National Gallery of Art

Description: The National Gallery of Art encompasses all aspects of the visual arts.

Hours: The Gallery is open Monday through Saturday from 10:00am until 5:00pm and Sunday from 11:00am to 6:00pm. The Gallery is closed on Christmas day and New Years day.

Cost: Free

Address: 401 Constitution Ave, NW

Phone: (202)737-4215

Closest Metro Stop: Judiciary Square (Red Line)

Website: www.nga.gov

National Museum of African Art

Description: The Smithsonian's National Museum of African Art fosters the discovery and appreciation of the visual arts of Africa, the cradle of humanity.

Hours: The Museum is open daily from 10:00am until 5:30pm except for on December 25th when it is closed.

Cost: Free

Address: 950 Independence Avenue, SW

Phone: (202) 633-4646

Closest Metro Stop: Smithsonian Station (Blue or Orange Lines)

Website: <http://africa.si.edu/>

American Art Museum

Description: The collection at the American Art Museum captures the character and imagination of the American people throughout three centuries. The Museum is home to one of the largest and most inclusive collections of American art in the world.

Hours: The Museum is open from 11:30am until 7:00pm daily and is closed on December 25th.

Cost: Free

Address: 8th and F Streets, NW

Phone: (202) 633-1000

Closest Metro Stop: Gallery place/Chinatown (Red, Yellow, or Green Lines)

Website: <http://americanart.si.edu/>

Freer Gallery of Art

Description: A museum on Asian art, the Freer is designed in a classical style whose architectural nexus is a courtyard that used to house live peacocks in the museum's early days. The Museum displays the best in Asian art while enabling visitors to walk through a vivid timeline of world cultures.

Hours: The museum is open from 10:00am until 5:30pm every day except December 25th.

Cost: Free

Address: 1050 Independence Avenue, SW

Phone: (202) 633-1000

Closest Metro Stop: Smithsonian Station (Blue and Orange Lines)

Website: <http://www.asia.si.edu/>

Hirshhorn Museum and Sculpture Garden

Description: Their collection of modern art (late-nineteenth century to mid-twentieth century) and contemporary art (from the 1970s to today) includes in-depth holdings by some of the best-known artists of our time, as well as the work of today's most promising emerging artists.

Hours: The museum is open from 10:30am to 5:30pm except December 25th.

Cost: Free

Address: Independence Avenue at Seventh Street, SW

Phone: (202) 633-1000

Closest Metro Stop: L'Enfant Plaza (Blue, Orange, Yellow, and Green Lines)

Website: <http://hirshhorn.si.edu/>

Portrait Gallery

Description: The Smithsonian's National Portrait Gallery tells the history of America through individuals who have shaped its culture. Through the visual arts, performing arts and new media, the Portrait Gallery portrays poets and presidents, visionaries and villains, actors and activists whose lives tell the American story.

Hours: The Gallery is open from 11:30am to 7:00pm daily except for December 25th.

Cost: Free

Address: 8th and F Street, NW

Phone: (202) 633-8300

Closest Metro Stop: Gallery Place/Chinatown Station (Red, Yellow, and Green Lines)

Website: <http://www.npg.si.edu/>

Shakespeare Theatre

Description: Their core mission is to present classic theatre in an accessible, skillful, imaginative, American style that honors playwrights' language and intentions while viewing their plays through a 21st-century lens.

Hours: When there is no performance in the evening, the Theatre is open Monday through Saturday from 10:00am to 6:00pm and on Sunday from noon to 6:00pm.

Cost:

Address: 610 F Street, NW and 450 7th Street, NW

Phone: (202) 547-1122

Closest Metro Stop: Gallery Place/Chinatown (Red, Yellow, and Green Lines)

Website: <http://www.shakespearetheatre.org/index2.aspx>

IMAX Theatres on the Mall

Johnson IMAX Theatre at the National Museum of Natural History

Constitution Ave at 10th St NW

Lockhead Martin IMAX Theatre at the National Air and Space Museum

Independence Avenue at 6th Street SW

Einstein Planetarium at the National Air and Space Museum

Independence Avenue at 6th Street SW

Phone: To Purchase IMAX tickets call (887) 932-IMAX

Website: You can also purchase tickets at www.si.edu/imax

Monuments and Memorials

Washington Monument

Description: The Washington Memorial is our country's memorial to the first President of the United States. Located in the heart of Washington, DC, the monument is one of the most recognizable structures in the country. The central location and prominence of the monument pay tribute to George Washington, First President for the United States and commander of the Continental Army.

Hours: The monument is open for entry from 9:00am to 4:45pm.

Address: 15th Street and Constitution Avenue, NW, on the Mall

Cost: The Washington Monument is free, but requires a ticket.

Website: <http://www.nps.gov/wamo/index.htm>

Closest Metro Stop: Federal Triangle or Smithsonian (Blue and Orange Lines)

Lincoln Memorial

Description: The Lincoln Memorial honors our 16th President, Abraham Lincoln. The memorial's centerpiece is a giant seated figure of Lincoln, which is especially dramatic at night. The stature and the memorial overlook the Reflecting Pool, the Washington Monument, and the Capitol. The walls of the Memorial are inscribed with passages from the "Gettysburg Address."

Hours: Smithsonian or Foggy Bottom (blue, orange)

Address: 23rd Street and Constitution Avenue, NW

Website: www.nps.gov/linc

Closest Metro Stop: Smithsonian or Foggy Bottom (Blue and Orange Lines)

Jefferson Memorial

Description: The Jefferson Memorial honoring our third President,, Thomas Jefferson, celebrates his architectural and governmental influence in America. The Style reflects Jefferson's home in Monticello. A 19-foot bronze figure of Jefferson stands inside the structure and the walls are inscribed with Jefferson's most famous writings of the Declaration of Independence.

Hours: The memorial is open from 9:30am to 11:30pm daily except for December 25th.

Address: East Basin Drive, SW

Website: www.nps.gov/thje

Closest Metro Stop: Smithsonian (Blue and Orange Lines)

U.S.M.C. War Memorial (Iwo Jima Memorial)

Description: The Iwo Jima Memorial stands as a symbol of this nation's esteem for the honored dead of the United States Marine Corps. The Statue depicts one of the most famous incidents of WWII, the raising of the American Flag in Mount Suribachi on Iwo Jima after an arduous fight to capture the island.

Hours: The monument is open from 8:00am until 11:45pm, except for December 25th.

Address: George Washington Memorial Parkway and I-66, Arlington, VA

Website: www.nps.gov/gwmp/usmc.htm

Closest Metro: Arlington Cemetery (Blue Line)

National Law Enforcement Officers Memorial

Description: The Memorial's walls are filled with law enforcement heroes who, while not always household names, played important roles in U.S. history nonetheless. The names of the fallen officers are engraved on the Memorial walls each year in random order for the most part. To help visitors find the names of specific officers, directories are placed at each of the four entrance points.

Hours: The memorial is open 24 hours a day 365 days a year.

Address: F and 4th Streets, NW

Website: <http://www.nleomf.org/memorial/>

Closest Metro Stop: Judiciary Square (Red Line)

Vietnam Veterans Memorial

Description: The Vietnam Veteran's Memorial honors the sacrifice of American military personnel during one of this nation's most divisive wars.

Hours: The public may visit the Vietnam Veterans Memorial 24 hours a day, however rangers are on duty to answer questions from 9:30am to 11:30pm.

Address: 21st Street and Constitution Avenue, NW

Website: www.nps.gov/vive

Closest Metro Stop: Foggy Bottom (Blue and Orange Lines)

World War II Memorial

Description: The National WWII Memorial commemorates the sacrifice of those who supported the war effort and celebrates the victory of the WWII generation. More than 400,000 Americans died during the war, 16 million served in the Armed Forces, and even more supported the war effort from home.

Hours: The public may visit the WWII Memorial 24 hours a day, however rangers are on duty 9:30am to 11:30pm daily

Address: 17th Street and Constitution Avenue, NW, on the Mall

Website: www.nps.gov/nwwwm

Closest Metro Stop: Smithsonian (Blue and Orange Lines)

FDR Memorial

Description: The FDR Memorial is a tribute to our 32nd President, both as a man and as a world leader who changed the course of our nation.

Hours: The FDR Memorial is open all year, except for Christmas day.

Address: West Potomac Park, located on the Tidal Basin, Entrance is on West Basin Drive

Website: www.nps.gov/fdrm

Closest Metro Stop: Smithsonian (Blue and Orange Lines)

Navy Memorial and Naval Heritage Center

Description: This seven-foot statue is a memorial that honors the men and women of the US Navy. The statue is called the "Lone Sailor," and stands to represent all who have served or will serve in the navy.

Hours: The memorial is open to visitors from 9:30am to 5:00pm.

Address: 701 Pennsylvania Ave, NW

Website: <http://www.navymemorial.org/>

Closest Metro Stop: Archives-Navy Mem'l-Penn Quarter (Green and Yellow Lines)

United States Air Force Memorial

Description: The Memorial itself is 270 feet high and appears to be soaring; its array of stainless steel arcs against the sky evokes the image of contrails of the Air Force Thunderbirds as they peel back in a precision 'bomb burst' maneuver.

Hours: People may visit the monument from 8:00am to 11:00pm daily.

Address: One Air Force Memorial Drive, Arlington, VA 22211

Website: www.airforcememorial.org

Closest Metro Stop: Foggy Bottom (Blue and Orange Lines)

Korean War Memorial

Description: The Korean War Veterans Memorial honors the Americans who worked and fought under the trying circumstances of the Korean War and especially those who gave their lives for the cause of freedom in that war.

Hours: 8:00am to 11:45 pm

Address: Independence at 23rd Street, SW, located at the base of the Lincoln Memorial

Website: www.nps.gov/kwvn/home.htm

Closest Metro Stop: Smithsonian or Foggy Bottom (Blue and Orange Lines)

National Parks

National Zoo

Description: The most famous residents of the Smithsonian's National Zoological Park are giant pandas Tian Tian and Mei Xiang. Visitors are able to come close to the animals through innovative exhibits that stimulate the animals' environment and take their well-being into account.

Phone: (202) 673-4800

Hours: The Zoo is open for visitors from 6:00am to 6:00pm with extended hours in the summer.

Address: 3000 Connecticut Avenue, NW

Website: <http://nationalzoo.si.edu/>

Closest Metro Stop: Woodley Park-Zoo/Adams Morgan or Cleveland Park (Red Line)

National Mall

Description: Impressive structures border it, monuments and memorials stand on it, great museums exist near it, and grand trees help shade it, yet the harmony of these things together merely enhances the concept at its very best. The Mall is the heart of the Nation's Capital and of the entire United States of America. Here, the nation celebrates, honors, and demonstrates its commitment to democracy.

Hours: The mall may be visited 24 hours a day, however rangers are on duty to answer questions from 9:30am to 11:30pm daily.

Website: <http://www.nps.gov/mall/index.htm>

Potomac Heritage National Scenic Trail

Description: The Potomac Heritage National Scenic Trail is a network of locally-managed trails between the mouth of the Potomac River and the Allegheny Highlands.

Hours: Facilities on the trail are extensive, thus operating hours vary and some facilities are open seasonally. Please check local sources of information.

Address:

Website: <http://www.nps.gov/pohe/index.htm>

National Arboretum

Description: Featuring 446 acres of gardens and collections. Including the National Bonsai Museum, the arboretum is also famous for its spring display for thousands of azaleas and landscape plants.

Hours: The Arboretum grounds are open every day of the year except December 25th from 8:00am to 4:30pm.

Address: 17th Street and Constitution Avenue, NW

Website: <http://www.usna.usda.gov/>

Fort Dupont Park

Description: With 376 wooded acres Fort Dupont Park is one of the largest parks in Washington. Picnics, nature walks, a hiker/biker trail, a Civil War earthworks fort, Civil War programs, gardening, summer concerts, ice skating, sports, environmental education, and youth programs are among the varied seasonal activities at this spacious area east of the Anacostia River.

Closest Metro Stop: Minnesota Avenue (orange)

Address: bounded by Minnesota Avenue to the west and Ely Place and Ridge Roads to the north

Website: <http://www.nps.gov/fodu/index.htm>

Rock Creek Park

Description: Exploring the nation's history, walking along a quiet trail, bicycling along Rock Creek, attending a Ranger led program or viewing wildlife -all of these and more can be done in Rock Creek Park.

Address:

5200 Glover Road, NW

Washington, DC 20015

Website: <http://www.nps.gov/rocr/index.htm>

Sightseeing Tours

Segway Tours of DC

Segs in the City www.segsinthecity.com

City Segway Tours <http://citysegwaytours.com/washington-dc/tours>

Bus Tours

Open Top Sightseeing www.opentopsightseeing.com
Tourmobile Sightseeing <http://www.tourmobile.com/>
Old Town Trolley Tours <http://www.trolleytours.com/washington-dc/>

DC Ducks

Description: See Washington DC on the land and on water with this most unusual tour. Traveling in the original WWII DUKW amphibious vehicles, this 90 minute tour takes you through the city of DC before you splash down into the Potomac River.

Hours: Tours begin at 10:00am daily

Cost: Tickets are \$31.50

Address: Union Station, Washington DC, 20018

Phone: (800) 213-2474

Closest Metro Stop: Union Station (Red Line)

Website: www.dcducks.com

Bike the Sites: Bike Tours and Rentals

Description: Bike the Sites offers guided bike tours of the capitol and the monuments.

Hours: Check their website or call for tour or rental hours.

Cost: Bike rentals start at \$5 an hour or \$25 a day.

Address: The Old Post Office Building, 12th St NW, between Pennsylvania and Constitution Aves.

Phone: (202) 842-BIKE

Closest Metro Stop: Federal Triangle (Red Line)

Website: www.bikethesites.com

Walking Tour of the National Mall:

Description: Walking tour of the National Mall includes stops at the Lincoln Memorial, Washington Monument, Jefferson Memorial, Freer Gallery, U.S. Botanic Gardens, and National Gallery of Art.

Cost: Free

Website:

http://www.nationalgeographic.com/walkingtours/Washington_DC_Walking_Tour/index.html

Professional Sports Teams

Washington Nationals Baseball

Schedule: visit http://washington.nationals.mlb.com/ticketing/index.jsp?c_id=was

Address:

National's Park

1500 South Capitol St, SE

Washington, SC 20003

Website: http://washington.nationals.mlb.com/index.jsp?c_id=was

Washington Wizards Basketball

Schedule: visit <http://www.nba.com/wizards/schedule/>

Address:

Verizon Center

601 F Street, NW

Washington, DC 20004

Closest Metro Stop: Chinatown/Gallery place (red, green, yellow)

Phone: purchase tickets at (202) 397-SEAT

Website: http://www.nba.com/wizards/index_main.html

Washington Redskins Football

Schedule: visit <http://www.redskins.com/gen/games/schedule.jsp>

Address:

FedEx Field

Off of Landover Road in Landover, MD

Closest Metro: Morgan Boulevard Metro Station (blue)

Website: <http://www.redskins.com/gen/index.jsp>

Washington Capitals Hockey

Schedule: visit <http://capitals.nhl.com/club/schedule.htm>

Address:

Verizon Center

601 F Street, NW

Washington, DC 20004

Closes Metro Stop: Chinatown/Gallery place (red, green, yellow)

Website: <http://capitals.nhl.com/>

DC United Soccer

Schedule: <http://www.dcunited.com/academy/schedule-and-results>

Address:

RFK Stadium

2400 East Capitol St, SE

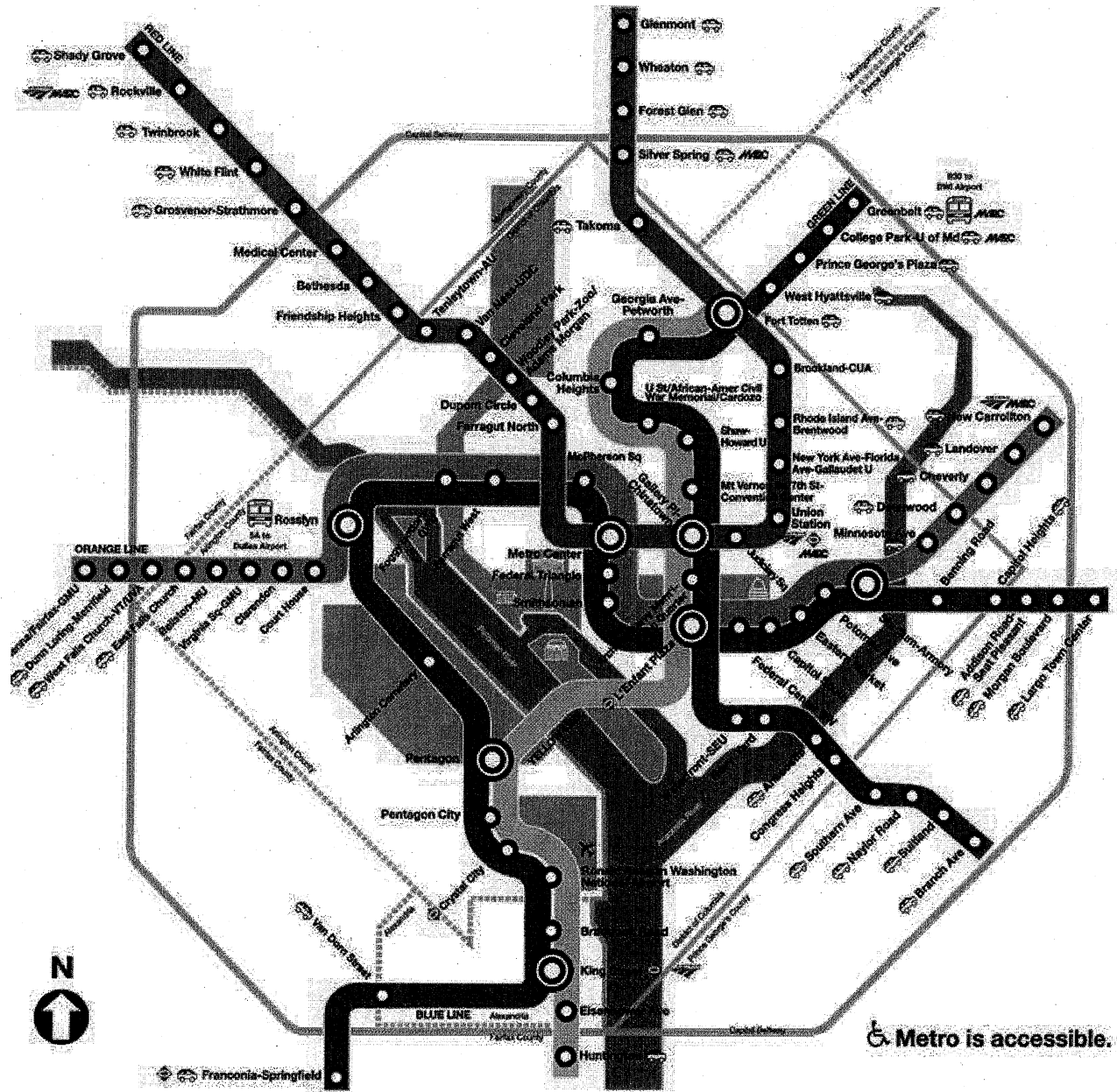
Washington, DC 20003

Closest Metro Stop: Stadium-Armory (Orange, Blue)

Website: <http://www.dcunited.com/>

Washington, DC Transportation

Washington Metro (DC Subway System): From Capitol Hill to downtown, the Metro is fast, easy, and cheap. Fares start at \$1.35 each way. All-day passes are also available. Tickets can be purchased at any metro station. Visit www.wmata.com for more information.



Metro is accessible.

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

Group Making Request: Band School: AHS

Destination: Washington DC & New York, NY Date of Trip: March 29-April 2, 2012

Number of Students Involved: 185 TBA Percent of Total Group: TBD

Reasons for Students Not Attending: Choice

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

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

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

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

Departure Time TBA (Thursday afternoon) Return Time: Monday Evening Round Trip Miles (estimated): 1200

Estimated Cost to the Student: \$650

Purpose(s) of the Field Trip: Biennial Band Trip

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

P. Homiller; Suzanne Benhart; Scott Benhart; Susan Butler

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

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

[Signature] Sponsor (Group Responsible for Paying for the Trip) 10/7/11 (2nd Submission) Date

Approved: [Signature] Principal 10/7/11 Date

Approved: [Signature] Superintendent or Designee 10/7/11 Date

Transportation Scheduled: [Signature] Transportation Supervisor 10-10-11 Date

Special Comments/ Response: _____

POLICY: FIELD TRIPS

When properly planned, supervised and evaluated, field trips can provide a valuable education experience. Indeed, it is often those events that are extraordinary, unique, or a departure from routine, which create the setting for significant retained learning.

All field trips require the prior approval of a school's principal. That Principal should know the reasons for the experience, the pre-trip work that has been done with the students and the specific objectives the sponsor hopes to accomplish and follow-up plans. It is the responsibility of the trip sponsor to review those matters with the school's principal. Because of the process we use for approval and because of the difficulty in scheduling of activity buses, sponsors need to seek approval as much in advance as possible.

Once trips are approved by the principal, requests will be sent to the central office where the superintendent or his designee will review them. Instructional merits of the trip will be considered and the transportation supervisor will determine whether vehicles/drivers are available on the desired date(s). Schools are encouraged to build a staff of building-level drivers, rather than rely on what might be available

Also keep the following regulations governing field trips in mind:

1. All over-night field trips must have prior written approval of the Superintendent.
2. All out-of-state field trips must have prior written approval of the Board of Education.
3. Field trips must have a legitimate educational value and request to take such trips should be made **at least 10 working days in advance**.
4. Out-of-state requests must be submitted in time to be reviewed for approval by the Board of Education at a regular scheduled board meeting prior to the date of the proposed field trip.
5. The cafeteria manager should be informed as much in advance as possible (two weeks or more) if a group will miss lunch.
6. The principal should assure that adequate adult supervision is provided for all field trips.
7. Field trip costs are assumed by the sponsoring group. That organization or the school must make provisions for students who are financially unable to attend.
8. A list of students participating in the trip must be compiled and maintained in the office during the course of the trip; teachers whose schedules might be altered by the trip must be informed of which students will miss their classes several days in advance of the departure date.
9. Parental permission forms should be filed in the principal's office and maintained for 3 months after the date of the field trip.
10. Under no circumstance will students be allowed to drive their personal automobiles on school sponsored field trips.

To: Mr. Kemper Fitch, Principal, Asheboro High School
Cc: Dr. Diane Frost, Superintendent, Asheboro City Schools
The Asheboro City Schools Board of Education
Dr. Brad Rice
From: Phil Homiller, Band Director, Asheboro High School
Re: AHS Band Trip, Spring 2012

The students and teachers of the Asheboro High School Band request permission to travel to Washington, DC and New York, NY March 30 through April 2, 2012.

Proposal:

The students will travel to Washington, DC and New York via motor coach. Motor coaches will be arranged through a Board-approved company (Coach America). The length of stay will be four nights and four days. Students will miss two school days, Friday and Monday. We will leave on Thursday afternoon, March 29 and return on Monday evening, April 2nd.

The primary focus of this trip will be music education. Students will perform for and participate in a clinic/workshop with composer and conductor Mark Camphouse at George Mason University. The band will attend a performance by the New York Philharmonic Orchestra at Lincoln Center, attend Broadway performances of "How to Succeed in Business Without Really Trying" and "Godspell," and will have opportunities to visit museums and St. Patrick's Cathedral. We have tickets held for us to visit the 9/11 memorial as well. In Washington, DC, students will have ample opportunity to visit the multitude of memorials and museums on the National Mall. I am also in contact with members of Howard Coble's staff to see if they can help us plan something special in DC.

The trip will be contracted through Triad Travel, based in Greensboro. Accommodations will be in the Meadowlands, New Jersey area (one night in the Fairfax, VA area). The cost for the program will be approximately \$650.00 per person (this includes three buffet breakfasts and dinners in New York, all activities and transportation). This is approximately \$100 less than our trip cost two years ago. Rooms will be reserved with 4 students per room.

Included in this trip is the following:

- 1 nights accommodations in 3-star hotel near Washington, DC
- 1 breakfast buffet at the hotel
- Clinic with Mark Camphouse at George Mason University
- Full Day on the National Mall in Washington, DC

3 nights accommodations in 3-star hotel in New Jersey
3 breakfast buffets at the hotel
Mezzanine seating to *How To Succeed in Business...*
Dinner at Mars 2112
Admission to New York Philharmonic concert
Admission to the 911 Memorial
Dinner/Dance Cruise with DJ aboard Spirit Cruises
Escort from Triad Travel Club
4 Free packages for Director (in double occupancy)
Optional admission to "Godspell."

Student safety will be the priority of the trip. Because of the anticipated size of the group, we plan to divide the group into four smaller "communities," each supervised by an ACS employee (Homiller, Benhart, Benhart and Butler). An administrator will also attend. We always have more than enough chaperones so that the adult to student ratio is usually 1 to 4 or 5. This will allow for more efficient and effective supervision. While in the City, students will never be without an adult chaperone. Students will be assigned to groups with at least one chaperone per group. No student may go sightseeing on his/her own. An evening curfew will be in place. No student may leave his/her room after curfew except with a chaperone. All chaperones are expected to follow the same guidelines as ACS employees.

Financial regards:

The total cost of the trip is expected to be approximately \$650.00 per person. Other expenses that a student might incur during the trip would include all lunches, meals on the bus trips, snacks, souvenirs, and incidentals. Students will participate in two fundraisers to help defray a portion of or the entire cost of the trip. A deposit of \$100.00 will be required of each person participating in the trip. The remaining trip cost will be paid in installments.

For students who have financial circumstances/hardship that would prevent them from participating in the trip because of cost, very limited monies in the AHS band fund will be available to help defray a portion of the cost for those students.

Policy Summaries
Student Behavior Policy Revisions

As recommended to the Board Policy Committee, September 8, 2011

Updates have been made to the following policies in order to comply with the school discipline section of General Statute 115C Article 27 per House Bill 736:

Policy 3430: School Improvement Plan

Adds the use of positive behavioral interventions as one of the principles of managing student behavior.

Policy 4260: Student Sex Offenders

- Specifies that the board hearing to expel a student subject to this policy will be held in accordance with Policy 4353, Long-Term Suspension, 365-day Suspension, Expulsion
- Makes changes regarding offering alternative education services to students prior to expulsion

Policy 4301: Authority of School Personnel

Adds that G.S. 115C-390.3 allows reasonable force to be used when necessary to correct students

Policy 4341: Parental Involvement in Student Behavior Issues

Changes the parental notice information to reference the short-term suspension policy

Policy 4353: Long-Term Suspension, 365-Day Suspension, Expulsion

- Changes the definition of long-term suspension, 365-day suspension and expulsion to comply with new student discipline statutes
- Limits the circumstances in which long-term suspension, 365-day suspension and expulsion, respectively, may be imposed, to conform to the new statutory limitations
- Authorizes long-term suspensions to extend into a new school year under certain circumstances, as allowed by the new statute
- Authorizes the principal to consider relevant mitigating or aggravating factors when determining an appropriate disciplinary penalty
- Changes the procedures for discipline hearing requests to conform to the new statutory requirements
- Adds the “substantial evidence” standard underlying the superintendent’s decision to uphold, modify, or reject the principals’ recommendation
- Adds information regarding alternative education services as provided in the new law

Policy 4362: Request for Readmission of Students Suspended for 365 Days or Expelled

Changes the procedure for requesting readmission to conform to the requirements of the new state law

Policy 4370: Student Discipline Hearing Procedures

Changes the hearing procedures to conform to the requirements of the new state law

Policy 4400: Attendance

- Adds job shadows and Career and Technical Education student organization activities to the list of school-related activities that will not be counted as absences from class or school
- Adds optional discretionary consequences for truancy and excessive tardiness

A. PRINCIPLES

Principals, assistant principals, teachers and other instructional staff should lead in designing and implementing strategies to reach the educational goals of the board at each school. Input from the school community, including parents, students and representatives from businesses and other agencies, is critical in developing an educational program that will meet the needs of the students and the community.

The board affirms the General Assembly's belief that all children can learn and that the mission of public schools is to challenge, with high expectations, each child to learn, achieve and fulfill his or her potential.

Accordingly, the board has established its vision, standards and means of accountability for the educational program in its policies. The superintendent is expected to provide guidance and establish any other standards necessary for effective implementation of the policies. Principals are responsible for leading each school in implementing the policies. One tool to be used by schools for drawing upon the creativity and innovation of the staff and the community is the school improvement plan. This plan should identify the efforts by the school to improve student performance and reach the educational goals of the board.

B. PART ONE OF THE SCHOOL IMPROVEMENT PLAN: STATE PROGRAM FOR SCHOOL-BASED MANAGEMENT AND ACCOUNTABILITY

The board endorses the principles set forth by the State Board that all children need to master basic skills and knowledge and build upon this foundation for lifelong learning. Therefore, in developing their school improvement plans, to the extent possible, all schools should ensure that sufficient resources and curriculum are directed towards meeting the goal of having all students performing at grade level or higher in the basic subject and skill areas identified by the State Board.

In addition to the basics emphasized in the state testing programs, the board expects schools to be guided by the educational goals of the board. The board encourages schools to consider innovative means of educating students to meet these educational goals.

1. School Improvement Team

Each school shall have a school improvement team that will develop the school improvement plan. The school improvement team shall be composed of the principal, representatives of the assistant principals, instructional personnel, instructional support personnel, teacher assistants and parents of students attending the school. Representatives of each group of school personnel shall be elected by their respective groups by secret ballot. Parents are to be elected in

accordance with G.S. 115C-105.27. The school improvement team is encouraged to involve and seek assistance from central office personnel. The school improvement team is encouraged, especially at the middle and high schools, to seek input from students. The superintendent is to provide guidance to principals to ensure that the principals establish and work together with school improvement teams to develop, review and amend school improvement plans.

The school improvement team shall follow all legal requirements in developing the plan and in obtaining school approval of the school improvement plan. As a public body, the school improvement team must comply with the Open Meetings Law in regard to its meetings.

2. Mandatory Components of the Plan

- a. The plan must specify the effective instructional practices and methods to be used to improve the academic performance of students identified as at-risk of academic failure or at-risk of dropping out of school.
- b. The plan must take into consideration the minimum annual performance goal established by the State Board of Education.
- c. The plan must include strategies for meeting the educational objectives of the local board.
- d. The plan must identify how staff development funds allocated to the school will be used.
- e. The plan must identify how professional development is clearly matched to the goals and objectives of the safe school plan.
- f. In accordance with board policy 1310/4002, Parental Involvement, the plan must identify the goals and strategies for parents to be involved in their child's education and the educational program of the school.
- g. As part of the school district's efforts to maintain safe and orderly schools, the school improvement plan must address safety and discipline concerns including any special conditions at the school and any requirements in the local level safe schools plan for school level objectives or strategies. The safe school plan should be integrated into the school improvement plan.
- h. The plan must provide at least an annual process for review of the school improvement plan by the school improvement team. The annual process

must include a review of student scores from all state and local board mandated tests. The annual review process also must include a means for the school improvement team to modify the plan, if necessary, when the school has not met the expected growth score established by the state.

- i. The plan must provide that the principal will notify the superintendent if the school improvement team has modified a board accepted school improvement plan.

3. Optional Components of the Plan

The school improvement plan may include any or all of the following components:

- a. A request for waivers of state or local laws, rules or policies. Any waiver request must (1) identify the school making the request, (2) identify the particular law, rule or policy that inhibits the school's ability to improve student performance, (3) set out with specificity the circumstances under which the waiver may be used; and (4) explain how the requested waiver will permit the school to improve student performance.
- b. A request to transfer state funds from one allotment category to another, as permitted by state law. The request must identify the funding allotment categories involved in the transfer and identify how the transfer will facilitate improving student performance.
- c. A comprehensive conflict resolution plan as provided in G.S. 115C-81(a4), in order to help create a safe school.
- d. The use of textbooks that have not been adopted by the State Board.

4. Process

School improvement teams should review student performance data and other relevant information from the preceding school year in developing the school improvement plan. Based upon availability of data and when specific school standards are established by the State Board, the superintendent will establish the date by which school improvement plans must be submitted.

The superintendent, or designee, shall review the plans and seek legal review as necessary prior to presenting the plans with recommendations to the board. If the superintendent intends to recommend rejection of a plan, the superintendent

is to notify the principal and explain the reasons. The school improvement team may submit a modified plan to the superintendent. Plans should be submitted by the superintendent to the board at the earliest possible date.

The board will accept or reject the plan after review. If rejected, the board will explain the reason(s) for its rejection. Any plan modified by the school improvement team after being rejected by the board must be submitted to the superintendent for review. The superintendent shall re-submit the modified plan to the board with recommendations as soon as practical. The board will review the modifications along with any recommendations from the superintendent and accept or reject the plan.

If the board and the school improvement team cannot reach agreement on the plan within 60 days after its initial submission, the board or school may request to use the dispute resolution process developed by the State Board under G.S. 115C-105.20(b)(5) or, if the dispute process is not utilized, the board may develop a school improvement plan for the school.

A school improvement plan may be in effect for up to three years. The plan must be reviewed at least annually by the school improvement team in accordance with the established review process.

Legal References: G.S. 115C-47(38), -81, -84.2, -98, -105.20, -105.21, -105.25, -105.26, -105.27, -105.32, -105.35, -105.47, -301.1; 143 art. 33C

Cross References: Parental Involvement (policy 1310/4002), Compliance with the Open Meetings Law (policy 2320), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Innovation in Curriculum and Instruction (policy 3110), Lesson Planning (policy 3120), Evaluation of Instructional Programs (policy 3140), School Calendar and Time for Learning (policy 3300), Student Promotion and Accountability (policy 3420)

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

Updated: May 11, 2000

The board is committed to the safety of students, employees and other persons on school property. In order to create and maintain a safe school environment and comply with G.S. 14-208.18, the board establishes the following policy provisions.

A. STUDENT SEX OFFENDER ON SCHOOL PROPERTY

Except to the extent the student is permitted to be on school property to receive educational services, a student who is enrolled in the school system and is a registered sex offender subject to policy 5022, Registered Sex Offenders, is expressly forbidden (1) to knowingly be present on any property owned or operated by the school system, including school buildings, athletic fields, playgrounds, parking lots, buses or other property, and (2) to attend school-sponsored or school-related activities.

A student subject to policy 5022, Registered Sex Offenders, who is receiving educational services on school grounds must comply with the requirement that he or she be supervised by school personnel at all times.

B. EDUCATIONAL SERVICES FOR STUDENT SEX OFFENDERS

1. If permitted by the board, a student who is subject to Section A of this policy and is eligible to attend public school under G.S. 115C-378 may be present on school property subject to any conditions and restrictions imposed by the board.
2. The board will hold a hearing to determine whether to expel the student or provide the student with educational services in accordance with subsection B.4.b. of policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion. ~~The decision to expel the student will be based on the standard established by G.S. 115C-391(d)(2).~~
3. Prior to expelling a student pursuant to G.S. ~~115C-391(d)(2)~~ 115C-390.11(a)(2), the board will consider whether there ~~is an~~ are alternative educational services that may be program offered to the student. ~~by the school system that may provide educational services to the student.~~
4. If the board of education determines that a student will be provided educational services on school property, the student must be under the supervision of school personnel at all times.
5. If a student subject to this policy violates the conditions and restrictions placed upon the student by the board, school officials will impose disciplinary consequences consistent with the terms of the conditions and restrictions placed on the student's admission or as otherwise provided in Section D of policy 4300, Student Behavior Policies, and any applicable provisions of the Code of Student

~~Conduct. administrators and the board will follow established student discipline procedures and impose an appropriate disciplinary measure, up to and including expulsion.~~

6. If a student subject to this policy is a child with disabilities, he or she will be provided educational services in compliance with federal and state law.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12131 *et seq.*, 28 C.F.R. pt. 35; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 14-208.18, -208.19; 115C art. 9; 115C-378, -390.2, -390.11(a)(2)

Cross References: School Safety (policy 1510/4200/7270), Alternative Learning Programs/Schools (policy 3470/4305), Student Behavior Policies (policy 4300), Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353), Registered Sex Offenders (policy 5022)

Adopted: January 8, 2009

The principal has the authority and responsibility to investigate and take appropriate action regarding any prohibited or criminal student behavior and any other behavior appropriately referred to him or her. The principal is responsible for informing students and parents of any standards or rules that if violated could result in short-term or long-term suspension or expulsion.

The teacher has the authority and responsibility to manage student behavior in the classroom and while students are under his or her supervision. The teacher is expected to implement the student behavior management plan and any other school standards or rules. The teacher may develop other standards or rules consistent with the direction provided by the board, superintendent and the school principal. Every teacher, student teacher, substitute teacher, voluntary teacher or teacher assistant is required to report to the principal all acts of violence occurring in school, on school grounds, or at any school-sponsored activity.

Teachers and other school personnel have the authority to manage or remove disruptive or dangerous students from the classroom and other locations within the school building. School personnel may use reasonable force to control behavior or to remove a person from the scene in those situations when necessary:

1. to correct students;
2. to quell a disturbance threatening injury to others;
3. to obtain possession of a weapon or other dangerous object on the person, or within the control, of a student;
4. for self-defense;
5. for the protection of persons or property; or
6. to maintain order on school property, in the classroom, or at a school-related activity whether on or off school property.

Except as restricted by G.S. 115C-391.1, school personnel may use appropriate seclusion and restraint techniques reasonably needed in the circumstances described above as long as such use is consistent with state law and applicable board policies and procedures. (See policy 4302, School Plan for Management of Student Behavior.)

Students must comply with all directions of principals, teachers, substitute teachers, student teachers, teacher assistants, bus drivers and all other school personnel who are authorized to give such directions, during any period of time when they are subject to the authority of such personnel.

Legal References: G.S. 115C-47, -288, -307, -390.3, -391.1

Cross References: School Safety (policy 1510/4200/7270), School Plan for Management of Student Behavior (policy 4302), Rules for Use of Seclusion and Restraint in Schools (regulation 4302-R)

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

Updated: May 11, 2000, April 9, 2009

PARENTAL INVOLVEMENT IN STUDENT BEHAVIOR ISSUES

Policy Code: **4341**

The board recognizes the need for parents and guardians to work with the ~~schools~~ school employees in helping students to learn and practice acceptable standards of behavior. School employees are to encourage parents to participate in discussions on effective strategies for correcting misbehavior and appropriate consequences for violations of board ~~policy~~ policies, the Code of Student Conduct, and ~~other~~ school standards ~~or~~ and rules.

Schools are expected, as a part of their student behavior management plan, to identify strategies that involve parents. At a minimum, the plan must provide for inviting parents to conferences whenever there are repeated violations of board ~~policy~~ policies, the Code of Student Conduct, school standards or rules or whenever there is a serious violation that may result in removing the student from his or her regular educational environment for any extended period of time. Parents also have the right to inspect or obtain copies of student records as provided in board policy 4700, Student Records.

If the principal is considering imposing a short-term suspension or recommending long-term suspension or expulsion, the principal is required to make the following efforts to notify and involve the parent:

1. notify the parent in accordance with Section C of policy 4351, Short-Term Suspension; before or as soon as reasonably feasible after imposing any suspension, notify the parent of (1) the nature of the misbehavior, (2) the board policy, school standard or rule that was violated, and (3) the consequence that may be or has been imposed;
2. maintain documents and relevant information received about the misbehavior for review with the parent, taking into account the rights of other students or staff that may be involved;
3. make reasonable efforts to meet with the parent before or at the time the student returns to school after any suspension;
4. make available a copy of this policy, the Student Code of Conduct and all other applicable board policies, school standards and rules; and
5. advise the parent of the right to appeal the action of the principal as provided in board policy 4360 (Appeals of Consequences No Greater Than Short-Term Suspension), and policy 4361 (Appeals of Long-Term Suspensions).

When a short-term suspension has been imposed, the principal shall inform the parent of the

student's rights under policy 4351, Short-Term Suspension.

When the principal decides to recommend a long-term suspension, a 365-day suspension or an expulsion, the principal shall inform the parent of the student's rights, as outlined in policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion. If English is the second language of the parent or guardian, the principal shall provide the notice in English and also in the parent's or guardian's first language when the appropriate foreign language resources are available.

All records of parental contact should be maintained in the student's records and will be retained at least through the school year.

Legal References: G.S. 115C-47, -391

Cross References: Parental Involvement (policy 1310/4002), Appeals of Consequences No Greater Than Short-Term Suspension (policy 4360), Appeals of Long-Term Suspensions (policy 4361)

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

Updated: May 11, 2000

LONG-TERM SUSPENSION, 365-DAY SUSPENSION, EXPULSION

Policy Code:

4353

A. DEFINITIONS

1. Superintendent

For purposes of this policy, superintendent includes the superintendent and the superintendent's designee.

2. Principal

For purposes of this policy, principal includes the principal and the principal's designee.

3. Long-Term Suspension

A long-term suspension is the disciplinary exclusion of a student from attending his or her assigned school for more than 10 school days. Disciplinary reassignment of a student to a full-time educational program that meets the academic requirements of the standard course of study established by the State Board of Education and that provides the student with the opportunity to make timely progress toward graduation and grade promotion is not a long-term suspension requiring the due process procedures set out in this policy.

Upon the recommendation of the principal, the superintendent may impose a long-term suspension on a student who willfully engages in a serious violation of the Code of Student Conduct and the violation either (1) threatens the safety of students, staff or school visitors, or (2) threatens to substantially disrupt the educational environment. The principal may recommend long-term suspension for a minor violation if aggravating circumstances justify treating the student's behavior as a serious violation.

If the offense leading to the long-term suspension occurred before the final quarter of the school year, the exclusion must be no longer than the remainder of the school year in which the offense was committed. If the offense leading to the long-term suspension occurred during the final quarter of the school year, the exclusion may include a period up to the remainder of the school year in which the offense was committed and the first semester of the following school year.

4. 365-Day Suspension

A 365-day suspension is the disciplinary exclusion of a student from attending his or her assigned school for 365 calendar days. The superintendent may impose a 365-day suspension only for certain firearm and destructive device violations, as

identified in policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety.

5. Expulsion

An expulsion is the indefinite exclusion of a student from school enrollment for disciplinary purposes. Upon the recommendation of the superintendent, the board may expel a student who is 14 years of age or older for certain types of misbehavior as provided in policy 4325, Drugs and Alcohol, policy 4330, Theft, Trespass and Damage to Property, policy 4331, Assaults, Threats and Harassment, and policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety, if the student's continued presence in school constitutes a clear threat to the safety of other students or employees. Additionally, a student who is subject to policy 4260, Student Sex Offenders, may be expelled if the student's continued presence in school constitutes a clear threat to the safety of other students or employees. During the expulsion, the student is not entitled to be present on educational property and is not considered a student of the school system.

B. DETERMINATION OF APPROPRIATE CONSEQUENCE

1. Principal's Recommendation

The principal may impose a short-term suspension or any other consequence that is consistent with policy 4351, Short-Term Suspension, policy 4302, School Plan for Management of Student Behavior, and the Code of Student Conduct. If the principal determines that a suspension of more than 10 days (either long-term or 365-day) or an expulsion is an appropriate consequence, the principal shall propose the disciplinary penalty based upon a review of the student's culpability and dangerousness and the harm caused by the student, plus any other mitigating or aggravating factors the principal finds relevant.

- a. Culpability of Student – In assessing the culpability of the student for his or her behavior, the principal may consider criteria such as:
 - 1) the student's age;
 - 2) the student's ability to form the intent to cause the harm that occurred or could have occurred; and
 - 3) evidence of the student's intent when engaging in the conduct.
- b. Dangerousness of the Student – In assessing the dangerousness of the student, the principal may consider criteria such as:
 - 1) the student's disciplinary or criminal record related to anti-social

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- behavior or drugs and alcohol;
- 2) whether a weapon was involved in the incident and if a weapon was involved, whether the student had the ability to inflict serious injury or death with the weapon;
 - 3) evidence of the student's ability to cause the harm that was intended or that occurred; and
 - 4) whether the student is subject to policy 4260, Student Sex Offenders.
- c. Harm Caused by the Student – In assessing the severity of the harm caused by the student, the principal may consider criteria such as whether any of the following occurred:
- 1) someone was physically injured or killed;
 - 2) someone was directly threatened or property was extorted through the use of a weapon;
 - 3) someone was directly harmed, either emotionally or psychologically;
 - 4) educational property or others' personal property was damaged; or
 - 5) students, school employees or parents were aware of the presence of a weapon or of dangerous behavior on the part of the perpetrator.

After considering the above factors, the principal shall make a recommendation to the superintendent, stating the nature of the offense, the substance of the evidence involved and the length of suspension recommended. The principal also must consider and make a recommendation as to whether any alternative education services, counseling or other programs should be part of the consequence for violating board policy, the Code of Student Conduct, school standards or school rules.

If the principal recommends a 365-day suspension, he or she must identify the type of firearm or destructive device involved and the evidence substantiating that the student brought it to school grounds or to a school activity or possessed it on school grounds or at a school activity.

If the principal recommends an expulsion, he or she shall identify the basis for determining that there is clear and convincing evidence that the student's continued presence in school constitutes a clear threat to the safety of other

students or employees.

2. Notice to the Student's Parent

The principal must provide to the student's parent written notice of the recommendation for long-term suspension, 365-day suspension or expulsion by the end of the workday during which the long-term suspension or expulsion is recommended when reasonably possible or as soon thereafter as practicable. The notice must be written in plain English and, when appropriate language resources are readily available, also in the parent's native language. The notice must contain the following ten elements:

- a. the notice type, i.e., notice of long-term suspension, 365-day suspension or expulsion;*
- b. a description of the incident and the student's conduct that led to the recommendation;
- c. the specific provision(s) of the Code of Student Conduct that the student allegedly violated;
- d. the specific process by which the parent may request a hearing to contest the decision and the deadline for making the request;*
- e. the process by which the hearing will be held, including all due process rights to be accorded the student during the hearing;
- f. notice of the right to retain an attorney to represent the student in the hearing process;
- g. notice that an advocate, instead of an attorney, may accompany the student to assist in the presentation of the appeal;
- h. notice of the right to review and obtain copies of the student's educational records prior to the hearing;
- i. a reference to policy 4345, Student Discipline Records, regarding the expungement of disciplinary records; and
- j. the identity and phone number of a school employee whom the parent may call to obtain assistance in receiving a Spanish translation of the English language information included in the document.*

*This information must be provided on the notice in both English and Spanish.

3. Superintendent's Decision

The student or student's parent may request a hearing before the superintendent within ~~three~~ five days of receiving notice from the principal of the recommendation for long-term suspension, 365-day suspension or expulsion. Any hearing held will follow the hearing procedures outlined in Section A of policy 4370, Student Discipline Hearing Procedures. A decision will be rendered before the long-term suspension is imposed.

If the student or parent makes a timely request for a hearing, the superintendent shall confirm that the charges against the student, if substantiated, could warrant the recommended disciplinary action and shall give the student and parent reasonable notice of the time and place of the hearing.

If neither the student nor the parent appears for a scheduled hearing after being given reasonable notice of the time and place of the hearing, the student and parent are deemed to have waived the right to a hearing.

If the student and parent fail to make a timely request for a hearing or if they waive the right to a hearing by failing to appear for a duly scheduled hearing, the superintendent shall review the circumstances of the recommended long-term suspension. Following this review, the superintendent (1) may impose the long-term or 365-day suspension if it is consistent with board policies and appropriate under the circumstances, (2) may impose another appropriate penalty authorized by board policy or (3) may decline to impose any penalty.

If the student or parent requests a postponement of the hearing, or if the request for the hearing is untimely, the hearing will be scheduled, but the student does not have the right to return to school pending the hearing.

Based on substantial evidence presented at the hearing, the superintendent shall decide whether to uphold, modify or reject the principal's recommendation. The superintendent shall immediately inform the principal of the decision regarding the recommended disciplinary penalty of a long-term or 365-day suspension and, when applicable, of any modifications to the penalty recommended by the principal.

The superintendent shall send notice of the decision via certified mail to the student and parent. The notice must include:

- a. the basis of the decision, with reference to any policies or rules that the student violated;
- b. notice of what information will be included in the student's official record pursuant to G.S. 115C-402;

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- c. notice of the student's right to appeal the decision and the procedures for such appeal;
 - d. if the decision is to suspend the student for 365 days, notice of the student's right to petition the board for readmission under G.S. 115C-390.12;
 - e. if applicable, notice that the superintendent or designee is recommending to the board that the student be expelled and any required notifications related to the expulsion if the student did not already receive such notice from the principal or designee; and
 - f. if the student is to be suspended, notice of the superintendent's or designee's decision on whether to offer alternative education services to the student during the period of suspension, and, as applicable, a description of the services to be offered or the reason justifying the superintendent's or designee's decision to deny such services.

Following issuance of the decision, the superintendent shall implement the decision by authorizing the student's return to school upon the completion of any short-term suspension or by imposing the suspension reflected in the decision.

The superintendent shall offer alternative education services to any student who receives a long-term or 365-day suspension unless the superintendent provides a significant or important reason for declining to offer such services. Alternative education services are part-time or full-time programs that provide direct or computer-based instruction to allow the student to progress in one or more core academic courses. Such services may include programs described in policy 3470/4305, Alternative Learning Programs/Schools.

The student may appeal to the board the superintendent's decision not to provide alternative education services, as permitted by G.S. 115C-45(c)(1). Any appeal to the board must be made in writing within five days of receiving the superintendent's decision. The superintendent shall inform the board chairperson of the request for an appeal and arrange in a timely manner a hearing before the board. In advance of the hearing, the superintendent shall provide to the student and parent and to the board a written explanation for the denial of services along with any documents or other information supporting the decision. The hearing will be conducted pursuant to policy 2500, Hearings Before the Board. The board will provide to the student and parent and to the superintendent written notice of its decision within 30 days of receiving the appeal.

If the superintendent determines that expulsion is appropriate, the superintendent shall submit to the board a recommendation and the basis for the recommendation along with any proposal for alternative education services.

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4. Hearings Before the Board
 - a. Long-Term or 365-Day Suspensions

A student or his or her parent may appeal an imposed long-term or 365-day suspension. The student or parent must appeal to the board in writing within three days of receiving the superintendent's decision. The superintendent shall inform the board chairperson of the request for an appeal and shall arrange in a timely manner a hearing before the board. The suspension need not be postponed pending the outcome of the appeal. The hearing will be conducted pursuant to Section B of policy 4370, Student Discipline Hearing Procedures. The board will provide to the student and parent and to the superintendent written notice of its decision not more than 30 calendar days after receiving the appeal.

- b. Expulsions

The student or parent may request a hearing within five days of receiving notice of the superintendent's recommendation that the student be expelled. The hearing will be scheduled with the board within five days of the superintendent's receipt of the hearing request. The superintendent shall notify the student and parent of the date, time and place of the hearing. Any appeal of a long-term or 365-day suspension will be addressed in the same hearing. The hearing will be conducted pursuant to Section B of policy 4370.

If a hearing is not requested by the student or parent, the superintendent shall submit written evidence to support his or her recommendation to the board. The board may elect to request a hearing or to request additional records and documents.

When the board decides to expel a student, the board will document the basis for its determination that there is clear and convincing evidence that the student's behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or employees. The board also will consider and make a written determination of whether alternative education services are to be provided to the expelled student. Regardless of whether the school system provides alternative education services, the board expects school system administrators to work with other agencies to help the student and parent identify other types of services that may be of assistance to the student. The board will send via certified mail to the student's parent a copy of the decision, notification of what information will be included in the student's official record, the procedure for expungement of this information under G.S. 115C-402, and notice of the right to petition for readmission pursuant to G.S. 115C-390.12.

C. EDUCATIONAL SERVICES FOR STUDENTS WITH DISABILITIES DURING LONG-TERM SUSPENSION, 365-DAY SUSPENSION OR EXPULSION

Students with disabilities recognized by the Individuals with Disabilities Education Act will receive educational services during periods of suspension or expulsion to the extent required by *Policies Governing Services for Children with Disabilities* and state and federal law.

D. REDUCING SUSPENSION AND EXPULSION RATES

Though the board believes that suspension or expulsion may be an appropriate and necessary consequence in certain situations, the board also recognizes that excessive use of suspension and expulsion may have a negative impact on academic achievement and graduation rates. Thus, the board encourages school administrators to find ways to reduce suspension and expulsion rates in the schools.

Legal References: U.S. Const. amend. XIV, § 1; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; N.C. Const. art. I, § 19; G.S. 14-208.18; 115C art. 9; 115C-45(c)(2), -47(55), -276(r), -288, -390.1, -390.2, -390.7, -390.8, -390.9, -390.10, -390.11, -390.12, -402; State Board of Education Policy GCS-D-000; *Policies Governing Services for Children with Disabilities*

Cross References: Hearings Before the Board (policy 2500), Alternative Learning Programs/Schools (policy 3470/4305), Student Sex Offenders (policy 4260), School Plan for Management of Student Behavior (policy 4302), Drugs and Alcohol (policy 4325), Theft, Trespass and Damage to Property (policy 4330), Assaults, Threats and Harassment (policy 4331), Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333), Criminal Behavior (policy 4335), School-Level Investigations (policy 4340), Student Discipline Records (policy 4345), Short-Term Suspension (policy 4351), Student Discipline Hearing Procedures (policy 4370)

Adopted:

REQUESTS FOR READMISSION OF STUDENTS SUSPENDED FOR 365 DAYS OR EXPELLED

Policy Code:

4362

All requests for readmission of students who have been suspended for 365 days or expelled will be considered in accordance with the procedures set out below.

A. REQUESTS BY STUDENTS SUSPENDED FOR 365 DAYS

A student who is serving a 365-day suspension may submit a request to the superintendent for readmission any time after the 180th calendar day of his or her suspension. Upon receipt of the request, the superintendent or designee shall offer the student an opportunity for an in-person meeting to be held within five days. The student may provide documents in support of the request, such as signed statements from individuals knowledgeable about the student or documents verifying that the student is participating in or has completed counseling or rehabilitation programs. If the student demonstrates to the satisfaction of the superintendent or designee that the student's presence in school no longer constitutes a threat to the safety of other students or employees, the superintendent must readmit the student.

Within 30 days of the student's request, the superintendent or designee shall provide written notice of his or her decision to the student, the student's parents and the board. If the superintendent or designee decides to readmit the student, the notice will include the date of readmission, the school or program to which the student will be assigned and any reasonable restrictions placed on the readmission. If the superintendent or designee rejects the request for readmission, the notice will advise the parents of the right to appeal the decision to the board. Any appeal to the board must be made in writing within five days of receipt of the superintendent's or designee's decision. The superintendent or designee shall inform the board chairperson of the request for an appeal and arrange in a timely manner a hearing before the board. The hearing will be conducted in accordance with policy 2500, Hearings Before the Board. The board will provide to the student, the student's parent and the superintendent or designee written notice of its decision within 30 days of receiving the appeal of the superintendent's or designee's decision.

If the request for readmission is denied, no subsequent requests from that student will be considered during that 365-day suspension.

B. REQUESTS BY EXPELLED STUDENTS

A student who has been expelled may submit a request to the board for readmission any time after 180 calendar days from the start date of the student's expulsion. The board chairperson immediately will forward the request to the superintendent, who shall arrange in a timely manner a hearing before the board. The hearing will be conducted in accordance with policy 2500. After considering the student's request and the superintendent's or designee's recommendation regarding readmission, if the board determines that the student has satisfactorily demonstrated that his or her presence in

school no longer constitutes a clear threat to the safety of other students or employees, the board will readmit the student. The board will notify the student, the student's parents and the superintendent in writing of its decision within 30 days of the submission of the request for readmission.

If the board decides to readmit the student, the notice will include the date of readmission, the school or program to which the student will be assigned and any reasonable restrictions placed on the readmission. If the student was expelled as a result of assaulting or injuring a teacher, the student will not be returned to that teacher's classroom following readmission without the teacher's consent.

If the expelled student's request for readmission is denied, the board will not consider a subsequent request for readmission of that student until six months after the submission of the previous request.

Legal References: G.S. 115C-47, -390.1, -390.12

Cross References: Hearings Before the Board (policy 2500), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353)

Adopted:

A. ADMINISTRATIVE HEARINGS

The rules set out below will govern hearings held by the superintendent in assessing misbehavior and appropriate consequences. The purpose of the hearing will be to determine the facts relevant to the alleged misbehavior and the credibility of witnesses, based on the evidence presented at the hearing.

1. The hearing will be informal and conducted in private.
2. Prior to the hearing, the student and his or her parents and representative will have an opportunity to review any audio or video recordings of the incident and, consistent with federal and state student records laws and regulations, the information that may be presented as evidence against the student, including statements made by witnesses whose names are withheld in accordance with number 5, below.
3. ~~The hearing must be attended by the superintendent, the principal and/or assistant administrators and any persons the superintendent deems necessary.~~ The hearing may be attended by the superintendent, a hearing officer and panel, the principal and administrative assistants, along with the student, the student's parents and, if desired, a representative and any persons the superintendent or designee deems necessary. The student has the right to be present at the hearing, to be accompanied by his or her parents and to be represented by an attorney or non-attorney advocate. Witnesses should be present only when providing information.
4. The school representatives have the burden of proving the misbehavior; the violation of board policy, the Code of Student Conduct, school standards or school rules; and the appropriateness of the recommended consequence for the violation.
5. The school representatives will present the witnesses and documentary evidence against the student first. School officials may withhold witness names or other identifying information if identification of a witness could threaten the witness's safety.
6. After the school representatives have presented their evidence, the student or his or her representative may present evidence relating to the alleged disciplinary infraction, the student's intent at the time of the incident, any mitigating or aggravating factors involved, the disciplinary and academic history of the student and the potential benefits to the student of alternatives to suspension. Such evidence may include oral testimony by the student or witnesses, written statements and other documents.

7. Both the school representatives and the student or his or her parent or representative may examine the witnesses presented by the other side. The superintendent has the authority to limit questioning by any person if the questioning is unproductive, unnecessarily lengthy, repetitive or irrelevant.
8. In reaching a determination in the matter, the superintendent shall consider the documents produced in the hearing, the testimony of the witnesses and other evidence presented at the hearing. If the superintendent determines that a violation occurred, the superintendent also shall determine the appropriateness of the recommended consequences for the violation. Formal rules of evidence do not apply, and the superintendent may rely on evidence that a reasonably prudent person would consider in the conduct of serious affairs.
9. Following the hearing, the superintendent shall render a written decision based on substantial evidence presented at the hearing and shall notify the student and parent of that decision in accordance with the requirements of policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion.
10. The superintendent or designee shall provide for making a record of the hearing, including any findings or conclusions made by the superintendent. The student will have the right to make his or her own audio recording of the hearing.

B. BOARD HEARINGS

1. Appeal of a Long-Term or 365-Day Suspension

The board will provide the opportunity for a hearing that follows the procedures established for administrative hearings, except that (1) the superintendent or designee will represent the school system and the board or a panel of the board will be the decision maker, and (2) unless the board requests otherwise or doing so would create a substantial threat of unfairness, the board will limit presentations of testimony to the student, the student's parent and representative, and the school system's representative and will limit documentation to the records and evidence presented at the administrative hearing. The board, at its discretion, may request additional information or evidence.

The board will review any records created by the superintendent's decision and the record created from any administrative hearing held. The board will review the superintendent's decision to be sure that: (1) there was a reasonable basis for determining that the student engaged in the specified misbehavior; (2) a board policy, the Code of Student Conduct, a school standard or a school rule was violated; (3) the consequence for the violation was reasonable; and (4) procedures established by board policy were followed.

2. Board Decision on Expulsion

The board will provide an opportunity for a hearing to review the superintendent's recommendation for expulsion. The rules established for administrative hearings will be followed, except that the superintendent or designee will represent the school system and the board will be the decision maker. The board may request additional records or witnesses. A decision will be made on the superintendent's recommendation following the standards for expulsion established in policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion.

Legal References: G.S. 115C-45, -47, -276, -288, -390.1, -390.2, -390.7, -390.8

Cross References: Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353)

Adopted:

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. Personal illness or Injury: when the absence results from student 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 that causes the student to be unable to attend for the entire school day.
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 principal has been notified in advance of 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;
9. 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 short-term, out-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:

1. field trips sponsored by the school;
2. job shadows and other work-based learning opportunities, as described in G.S. 115C-47(34a);
3. school-initiated and scheduled activities;
4. athletic events requiring early dismissal from school;
5. Career and Technical Education student organization activities approved in advance by the principal; and
6. 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. Students may be suspended for up to two days for truancy.

High School only

Students who miss more than a total of 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. Students are expected to be at school on time and to be present at the scheduled starting time for each class and be present for the entire school day. Students who are excessively tardy to school or class may be suspended for up to two days for such offenses.

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, September 10, 2009

A. PRINCIPLES

Principals, assistant principals, teachers and other instructional staff should lead in designing and implementing strategies to reach the educational goals of the board at each school. Input from the school community, including parents, students and representatives from businesses and other agencies, is critical in developing an educational program that will meet the needs of the students and the community.

The board affirms the General Assembly's belief that all children can learn and that the mission of public schools is to challenge, with high expectations, each child to learn, achieve and fulfill his or her potential.

Accordingly, the board has established its vision, standards and means of accountability for the educational program in its policies. The superintendent is expected to provide guidance and establish any other standards necessary for effective implementation of the policies. Principals are responsible for leading each school in implementing the policies. One tool to be used by schools for drawing upon the creativity and innovation of the staff and the community is the school improvement plan. This plan should identify the efforts by the school to improve student performance and reach the educational goals of the board.

B. PART ONE OF THE SCHOOL IMPROVEMENT PLAN: STATE PROGRAM FOR SCHOOL-BASED MANAGEMENT AND ACCOUNTABILITY

The board endorses the principles set forth by the State Board that all children need to master basic skills and knowledge and build upon this foundation for lifelong learning. Therefore, in developing their school improvement plans, to the extent possible, all schools should ensure that sufficient resources and curriculum are directed towards meeting the goal of having all students performing at grade level or higher in the basic subject and skill areas identified by the State Board.

In addition to the basics emphasized in the state testing programs, the board expects schools to be guided by the educational goals of the board. The board encourages schools to consider innovative means of educating students to meet these educational goals.

1. School Improvement Team

Each school shall have a school improvement team that will develop the school improvement plan. The school improvement team shall be composed of the principal, representatives of the assistant principals, instructional personnel, instructional support personnel, teacher assistants and parents of students attending the school. Representatives of each group of school personnel shall be elected by their respective groups by secret ballot. Parents are to be elected in

accordance with G.S. 115C-105.27. The school improvement team is encouraged to involve and seek assistance from central office personnel. The school improvement team is encouraged, especially at the middle and high schools, to seek input from students. The superintendent is to provide guidance to principals to ensure that the principals establish and work together with school improvement teams to develop, review and amend school improvement plans.

The school improvement team shall follow all legal requirements in developing the plan and in obtaining school approval of the school improvement plan. As a public body, the school improvement team must comply with the Open Meetings Law in regard to its meetings.

2. Mandatory Components of the Plan

- a. The plan must specify the effective instructional practices and methods to be used to improve the academic performance of students identified as at-risk of academic failure or at-risk of dropping out of school.
- b. The plan must take into consideration the minimum annual performance goal established by the State Board of Education.
- c. The plan must include strategies for meeting the educational objectives of the local board.
- d. The plan must identify how staff development funds allocated to the school will be used.
- e. The plan must identify how professional development is clearly matched to the goals and objectives of the safe school plan.
- f. In accordance with board policy 1310/4002, Parental Involvement, the plan must identify the goals and strategies for parents to be involved in their child's education and the educational program of the school.
- g. As part of the school district's efforts to maintain safe and orderly schools, the school improvement plan must address safety and discipline concerns including any special conditions at the school and any requirements in the local level safe schools plan for school level objectives or strategies. The safe school plan should be integrated into the school improvement plan.
- h. The plan must provide at least an annual process for review of the school improvement plan by the school improvement team. The annual process

must include a review of student scores from all state and local board mandated tests. The annual review process also must include a means for the school improvement team to modify the plan, if necessary, when the school has not met the expected growth score established by the state.

- i. The plan must provide that the principal will notify the superintendent if the school improvement team has modified a board accepted school improvement plan.

3. Optional Components of the Plan

The school improvement plan may include any or all of the following components:

- a. A request for waivers of state or local laws, rules or policies. Any waiver request must (1) identify the school making the request, (2) identify the particular law, rule or policy that inhibits the school's ability to improve student performance, (3) set out with specificity the circumstances under which the waiver may be used; and (4) explain how the requested waiver will permit the school to improve student performance.
- b. A request to transfer state funds from one allotment category to another, as permitted by state law. The request must identify the funding allotment categories involved in the transfer and identify how the transfer will facilitate improving student performance.
- c. A comprehensive conflict resolution plan as provided in G.S. 115C-81(a4), in order to help create a safe school.
- d. The use of textbooks that have not been adopted by the State Board.

4. Process

School improvement teams should review student performance data and other relevant information from the preceding school year in developing the school improvement plan. Based upon availability of data and when specific school standards are established by the State Board, the superintendent will establish the date by which school improvement plans must be submitted.

The superintendent, or designee, shall review the plans and seek legal review as necessary prior to presenting the plans with recommendations to the board. If the superintendent intends to recommend rejection of a plan, the superintendent

is to notify the principal and explain the reasons. The school improvement team may submit a modified plan to the superintendent. Plans should be submitted by the superintendent to the board at the earliest possible date.

The board will accept or reject the plan after review. If rejected, the board will explain the reason(s) for its rejection. Any plan modified by the school improvement team after being rejected by the board must be submitted to the superintendent for review. The superintendent shall re-submit the modified plan to the board with recommendations as soon as practical. The board will review the modifications along with any recommendations from the superintendent and accept or reject the plan.

If the board and the school improvement team cannot reach agreement on the plan within 60 days after its initial submission, the board or school may request to use the dispute resolution process developed by the State Board under G.S. 115C-105.20(b)(5) or, if the dispute process is not utilized, the board may develop a school improvement plan for the school.

A school improvement plan may be in effect for up to three years. The plan must be reviewed at least annually by the school improvement team in accordance with the established review process.

Legal References: G.S. 115C-47(38), -81, -84.2, -98, -105.20, -105.21, -105.25, -105.26, -105.27, -105.32, -105.35, -105.47, -301.1; 143 art. 33C

Cross References: Parental Involvement (policy 1310/4002), Compliance with the Open Meetings Law (policy 2320), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Innovation in Curriculum and Instruction (policy 3110), Lesson Planning (policy 3120), Evaluation of Instructional Programs (policy 3140), School Calendar and Time for Learning (policy 3300), Student Promotion and Accountability (policy 3420)

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

Updated: May 11, 2000

The board is committed to the safety of students, employees and other persons on school property. In order to create and maintain a safe school environment and comply with G.S. 14-208.18, the board establishes the following policy provisions.

A. STUDENT SEX OFFENDER ON SCHOOL PROPERTY

Except to the extent the student is permitted to be on school property to receive educational services, a student who is enrolled in the school system and is a registered sex offender subject to policy 5022, Registered Sex Offenders, is expressly forbidden (1) to knowingly be present on any property owned or operated by the school system, including school buildings, athletic fields, playgrounds, parking lots, buses or other property, and (2) to attend school-sponsored or school-related activities.

A student subject to policy 5022, Registered Sex Offenders, who is receiving educational services on school grounds must comply with the requirement that he or she be supervised by school personnel at all times.

B. EDUCATIONAL SERVICES FOR STUDENT SEX OFFENDERS

1. If permitted by the board, a student who is subject to Section A of this policy and is eligible to attend public school under G.S. 115C-378 may be present on school property subject to any conditions and restrictions imposed by the board.
2. The board will hold a hearing to determine whether to expel the student or provide the student with educational services in accordance with subsection B.4.b. of policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion. ~~The decision to expel the student will be based on the standard established by G.S. 115C-391(d)(2).~~
3. Prior to expelling a student pursuant to G.S. 115C-~~391(d)(2)~~ 115C-390.11(a)(2), the board will consider whether there ~~is an~~ are alternative educational services that may be program offered to the student. ~~by the school system that may provide educational services to the student.~~
4. If the board of education determines that a student will be provided educational services on school property, the student must be under the supervision of school personnel at all times.
5. If a student subject to this policy violates the conditions and restrictions placed upon the student by the board, school officials will impose disciplinary consequences consistent with the terms of the conditions and restrictions placed on the student's admission or as otherwise provided in Section D of policy 4300, Student Behavior Policies, and any applicable provisions of the Code of Student

~~Conduct. administrators and the board will follow established student discipline procedures and impose an appropriate disciplinary measure, up to and including expulsion.~~

6. If a student subject to this policy is a child with disabilities, he or she will be provided educational services in compliance with federal and state law.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12131 *et seq.*, 28 C.F.R. pt. 35; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 14-208.18, -208.19; 115C art. 9; 115C-378, -390.2, -390.11(a)(2)

Cross References: School Safety (policy 1510/4200/7270), Alternative Learning Programs/Schools (policy 3470/4305), Student Behavior Policies (policy 4300), Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353), Registered Sex Offenders (policy 5022)

Adopted: January 8, 2009

The principal has the authority and responsibility to investigate and take appropriate action regarding any prohibited or criminal student behavior and any other behavior appropriately referred to him or her. The principal is responsible for informing students and parents of any standards or rules that if violated could result in short-term or long-term suspension or expulsion.

The teacher has the authority and responsibility to manage student behavior in the classroom and while students are under his or her supervision. The teacher is expected to implement the student behavior management plan and any other school standards or rules. The teacher may develop other standards or rules consistent with the direction provided by the board superintendent and the school principal. Every teacher, student teacher, substitute teacher, voluntary teacher or teacher assistant is required to report to the principal all acts of violence occurring in school, on school grounds, or at any school-sponsored activity.

Teachers and other school personnel have the authority to manage or remove disruptive or dangerous students from the classroom and other locations within the school building. School personnel may use reasonable force to control behavior or to remove a person from the scene in those situations when necessary:

1. to correct students;
2. to quell a disturbance threatening injury to others;
3. to obtain possession of a weapon or other dangerous object on the person, or within the control, of a student;
4. for self-defense;
5. for the protection of persons or property; or
6. to maintain order on school property, in the classroom or at a school-related activity whether on or off school property.

Except as restricted by G.S. 115C-391.1, school personnel may use appropriate seclusion and restraint techniques reasonably needed in the circumstances described above as long as such use is consistent with state law and applicable board policies and procedures. (See policy 4302, School Plan for Management of Student Behavior.)

Students must comply with all directions of principals, teachers, substitute teachers, student teachers, teacher assistants, bus drivers and all other school personnel who are authorized to give such directions, during any period of time when they are subject to the authority of such personnel.

Legal References: G.S. 115C-47, -288, -307, -390.3, -391.1

Cross References: School Safety (policy 1510/4200/270), School Plan for Management of Student Behavior (policy 4302), Rules for Use of Seclusion and Restraint in Schools (regulation 4302-R)

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

Updated: May 11, 2000, April 9, 2009

PARENTAL INVOLVEMENT IN STUDENT BEHAVIOR ISSUES

Policy Code: **4341**

The board recognizes the need for parents and guardians to work with the ~~schools~~ school employees in helping students to learn and practice acceptable standards of behavior. School employees are to encourage parents to participate in discussions on effective strategies for correcting misbehavior and appropriate consequences for violations of board ~~policy~~ policies, the Code of Student Conduct, and other ~~or~~ school standards or and rules.

Schools are expected, as a part of their student behavior management plan, to identify strategies that involve parents. At a minimum, the plan must provide for inviting parents to conferences whenever there are repeated violations of board ~~policy~~ policies, the Code of Student Conduct, school standards or rules or whenever there is a serious violation that may result in removing the student from his or her regular educational environment for any extended period of time. Parents also have the right to inspect or obtain copies of student records as provided in board policy 4700, Student Records.

If the principal is considering imposing a short-term suspension or recommending long-term suspension or expulsion, the principal is required to make the following efforts to notify and involve the parent:

1. notify the parent in accordance with Section C of policy 4351, Short-Term Suspension; before or as soon as reasonably feasible after imposing any suspension, notify the parent of (1) the nature of the misbehavior, (2) the board policy, school standard or rule that was violated, and (3) the consequence that may be or has been imposed;
2. maintain documents and relevant information received about the misbehavior for review with the parent, taking into account the rights of other students or staff that may be involved;
3. make reasonable efforts to meet with the parent before or at the time the student returns to school after any suspension;
4. make available a copy of this policy, the Student Code of Conduct and all other applicable board policies, school standards and rules; and
5. advise the parent of the right to appeal the action of the principal as provided in board policy 4360 (Appeals of Consequences No Greater Than Short-Term Suspension), and policy 4361 (Appeals of Long-Term Suspensions).

When a short-term suspension has been imposed, the principal shall inform the parent of the

student's rights under policy 4351, Short-Term Suspension.

When the principal decides to recommend a long-term suspension, a 365-day suspension or an expulsion, the principal shall inform the parent of the student's rights, as outlined in policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion. If English is the second language of the parent or guardian, the principal shall provide the notice in English and also in the parent's or guardian's first language when the appropriate foreign language resources are available.

All records of parental contact should be maintained in the student's records and will be retained at least through the school year.

Legal References: G.S. 115C-47, -391

Cross References: Parental Involvement (policy 1310/4002), Appeals of Consequences No Greater Than Short-Term Suspension (policy 4360), Appeals of Long-Term Suspensions (policy 4361)

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

Updated: May 11, 2000

LONG-TERM SUSPENSION, 365-DAY SUSPENSION, EXPULSION

Policy Code:

4353

A. DEFINITIONS

1. Superintendent

For purposes of this policy, superintendent includes the superintendent and the superintendent's designee.

2. Principal

For purposes of this policy, principal includes the principal and the principal's designee.

3. Long-Term Suspension

A long-term suspension is the disciplinary exclusion of a student from attending his or her assigned school for more than 10 school days. Disciplinary reassignment of a student to a full-time educational program that meets the academic requirements of the standard course of study established by the State Board of Education and that provides the student with the opportunity to make timely progress toward graduation and grade promotion is not a long-term suspension requiring the due process procedures set out in this policy.

Upon the recommendation of the principal, the superintendent may impose a long-term suspension on a student who willfully engages in a serious violation of the Code of Student Conduct and the violation either (1) threatens the safety of students, staff or school visitors, or (2) threatens to substantially disrupt the educational environment. The principal may recommend long-term suspension for a minor violation if aggravating circumstances justify treating the student's behavior as a serious violation.

If the offense leading to the long-term suspension occurred before the final quarter of the school year, the exclusion must be no longer than the remainder of the school year in which the offense was committed. If the offense leading to the long-term suspension occurred during the final quarter of the school year, the exclusion may include a period up to the remainder of the school year in which the offense was committed and the first semester of the following school year.

4. 365-Day Suspension

A 365-day suspension is the disciplinary exclusion of a student from attending his or her assigned school for 365 calendar days. The superintendent may impose a 365-day suspension only for certain firearm and destructive device violations, as

identified in policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety.

5. Expulsion

An expulsion is the indefinite exclusion of a student from school enrollment for disciplinary purposes. Upon the recommendation of the superintendent, the board may expel a student who is 14 years of age or older for certain types of misbehavior as provided in policy 4325, Drugs and Alcohol, policy 4330, Theft, Trespass and Damage to Property, policy 4331, Assaults, Threats and Harassment, and policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety, if the student's continued presence in school constitutes a clear threat to the safety of other students or employees. Additionally, a student who is subject to policy 4260, Student Sex Offenders, may be expelled if the student's continued presence in school constitutes a clear threat to the safety of other students or employees. During the expulsion, the student is not entitled to be present on educational property and is not considered a student of the school system.

B. DETERMINATION OF APPROPRIATE CONSEQUENCE

1. Principal's Recommendation

The principal may impose a short-term suspension or any other consequence that is consistent with policy 4351, Short-Term Suspension, policy 4302, School Plan for Management of Student Behavior, and the Code of Student Conduct. If the principal determines that a suspension of more than 10 days (either long-term or 365-day) or an expulsion is an appropriate consequence, the principal shall propose the disciplinary penalty based upon a review of the student's culpability and dangerousness and the harm caused by the student, plus any other mitigating or aggravating factors the principal finds relevant.

- a. Culpability of Student – In assessing the culpability of the student for his or her behavior, the principal may consider criteria such as:
 - 1) the student's age;
 - 2) the student's ability to form the intent to cause the harm that occurred or could have occurred; and
 - 3) evidence of the student's intent when engaging in the conduct.
- b. Dangerousness of the Student – In assessing the dangerousness of the student, the principal may consider criteria such as:
 - 1) the student's disciplinary or criminal record related to anti-social

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- behavior or drugs and alcohol;
- 2) whether a weapon was involved in the incident and if a weapon was involved, whether the student had the ability to inflict serious injury or death with the weapon;
 - 3) evidence of the student's ability to cause the harm that was intended or that occurred; and
 - 4) whether the student is subject to policy 4260, Student Sex Offenders.
- c. Harm Caused by the Student – In assessing the severity of the harm caused by the student, the principal may consider criteria such as whether any of the following occurred:
- 1) someone was physically injured or killed;
 - 2) someone was directly threatened or property was extorted through the use of a weapon;
 - 3) someone was directly harmed, either emotionally or psychologically;
 - 4) educational property or others' personal property was damaged; or
 - 5) students, school employees or parents were aware of the presence of a weapon or of dangerous behavior on the part of the perpetrator.

After considering the above factors, the principal shall make a recommendation to the superintendent, stating the nature of the offense, the substance of the evidence involved and the length of suspension recommended. The principal also must consider and make a recommendation as to whether any alternative education services, counseling or other programs should be part of the consequence for violating board policy, the Code of Student Conduct, school standards or school rules.

If the principal recommends a 365-day suspension, he or she must identify the type of firearm or destructive device involved and the evidence substantiating that the student brought it to school grounds or to a school activity or possessed it on school grounds or at a school activity.

If the principal recommends an expulsion, he or she shall identify the basis for determining that there is clear and convincing evidence that the student's continued presence in school constitutes a clear threat to the safety of other

students or employees.

2. Notice to the Student's Parent

The principal must provide to the student's parent written notice of the recommendation for long-term suspension, 365-day suspension or expulsion by the end of the workday during which the long-term suspension or expulsion is recommended when reasonably possible or as soon thereafter as practicable. The notice must be written in plain English and, when appropriate language resources are readily available, also in the parent's native language. The notice must contain the following ten elements:

- a. the notice type, i.e., notice of long-term suspension, 365-day suspension or expulsion;*
- b. a description of the incident and the student's conduct that led to the recommendation;
- c. the specific provision(s) of the Code of Student Conduct that the student allegedly violated;
- d. the specific process by which the parent may request a hearing to contest the decision and the deadline for making the request;*
- e. the process by which the hearing will be held, including all due process rights to be accorded the student during the hearing;
- f. notice of the right to retain an attorney to represent the student in the hearing process;
- g. notice that an advocate, instead of an attorney, may accompany the student to assist in the presentation of the appeal;
- h. notice of the right to review and obtain copies of the student's educational records prior to the hearing;
- i. a reference to policy 4345, Student Discipline Records, regarding the expungement of disciplinary records; and
- j. the identity and phone number of a school employee whom the parent may call to obtain assistance in receiving a Spanish translation of the English language information included in the document.*

*This information must be provided on the notice in both English and Spanish.

3. Superintendent's Decision

The student or student's parent may request a hearing before the superintendent within ~~three~~ five days of receiving notice from the principal of the recommendation for long-term suspension, 365-day suspension or expulsion. Any hearing held will follow the hearing procedures outlined in Section A of policy 4370, Student Discipline Hearing Procedures. A decision will be rendered before the long-term suspension is imposed.

If the student or parent makes a timely request for a hearing, the superintendent shall confirm that the charges against the student, if substantiated, could warrant the recommended disciplinary action and shall give the student and parent reasonable notice of the time and place of the hearing.

If neither the student nor the parent appears for a scheduled hearing after being given reasonable notice of the time and place of the hearing, the student and parent are deemed to have waived the right to a hearing.

If the student and parent fail to make a timely request for a hearing or if they waive the right to a hearing by failing to appear for a duly scheduled hearing, the superintendent shall review the circumstances of the recommended long-term suspension. Following this review, the superintendent (1) may impose the long-term or 365-day suspension if it is consistent with board policies and appropriate under the circumstances, (2) may impose another appropriate penalty authorized by board policy or (3) may decline to impose any penalty.

If the student or parent requests a postponement of the hearing, or if the request for the hearing is untimely, the hearing will be scheduled, but the student does not have the right to return to school pending the hearing.

Based on substantial evidence presented at the hearing, the superintendent shall decide whether to uphold, modify or reject the principal's recommendation. The superintendent shall immediately inform the principal of the decision regarding the recommended disciplinary penalty of a long-term or 365-day suspension and, when applicable, of any modifications to the penalty recommended by the principal.

The superintendent shall send notice of the decision via certified mail to the student and parent. The notice must include:

- a. the basis of the decision, with reference to any policies or rules that the student violated;
- b. notice of what information will be included in the student's official record pursuant to G.S. 115C-402;

- c. notice of the student's right to appeal the decision and the procedures for such appeal;
- d. if the decision is to suspend the student for 365 days, notice of the student's right to petition the board for readmission under G.S. 115C-390.12;
- e. if applicable, notice that the superintendent or designee is recommending to the board that the student be expelled and any required notifications related to the expulsion if the student did not already receive such notice from the principal or designee; and
- f. if the student is to be suspended, notice of the superintendent's or designee's decision on whether to offer alternative education services to the student during the period of suspension, and, as applicable, a description of the services to be offered or the reason justifying the superintendent's or designee's decision to deny such services.

Following issuance of the decision, the superintendent shall implement the decision by authorizing the student's return to school upon the completion of any short-term suspension or by imposing the suspension reflected in the decision.

The superintendent shall offer alternative education services to any student who receives a long-term or 365-day suspension unless the superintendent provides a significant or important reason for declining to offer such services. Alternative education services are part-time or full-time programs that provide direct or computer-based instruction to allow the student to progress in one or more core academic courses. Such services may include programs described in policy 3470/4305, Alternative Learning Programs/Schools.

The student may appeal to the board the superintendent's decision not to provide alternative education services, as permitted by G.S. 115C-45(c)(1). Any appeal to the board must be made in writing within five days of receiving the superintendent's decision. The superintendent shall inform the board chairperson of the request for an appeal and arrange in a timely manner a hearing before the board. In advance of the hearing, the superintendent shall provide to the student and parent and to the board a written explanation for the denial of services along with any documents or other information supporting the decision. The hearing will be conducted pursuant to policy 2500, Hearings Before the Board. The board will provide to the student and parent and to the superintendent written notice of its decision within 30 days of receiving the appeal.

If the superintendent determines that expulsion is appropriate, the superintendent shall submit to the board a recommendation and the basis for the recommendation along with any proposal for alternative education services.

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4. Hearings Before the Board
 - a. Long-Term or 365-Day Suspensions

A student or his or her parent may appeal an imposed long-term or 365-day suspension. The student or parent must appeal to the board in writing within three days of receiving the superintendent's decision. The superintendent shall inform the board chairperson of the request for an appeal and shall arrange in a timely manner a hearing before the board. The suspension need not be postponed pending the outcome of the appeal. The hearing will be conducted pursuant to Section B of policy 4370, Student Discipline Hearing Procedures. The board will provide to the student and parent and to the superintendent written notice of its decision not more than 30 calendar days after receiving the appeal.

- b. Expulsions

The student or parent may request a hearing within five days of receiving notice of the superintendent's recommendation that the student be expelled. The hearing will be scheduled with the board within five days of the superintendent's receipt of the hearing request. The superintendent shall notify the student and parent of the date, time and place of the hearing. Any appeal of a long-term or 365-day suspension will be addressed in the same hearing. The hearing will be conducted pursuant to Section B of policy 4370.

If a hearing is not requested by the student or parent, the superintendent shall submit written evidence to support his or her recommendation to the board. The board may elect to request a hearing or to request additional records and documents.

When the board decides to expel a student, the board will document the basis for its determination that there is clear and convincing evidence that the student's behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or employees. The board also will consider and make a written determination of whether alternative education services are to be provided to the expelled student. Regardless of whether the school system provides alternative education services, the board expects school system administrators to work with other agencies to help the student and parent identify other types of services that may be of assistance to the student. The board will send via certified mail to the student's parent a copy of the decision, notification of what information will be included in the student's official record, the procedure for expungement of this information under G.S. 115C-402, and notice of the right to petition for readmission pursuant to G.S. 115C-390.12.

C. EDUCATIONAL SERVICES FOR STUDENTS WITH DISABILITIES DURING LONG-TERM SUSPENSION, 365-DAY SUSPENSION OR EXPULSION

Students with disabilities recognized by the Individuals with Disabilities Education Act will receive educational services during periods of suspension or expulsion to the extent required by *Policies Governing Services for Children with Disabilities* and state and federal law.

D. REDUCING SUSPENSION AND EXPULSION RATES

Though the board believes that suspension or expulsion may be an appropriate and necessary consequence in certain situations, the board also recognizes that excessive use of suspension and expulsion may have a negative impact on academic achievement and graduation rates. Thus, the board encourages school administrators to find ways to reduce suspension and expulsion rates in the schools.

Legal References: U.S. Const. amend. XIV, § 1; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; N.C. Const. art. I, § 19; G.S. 14-208.18; 115C art. 9; 115C-45(c)(2), -47(55), -276(r), -288, -390.1, -390.2, -390.7, -390.8, -390.9, -390.10, -390.11, -390.12, -402; State Board of Education Policy GCS-D-000; *Policies Governing Services for Children with Disabilities*

Cross References: Hearings Before the Board (policy 2500), Alternative Learning Programs/Schools (policy 3470/4305), Student Sex Offenders (policy 4260), School Plan for Management of Student Behavior (policy 4302), Drugs and Alcohol (policy 4325), Theft, Trespass and Damage to Property (policy 4330), Assaults, Threats and Harassment (policy 4331), Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333), Criminal Behavior (policy 4335), School-Level Investigations (policy 4340), Student Discipline Records (policy 4345), Short-Term Suspension (policy 4351), Student Discipline Hearing Procedures (policy 4370)

Adopted:

REQUESTS FOR READMISSION OF STUDENTS SUSPENDED FOR 365 DAYS OR EXPELLED

Policy Code:

4362

All requests for readmission of students who have been suspended for 365 days or expelled will be considered in accordance with the procedures set out below.

A. REQUESTS BY STUDENTS SUSPENDED FOR 365 DAYS

A student who is serving a 365-day suspension may submit a request to the superintendent for readmission any time after the 180th calendar day of his or her suspension. Upon receipt of the request, the superintendent or designee shall offer the student an opportunity for an in-person meeting to be held within five days. The student may provide documents in support of the request, such as signed statements from individuals knowledgeable about the student or documents verifying that the student is participating in or has completed counseling or rehabilitation programs. If the student demonstrates to the satisfaction of the superintendent or designee that the student's presence in school no longer constitutes a threat to the safety of other students or employees, the superintendent must readmit the student.

Within 30 days of the student's request, the superintendent or designee shall provide written notice of his or her decision to the student, the student's parents and the board. If the superintendent or designee decides to readmit the student, the notice will include the date of readmission, the school or program to which the student will be assigned and any reasonable restrictions placed on the readmission. If the superintendent or designee rejects the request for readmission, the notice will advise the parents of the right to appeal the decision to the board. Any appeal to the board must be made in writing within five days of receipt of the superintendent's or designee's decision. The superintendent or designee shall inform the board chairperson of the request for an appeal and arrange in a timely manner a hearing before the board. The hearing will be conducted in accordance with policy 2500, Hearings Before the Board. The board will provide to the student, the student's parent and the superintendent or designee written notice of its decision within 30 days of receiving the appeal of the superintendent's or designee's decision.

If the request for readmission is denied, no subsequent requests from that student will be considered during that 365-day suspension.

B. REQUESTS BY EXPELLED STUDENTS

A student who has been expelled may submit a request to the board for readmission any time after 180 calendar days from the start date of the student's expulsion. The board chairperson immediately will forward the request to the superintendent, who shall arrange in a timely manner a hearing before the board. The hearing will be conducted in accordance with policy 2500. After considering the student's request and the superintendent's or designee's recommendation regarding readmission, if the board determines that the student has satisfactorily demonstrated that his or her presence in

school no longer constitutes a clear threat to the safety of other students or employees, the board will readmit the student. The board will notify the student, the student's parents and the superintendent in writing of its decision within 30 days of the submission of the request for readmission.

If the board decides to readmit the student, the notice will include the date of readmission, the school or program to which the student will be assigned and any reasonable restrictions placed on the readmission. If the student was expelled as a result of assaulting or injuring a teacher, the student will not be returned to that teacher's classroom following readmission without the teacher's consent.

If the expelled student's request for readmission is denied, the board will not consider a subsequent request for readmission of that student until six months after the submission of the previous request.

Legal References: G.S. 115C-47, -390.1, -390.12

Cross References: Hearings Before the Board (policy 2500), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353)

Adopted:

A. ADMINISTRATIVE HEARINGS

The rules set out below will govern hearings held by the superintendent in assessing misbehavior and appropriate consequences. The purpose of the hearing will be to determine the facts relevant to the alleged misbehavior and the credibility of witnesses, based on the evidence presented at the hearing.

1. The hearing will be informal and conducted in private.
2. Prior to the hearing, the student and his or her parents and representative will have an opportunity to review any audio or video recordings of the incident and, consistent with federal and state student records laws and regulations, the information that may be presented as evidence against the student, including statements made by witnesses whose names are withheld in accordance with number 5, below.
3. ~~The hearing must be attended by the superintendent, the principal and/or assistant administrators and any persons the superintendent deems necessary.~~ The hearing may be attended by the superintendent, a hearing officer and panel, the principal and administrative assistants, along with the student, the student's parents and, if desired, a representative and any persons the superintendent or designee deems necessary. The student has the right to be present at the hearing, to be accompanied by his or her parents and to be represented by an attorney or non-attorney advocate. Witnesses should be present only when providing information.
4. The school representatives have the burden of proving the misbehavior; the violation of board policy, the Code of Student Conduct, school standards or school rules; and the appropriateness of the recommended consequence for the violation.
5. The school representatives will present the witnesses and documentary evidence against the student first. School officials may withhold witness names or other identifying information if identification of a witness could threaten the witness's safety.
6. After the school representatives have presented their evidence, the student or his or her representative may present evidence relating to the alleged disciplinary infraction, the student's intent at the time of the incident, any mitigating or aggravating factors involved, the disciplinary and academic history of the student and the potential benefits to the student of alternatives to suspension. Such evidence may include oral testimony by the student or witnesses, written statements and other documents.

7. Both the school representatives and the student or his or her parent or representative may examine the witnesses presented by the other side. The superintendent has the authority to limit questioning by any person if the questioning is unproductive, unnecessarily lengthy, repetitive or irrelevant.
8. In reaching a determination in the matter, the superintendent shall consider the documents produced in the hearing, the testimony of the witnesses and other evidence presented at the hearing. If the superintendent determines that a violation occurred, the superintendent also shall determine the appropriateness of the recommended consequences for the violation. Formal rules of evidence do not apply, and the superintendent may rely on evidence that a reasonably prudent person would consider in the conduct of serious affairs.
9. Following the hearing, the superintendent shall render a written decision based on substantial evidence presented at the hearing and shall notify the student and parent of that decision in accordance with the requirements of policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion.
10. The superintendent or designee shall provide for making a record of the hearing, including any findings or conclusions made by the superintendent. The student will have the right to make his or her own audio recording of the hearing.

B. BOARD HEARINGS

1. Appeal of a Long-Term or 365-Day Suspension

The board will provide the opportunity for a hearing that follows the procedures established for administrative hearings, except that (1) the superintendent or designee will represent the school system and the board or a panel of the board will be the decision maker, and (2) unless the board requests otherwise or doing so would create a substantial threat of unfairness, the board will limit its presentations of testimony to the student, the student's parent and representative, and the school system's representative and will limit documentation to the records and evidence presented at the administrative hearing. The board, at its discretion, may request additional information or evidence.

The board will review any records created by the superintendent's decision and the record created from any administrative hearing held. The board will review the superintendent's decision to be sure that: (1) there was a reasonable basis for determining that the student engaged in the specified misbehavior; (2) a board policy, the Code of Student Conduct, a school standard or a school rule was violated; (3) the consequence for the violation was reasonable; and (4) procedures established by board policy were followed.

2. Board Decision on Expulsion

The board will provide an opportunity for a hearing to review the superintendent's recommendation for expulsion. The rules established for administrative hearings will be followed, except that the superintendent or designee will represent the school system and the board will be the decision maker. The board may request additional records or witnesses. A decision will be made on the superintendent's recommendation following the standards for expulsion established in policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion.

Legal References: G.S. 115C-45, -47, -276, -288, -390.1, -390.2, -390.7, -390.8

Cross References: Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353)

Adopted:

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. Personal illness or Injury: when the absence results from student 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 that causes the student to be unable to attend for the entire school day.
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 principal has been notified in advance of 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;
9. 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 short-term, out-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:

1. field trips sponsored by the school;
2. job shadows and other work-based learning opportunities, as described in G.S. 115C-47(34a);
3. school-initiated and scheduled activities;
4. athletic events requiring early dismissal from school;
5. Career and Technical Education student organization activities approved in advance by the principal; and
6. 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. Students may be suspended for up to two days for truancy.

High School only

Students who miss more than a total of 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. Students are expected to be at school on time and to be present at the scheduled starting time for each class and be present for the entire school day. Students who are excessively tardy to school or class may be suspended for up to two days for such offenses.

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, September 10, 2009

Asheboro City Schools Calendar 2012 - 2013

DRAFT 9/20/11

(WITHOUT WAIVER)

DRAFT 9/20/11

July 2012						
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August 2012						
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December 2012						
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30	31					

4 Holiday

August

20 Staff Reports

20-23 Workdays

24 Vacation/Annual Leave

27 First Day for Students

September

3 Holiday

November

12 Holiday

22-23 Holiday

December

24-26 Holiday

27, 28, 31 Vacation/Annual Leave

January

1, 21 Holidays

18 Workday

March

29 Holiday

April

1-5 Vacation/Annual Leave

May

27 Holiday

June

7 Last Day for Students

10-13 Workdays

14 Vacation/Annual Leave

Holidays

Teacher Workdays

Required Workdays

Vacation/Annual Leave

January 2013						
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March 2013						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2013						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2013						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2013						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Asheboro City Schools Calendar 2012 - 2013

DRAFT 9/20/11

(With Waiver)

DRAFT 9/20/11

July 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

July	
4	Holiday

August	
15	Staff Reports
15-17; 20-21	Workdays
22	First day for students

January 2013						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2012						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September	
3	Holiday

November	
12	Holiday
21	Vacation/Annual Leave
22-23	Holiday

February 2013						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

September 2012						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December	
24-26	Holiday
27, 28, 31	Vacation/Annual Leave

January	
1, 21	Holiday
14	Workday

March 2013						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

October 2012						
S	M	T	W	T	F	S
						1
	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February	
18	Vacation/Annual Leave

March	
8	Workday
29	Holiday

April 2013						
S	M	T	W	T	F	S
						1
	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

November 2012						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

April	
1-5	Vacation/Annual Leave

May	
27	Holiday

May 2013						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

December 2012						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Holidays
Teacher Workdays
Required Workdays
Vacation/Annual Leave

June 2013						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

2010-2011
Discipline Report
Reportable Offenses

School Name	Acts															Total # of Acts Committed to date	
	PW	PS	PA	AP	AR	SA	AW	SO	PF	RW	IM	R	D	K	BT	BS	Total # of Acts Committed to date
Asheboro High	0	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11
South Asheboro Middle	4	1	0	0	0	3	0	0	0	0	0	0	0	0	0	0	8
Balfour Elementary	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Charles W McCrary Elementary	4	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	9
Donna L Loflin Elementary	3	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	4
Guy B Teachey Elementary	9	0	0	4	0	1	0	0	0	0	0	0	0	0	0	0	14
Lindley Park Elementary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
North Asheboro Middle	3	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	5
Totals	24	12	0	10	0	4	0	0	2	0	0	0	0	0	0	0	52

Key:

AR - Assault Resulting in Serious Personal Injury

AW - Assault involving use of a weapon

AP - Assault on School Officials, Employees, and Volunteers

BT - Making Bomb Threats or Engaging in Bomb Hoaxes

BS - Willfully Burning a School Building

D - Homicide

K - Kidnapping

PA - Unlawful, underage sales, purchase, provision, possession, or consumption of alcoholic beverages

PS - Possession of Controlled Substance in Violation of Law

PF - Possession of a Firearm

PW - Possession of a weapon

R - Rape

RW - Robbery with a dangerous weapon

SA - Sexual Assault (not involving rape or sexual offense)

SO - Sexual offense

IM - Taking Indecent Liberties With A Minor

0121

North Asheboro Middle School
2011-12 Continuous Improvement Plan

Asheboro City Schools

Contents

- Leadership Team Members
- A. Vision, Mission and Belief Statements
 - B. School Community Profile
 - C. School Results
 - D. Goals and Action Plans (including Safe Schools and Professional Development)
 - E. Additional Information
 - a. Compliance Statements
 - b. Focused Intervention / Remediation Plan
 - c. Waiver Request

Approved by Staff:

Date of Secret Ballot Election:

Results For:

Opposed:

Principal's Signature

Date

Approved by Superintendent of Schools

Signature

Date

Approved by Board of Education

Signature

Date

North Asheboro Middle School
Continuous Improvement Plan
2011-2012

A. Vision, Mission, and Belief Statements
--

The following team members collaborated with school staff to develop the School Improvement Plan for our school:

NAME	SIGNATURE	ROLE
Candace Call		Principal
April Thompson		Assistant Principal
Jordi Roman		Principal Intern
Mandy Davidson		Co-Chair; Elective Representative
Melanie Richey		Co-Chair; 8 th Grade Representative
Julia Bynum		8 th Grade Representative
Connie Stone		8 th Grade Representative
Linda Hollingsworth		7 th Grade Representative
Karen Cooper		7 th Grade Representative
Makenzie Hussey		7 th Grade Representative
Helene McQueen		6 th Grade Representative
Natasha Chandler		6 th Grade Representative
Sue Shumaker		6 th Grade Representative
Teresa Matthews		Elective Representative
Vickie Essick		Elective Representative
Heather Robb		EC Representative
Jay Williams		Instructional Technology Specialist
Vanessa Olson		Media Coordinator
Junior Goldston		Head Custodian
Faye McLeod		Lead Secretary
Doris Neilson		Teacher Assistant Representative
Donna Howard		Parent Representative
Tracy Walden		Parent Representative
Mandy Davidson		PTO Parent

A. Vision, Mission, and Belief Statements

Our School's Vision	North Asheboro Middle School, in partnership with parents and the community, will empower our 21 st century learners to embrace high standards for academic achievement, integrity, leadership, and responsible citizenship in a diverse global society.
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Our School's Mission	<i>Learning Today.....Leading Tomorrow</i>
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To lead us toward our vision and mission, our school community shares the following beliefs:

1. We believe staff, students, parents, and the community share responsibility of supporting the school's vision and mission.
2. We believe all students can learn, achieve, and be successful academically and behaviorally.
3. We believe that we must create a safe learning environment in order to ensure student academic, behavior, and social success.
4. We believe students learn best when they have the appropriate and multiple opportunities for success.
5. We believe students learn in different ways, and it is our responsibility to meet the needs of all our students.
6. We believe that by creating and maintaining positive relationships with students and modeling mutual respect among staff, our students will become a more confident learner and this will enhance their self-esteem.
7. We believe students learn best when they are actively engaged in the teaching and learning process.
8. We believe that our staff values each student, as an individual, with unique physical, social, emotional and intellectual needs.
9. We believe that our staff collaborates and plans so that curriculum and instruction becomes rigorous and relevant and our teaching and learning strategies which are based upon the developmentally appropriate learning activities.
10. We believe cultural diversity provides opportunities for understanding different people and their cultures.
11. We believe that by holding students to high expectations, we will see a significant and relevant increase in both individual student achievement and positive behavior decisions.
12. We believe that exceptional students require unique services and extended resources.

North Asheboro Middle School
Continuous Improvement Plan
2011-2012

B. School Community Profile

Historical Ethnicity Information (% of population, 20th school day)

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Black	17.11 (78)	14.2 (65)	14.7 (65)	14.0 (65)	12.4 (62)
Asian	2.85 (13)	1.5 (7)	2.3 (10)	2.1 (10)	1.8 (9)
White	39.47 (179)	37.1 (169)	35.4 (157)	36.4 (169)	36.1 (181)
Hispanic	35.96 (163)	41.9 (191)	42.6 (189)	42.7 (198)	45.5 (228)
American Indian	0.66 (3)	0.8 (4)	0.7 (3)	1.1 (5)	.4 (2)
Other/Multi-Cultural	3.95 (18)	4.1 (19)	4.3 (19)	3.7 (17)	3.8 (19)
Total Population	456	455	443	464	501

Historical Population Data (percentages)

	2006-07	2007-08	2008-2009	2009-2010	2010-2011
Exceptional Children	17.8 (81)	10.3 (47)	8.6 (38)	8.2 (38)	13.6 (68)
AIG	15.8 (72)	9.4 (43)	11.5 (51)	13% (61)	16 (80)
Limited English Proficient	17.3 (88)	24.2 (110)	25 (111)	21% (96)	23 (115)
Total F/R Lunch	60.35 (275)	67.7 (308)	55.3 (245)	68% (311)	79 (396)

Student Attendance Data

	Percent
2005-2006	95.2
2006-2007	95.8
2007-2008	95
2008-2009	96.1
2009-2010	95.7
2010-2011	96.4

Staffing Summary

	2006-07	2007-08	2008-09	2009-10	2010-11
Teachers "highly qualified" (classes taught)	100%	100%	100 %	100%	100%
Teachers with advanced degrees (above bachelors)	24%	24%	24%	24%	19%
Teachers with NBPTS certification	5%	5%	5%	5%	17%
Teachers trained as Mentors	24%	24%	24%	24%	1%

Teacher Turnover Rate

2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
15.4%	6%	14%	17.9%	10.5%	13.9%

North Asheboro Middle School
 Continuous Improvement Plan
 2011-2012

C. School Results

Promotion Percentages

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
6 th grade	100%	100%	100%	100%	100%
7 th grade	100%	100%	100%	100%	100%
8 th grade	100%	100%	100%	100%	100%

Total Performance Composite

Performance Composite	06-07	07-08	08-09	09-10	10-11
		71.2	55.2	60.1	64%

End of Grade Percent Proficient by Grade: Historical

Grade	Reading				Math			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
6	43.1	55.3	60.1	57.2	53.3	60.4	76.7	68.9
7	40.3	48.9	58.1	49.1	56.0	56.8	70.3	73.6
8	41.0	48.3	51.4	57.5	57.1	66.9	69.3	80.2
OVERALL	41.4	51.2		54.8	55.5	61.5		74.1

Grade	Reading and Math			
	07-08	08-09	09-10	10-11
6	39.6	46.5	54.9	49.7
7	37.4	43.9	53.9	46
8	36.6	46.3	47.5	54.5

North Asheboro Middle School
Continuous Improvement Plan
2011-2012

End of Grade Percent Proficient by Subgroup (Historical)
Reading

Grade	6			7			8		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
All	55.3	60.1	57.2	48.9	58.1	49.1	49.0	51.4	57.5
Am Indian	*	*		*	*		*	*	
Asian	*	*		*	*	50.0	*	*	75.0
Black	33.3	40.7	44.0	38.9	26.7	11.1	31.0	40.0	36.8
Hispanic	52.9	55.6	54.4	37.3	48.1	43.1	37.3	39.0	48.8
Multi Racial	62.5	66.7	85.7	28.6	50.0	66.7	*	66.7	75.0
White	63.2	73.4	64.3	67.3	75.5	66.2	71.2	68.6	75.4
Male	55.6	51.3	47.9	44.6	60.0	44.7	45.6	47.3	52.3
Female	55.1	67.8	67.4	53.8	56.0	52.9	52.9	56.1	63.0
Acad Gifted	100	100	100	100	100	100	100	100	100
EC	9.1	50	20.0	12.5	11.1	37.5	5.0	6.3	8.3
Non EC	58.8	61.2	61.9	53.7	61	50.3	53.7	57.7	61.3
LEP	42.0	24.2	23.5	15.6	21.6	10.0	20.0	8	15.2
Non LEP	61.5	69.2	70.5	58.9	69.5	57.9	57.9	61.4	67.9
F/R Lunch	48.6	56	53.3	33.3	50	42.5	40.0	40.5	46.5
Non F/R Lunch	70.8	68.5	76.7	70.7	82.1	64.0	67.3	69.1	92.5

Math

Grade	6			7			8		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
All	60.4	76.7	68.9	56.8	70.3	73.6	67.1	69.3	80.2
Am Indian	*	*		*	*		*	*	
Asian	*	*		*	*	50.0	*	*	75.0
Black	38.9	77.8	64.0	61.1	53.3	55.6	65.5	65.0	73.7
Hispanic	61.4	74.6	70.0	42.4	67.1	75.0	59.3	61.0	81.3
Multi Racial	62.5	66.7	71.4	57.1	100	100.0	*	66.7	75.0
White	63.2	79.7	69.6	71.2	73.6	78.5	78.8	80.8	82.5
Male	61.7	76.3	63.8	51.4	67.5	72.4	58.2	63.5	76.7
Female	59.0	77.0	74.4	63.1	73.3	74.7	77.1	75.8	84.0
Acad Gifted	100	100	100	100	100	100	100	100	100
EC	9.1	50	20.0	18.8	11.1	43.8	23.1	37.5	8.3
Non EC	64.2	80.3	75.0	61.8	74	76.9	71.3	73.4	85.8
LEP	52.0	57.6	49.0	25.0	45.9	46.7	42.9	40	66.7
Non LEP	64.2	82.3	76.7	66.4	78	79.7	74.9	75.7	83.6
F/R Lunch	56.8	81.5	66.0	45.7	66.4	69.0	63.0	61.2	76.4
Non F/R Lunch	68.8	75.2	83.3	72.4	82.1	84.0	75.5	81.8	92.5

North Asheboro Middle School
Continuous Improvement Plan
2011-2012

Achievement Gap Data
Reading

White student scores compared to:	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Black	20.4	24.9	24.4	33.3	35.5	36.2
Hispanic	15.7	21.6	32.8	24.0	23.4	19.3

Mathematics

White student scores compared to:	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Black	35.4	38	20.9	13.9	10.4	14.2
Hispanic	24.9	26.2	16	16.0	9.9	3.8

End of Grade Results: Developmental Scale Score Mean

Grade	Reading				Math			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
6	349.6	349.6	349.6	349.5	352.9	351.3	355.6	354.4
7	353.1	353.6	354.9	353.7	357.2	355.5	358.1	356.4
8	355.2	355.7	355.6	357.6	359.0	360.2	359.7	361

Goal Summaries, Grades 6-8, Percent Correct

Reading	Gr 6			Gr 7			Gr 8		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Goal 1: Cognition	56.2			66.6			58.1		
Goal 2: Interpretation	62.1	54.8	53.6	56	71.6	63.2	58.0	62.9	66.6
Goal 3: Critical Stance	57.5			63.6			61.2		
Goal 4: Connections		52.2	56.2		64.3	60.7		59.2	62.3
Goal 5: Interpretive/Evaluative		59.5	59.1		65.3	62.7		59.6	66.6
Literary Reading		60.0	59.7		65.6	63.0		58.7	65.1
Informational Reading		56.7	55.5		66.2	63.4		59.9	62.7
Calculator Inactive		53.4	52.2		55.2	52.5			
Calculator Active		58.9	55.9		58.0	53.9			
Goal 1: Number Sense	50.3	56.8	54.2	50.7	55.1	55.0	64.0	65.0	64.7
Goal 2: Geometry and Measurement	44.2	54.1	52.5	50.2	56.6	53.9	56	52.5	51.7
Goal 3: Patterns	46.8	65.4	58.4	48	59.4	56.7	49.7	48.0	54.6
Goal 4: Data, Probability, Statistics	52	59	55.2	54.2	57.7	52.1	61.5	60.7	64.0
Goal 5: Algebra	45	51.2	53.5	53.5	57.2	51.2	52.6	48.7	51.4

North Asheboro Middle School
 Continuous Improvement Plan
 2011-2012

Writing

NC Writing Assessment

Grade 7	07-08	08-09	09-10	10-11
	53.6	N/A	N/A	N/A

Science

North Carolina Science End-of-Grade Test

8 th Grade	08-09	09-10	10-11
	58.8%	49.3%	67.1

Percent Passing, Additional Testing

	2006-07	2007-08	2008-09	2009-10	2010-11
Alg. 1 EOC	88.1	100	100	100	N/A
Computer Skills	82.4	73.6	78.3	N/A	N/A

Teacher Survey Results: 2009-2010:

*results are from NC Teacher Working Conditions Survey that was completed in Spring 2010

In the space below, comment on 3 or more areas of strength noted in the Teacher Survey for your site for 2009-2010:

Points of Pride for NAMS:

1. Our teachers have greater access to instructional technology than we did two years ago.
2. Our school environment is clean and well maintained.
3. Our staff is satisfied with administrative support of teachers in managing student discipline and creating a safe environment.
4. Teachers feel like they are trusted to be a part of the decision making process.
5. We had two elements rated at 100% approval: #1: 3.1f: Clean Environment #2: 5.1e: Discipline in classroom
6. Our staff is more satisfied overall according to the survey.

In the space below, comment on 3 or more areas of possible improvement noted in the Teacher Survey for your site for 2009-2010:

Areas in need of improvement:

1. Our staff still wants a reduction routine paperwork for teachers (still a question of what this means)
2. Our staff has serious concerns about the reliability of internet connections.
3. Professional Development – continuous and ongoing with multiple opportunities, school level, choice, differentiation, ½ staff is asking for PD in special education, LEP, differentiated instruction etc.
4. We recognize that we need to continue to search for ways to increase parent involvement and community involvement, utilizing our community resources and our PTO.

What are 2 significant changes or trends in survey results?

We noticed three significant changes in our teacher survey data from the NC Teacher Working Conditions Survey:

1. Overall, managing student behavior has become more consistent. Administrators support teachers' in-class behavior management system in order to create a safer school environment.
2. Our teachers feel they are given more opportunities to lead or voice their opinions about educational problems within the school.
3. The school leadership has made large strides in creating a shared vision, creating mutual respect and supporting high standards.

Student Survey Results: 2010-2011

In the space below, comment on 3 or more areas of strength noted in the Student Survey for your site for 2011: We are very excited about the overall outcomes of this survey!

1. 79.7% of our students indicate that school is a welcoming and friendly place. This is a 24% gain.
2. 78.4% of our students are proud of their school. This is an 18.9% gain.
3. 77.8% of students indicate that teachers care about students as individuals. This is 13.8% gain.

In the space below, comment on 3 or more areas of possible improvement noted in the Student Survey for your site for 2011:

1. Although 81.8% of students indicate that they use technology in classes to show what they learn have learned this number decreased 4.3%.
2. Student comments indicate that we have a serious issue with verbal harassment through name-calling and gossip. 27.4% of students reported that bullying is an issue. Office referral data from the beginning of the school year supports this concern.
3. While the percentage of students who indicate that students respect each other increased by 5.7%, the number is still low at 41.9%.

North Asheboro Middle School
Continuous Improvement Plan
2011-2012

Adequate Yearly Progress

Percent of AYP Targets Met		
2005-2006	12 of 15	80%
2006-2007	20 of 29	69%
2007-2008	16 of 22	73%
2008-2009	27 of 27	100%
2009-2010	26 of 27	96%
2010-2011	20 of 29	69.0%

Targets Not Met

	2007-08			2008-09			2009-2010			2010-2011		
	Not Met	CI	Safe Harbor	Not Met	CI	Safe Harbor	Not Met	CI	Safe Harbor	Not Met	CI	Safe Harbor
Reading 6-8					Black	ED LEP	LEP			All, Black Hispanic, ED, SW D	White	LEP
Math 6-8	All Hispanic White ED LEP SWD		Black			All Black Hispanic White ED LEP			All, Black, Hispanic, ED, LEP	All, Black, White, SWD		Hispanic, ED, LEP,

GENERAL CONCLUSIONS

Our School Improvement Team has carefully examined the preceding data along with other pertinent information about our school. Together, the members of our Team have reached the following three (or more) significant conclusions about our school and/or our school community. These conclusions may reflect areas of celebration or areas requiring further development/improvement. These conclusions (and the data they are based upon) are a driving force behind our goals for the 2011-2012 school year along with our intervention plan.

1. Overall, North Asheboro Middle School made Expected Growth for the 2010-2011 school year. A significant point of pride is the 10.1 gain in math scores for the 8th grade cohort. Eighth Grade Science scores increased 17.8% to a 67.1% proficiency rate. While we celebrate the gains made in closing the Hispanic/White Learning Gap in Math and Reading, we are committed to implementing differentiated and best practices to eliminate the achievement gaps for our Black Students and Economically Disadvantaged Students while ensuring growth for all students. W/B Gap in Reading-36.2, W/H Gap in Reading 19.3, W/B Gap in Mathematics-14.2, W/H Gap in Mathematics 3.8

2. North Asheboro Middle School made significant gains in student attendance improving to 96.4 for a .7% gain. In addition to office calls and AlertNow messages, we will continue to focus on building relationships with students and parents, setting high expectations for students and ourselves in regards to attendance. We will continue to support a school culture that sets high expectations for student learning while maintaining an inviting atmosphere for students and parents. We are committed to modeling these behaviors for our students and community.

3. A strength of our school is the commitment for continuous growth of adults as professional educators. We want to build on the professional knowledge base our staff has to ensure that adult learning will directly affect student learning. Our vision is to become a school where AVID, PBIS, RtI, and ExC-ELL strategies are implemented school wide by trained staff.

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D. Goals and Action Plans

Goal 1: Students will complete one summarizing activity per unit in each content area, based on appropriate text, with descriptive feedback from the teacher.

Evidence of Need: Data reflect that students are not reading on grade level.

Strategic Plan Objective: 1.5 –All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.

1.1 – Every student graduates college and career ready.

State Board of Education Goal: NC Public Schools will produce globally competitive students.

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Professional development to define summarizing & collect/review previously used summarizing strategies	August 22, 2011 Documented in team notes	Implementation of this strategy will be monitored by Leadership Team members <i>Karen Cooper, Sue Shumaker, Connie Stone, Vickie Essick</i> Kerri Lamb Candace Call April Thompson	Grade level notes Professional Development Log		
Professional development to identify common features of summarizing using	-Monthly meetings with ACS Literacy	Implementation of this strategy will be monitored by	Google documents, Professional Development log,		

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consistent vocabulary	coach -Documented in team notes	Leadership Team members <i>Linda Hollingsworth, Natasha Chandler, Julia Bynum, Mandy Davidson</i> Kerri Lamb Candace Call April Thompson	student work samples		
Through professional, development opportunities, develop a school wide rubric using the identified common features of summarizing	The rubric will be completed by October 31, 2011 The use of the rubric will be monitored at team meetings on a monthly basis.	Vertical & grade level teams to be monitored by <i>Melanie Richey, Makenzie Hussey, Helene McQueen, Teresa Matthews</i> Candace Call April Thompson Kerri Lamb	Completed rubrics		
Ongoing professional development to utilize and assess the use of summarizing strategies across all content areas	Monthly PD with Kerri Lamb 10/11, 11/21 12/19, 1/24, 2/21, 3/27, and 4/24 June 10, 2012	All teachers, to be monitored by <i>Karen Cooper, Sue Shumaker, Connie Stone, Vickie Essick</i> Candace Call, April Thompson, Kerri Lamb	Team meeting minutes, Professional development log in, Google documents, Blog responses		
Teachers will implement a variety of summarizing strategies in units and assess student progress based on the rubric guidelines.	Monitoring dates along with narrative and data feedback will be added to the team notes template June 10, 2012	All teachers, to be monitored by <i>Linda Hollingsworth, Natasha Chandler, Julia Bynum, Mandy Davidson</i> Candace Call, April Thompson	Admin walk through, student work samples, lesson plans,		

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Professional Development for this Objective

- Monthly PD with Kerri Lamb
- Monthly PD with Administrators
- Book studies-Readicide and Threads of Reading
- Rtl training
- PD 360

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Goal 2: Teachers will engage students in argumentative writing and presenting strategies at least once every six weeks in all content and elective classes.

Evidence of Need: on the 4th and 7th grade writing assessments show that all students are not proficient in writing.

Strategic Plan Objective: 1.1 Every student graduates college and career ready.

State Board of Education Goal: NC Public Schools will produce globally competitive students.

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Implementation/PD of ExC-ELL writing strategies	Oct. 10th and Nov. 14th PD Monthly PD and coaching sessions	Jordi Roman, Melanie Richey, Connie Stone, Julia Bynum	Classroom formative assessments, writing rubrics, data from benchmarks, data from EOG		
Implementation/PD of Avid writing strategies	Monthly AVID elective teachers will share and model an AVID strategy during grade level meetings.	Julia Bynum Mandy Davidson Ryan Gibbs Makenzie Hussey April Thompson	Classroom formative assessments, writing rubrics, data from benchmarks, data from EOG		
Writing strategies from PD with Literacy Coach	Monthly PD with literacy coach during grade level	<i>Kerri Lamb, Connie Stone, Melanie Richey, Julia Bynum,</i>	Classroom formative assessments, writing rubrics, data from		

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Writing strategies from PD with Literacy Coach	planning and vertical meetings	<i>Makenzie Hussey, Karen Cooper, Heather Robb, Linda Hollingsworth, Natasha Chandler, Sue Shumaker, Helene McQueen, Vickie Essick, Mandy Davidson, Theresa Matthews</i>	benchmarks, data from EOG		
Teachers will teach and implement argumentative writing strategies.	Reviewed each grading period with observations and discussion noted on team notes template	All teachers	Student work samples		

Professional Development for this Objective

- AVID Training
- ExC-ELL Training
- Monthly PD with Kerri Lamb
- Book studies-Readicide and Threads of Reading
- Rtl training
- PD 360
- NC Falcon

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Goal 3: Students will participate in at least one structured discussion activity around grade level text, per unit in each content area.

Evidence of Need: Data reflects that students are not reading on grade level.

Strategic Plan Objective: 1.1 – Every student graduates college and career ready.

1.5 All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.

State Board of Education Goal: North Carolina public schools will produce globally competitive students.

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Staff will receive professional development in AVID Strategies such as: Philosophical Chairs, Fishbowl Speeches & Socratic Seminars	November 2011	<ul style="list-style-type: none"> • Candace Call • April Thompson • AVID Site Team • Instructional Staff 	<ul style="list-style-type: none"> • Professional Development Logs • Team notes 		
AVID students will create instructional videos demonstrating discussion strategies. The videos will be used school-wide during Advisory.	December 2011	<ul style="list-style-type: none"> • Julia Bynum, Ryan Gibbs, Makenzie Hussey, Mandy Davidson • AVID Students • Jay Williams • Vanessa Olson • Instructional Staff • April Thompson & Melanie Richey 	<ul style="list-style-type: none"> • Student produced videos • School-wide Advisory Lesson Plans 		
Kerri Lamb will provide resources & professional	Professional Development	<ul style="list-style-type: none"> • Kerri Lamb 	<ul style="list-style-type: none"> • Live Binder with resources on staff 		

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development describing best practice using discussion strategies.	Meetings at NAMS in September 2011 November 2011		Google site • Team Meetings • Team notes		
Math & ELA teachers will implement a common content specific vocabulary.	January 2012	• Math Staff • ELA Staff • ESL & EC Staff	• Vertical team minutes • Lesson Plans		
Staff will develop a rubric to assess student work and provide feedback to students.	December 2011	• Vertical Teams • Grade level/Elective Teams	• Completed rubrics • Student rubric samples		

Professional Development for this Objective

- Book studies-Readicide and Threads of Reading
- Monthly PD with Kerri Lamb
- AVID Training
- Rtl training
- PD 360
- EduVision

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Goal 4: We will strengthen community support with an emphasis on parent involvement.

Evidence of Need: EOG data, parent survey, teacher survey, student survey

Strategic Plan Objective: 4.2 Increase communication and outreach to parents.

State Board of Education Goal: North Carolina public schools will produce globally competitive students.

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Communications from the school to the community.	August 25-June 8, 2012	Faye McLeod, Maricela Zepeda All teachers Ms. Call J. Williams	NAMS Website Daily Attendance Log Parent Contact Logs Alert Now Log		
Parent nights highlighting AVID strategies, technology, literacy strategies, standard-based grading, and how to use Atomic Learning McTeacher Nights.	September 26 October 17 November 3 January 25 March 12 June 7 June 8	All staff J. Williams Faye McLeod AVID Team	Parent Attendance Logs NAMS Website Alert Now Log		
Weekly AlertNow to all NAMS parents with upcoming events including grade level and elective events, school wide events, and athletic events.	August 25- June 8, 2012	Administration All staff updating info for the AlertNow Maricela Zepeda Jay Williams	Alert Now logs Alert Now Archives Team Minutes		

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School Wide Career Fair	December 2, 2011	Mrs. Rush Jay Williams April Thompson	Speaker Sign in Log Student's Reflections and Summaries		
Positive communications (postcards, phone calls, and emails) Every student will receive at least one positive postcard from a staff member.)	September 2011- June 2011	All staff Natasha Chandler Julia Bynum Linda Hollingsworth	Google Docs and Logs		

Professional Development for this Objective

- AVID Training
- ISTE Presentations and Training
- Continued training for and implementation of PBIS strategies
- Parent Nights
- Atomic Learning
- Technology Showcase for Parents and Community

E. Additional Information

Compliance Statements

For each statement, explain how the policy is implemented or enforced.

Healthy Active Children Policy

1. Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.

Physical activity will be used as a positive reinforcement for setting patterns for healthy living. It will not be withheld as a form of punishment.

2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.

Yes.

Pledge of Allegiance

3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.

The Pledge is recited daily at the beginning of morning announcements.

4. Flags of the United States and North Carolina are displayed in this school.

Flags of the United States and North Carolina are displayed outside of the building as well as in other locations inside the school.

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SAFE SCHOOL PLAN – Action Plan

Annual	Date of Completion	Monthly	Date of Completion	Bi-Annual	Date of Completion	Ongoing
Register school-sex offender registry	8/9/11 A Thompson C Call F. McLeod J. Roman M. Zepeda	Check Fire Extinguishers	1st week of the month J. Goldston	CPR training for crisis response teams/coaches	TBA/Coaches Training	Monitor sex offender registry/update database
Written supervision plan	8/25/11 CC/AT	Conduct fire drills	1 st 10 days of school Done on the 10 th or 24 th CC/AT/ F McLeod	Conduct lockdown drill	By October 31, 2011 April 5 2011 CC/AT	Pair at-risk youth with mentors
Staff supervision training	8/25/11 CC/AT	Conduct sanitation inspections	J. Goldston	Conduct safety inspection	With Walk Thru Weekly AT/CC/JR/JW	Record incidents in eSIS
Distribute and explain code of conduct	All Teachers during Advisory	Maintain Science Chemical Inventory on \\Central02	K.Cooper/A. Thompson	Drug dog search (secondary)	Spring and Fall Officer Marlowe CC/AT	Attendance letters
Distribute and explain bus code of conduct	8/25-9/23 All Teachers Advisory	Maintain first aid kits	M. Zepeda	Alternate route fire drill	November 2011/ February 2012	Utilize student success teams
Update crisis response plans	9/19/11 CC/AT/ J. Williams	Review ISS and OSS incidents; apply interventions as needed	Monthly Meetings SST Team PBIS Team			Visitor control plan
Fire extinguisher training	OSHA Training TBA J. Williams					Volunteer background check

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Customer satisfaction survey	March/April J. Williams/ A.Thompson					
Seclusion & restraint training						
Train EC staff in non-violent crisis intervention						
Train crisis teams in crisis response						

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Intervention Plan

Overview:

What do we do when students are not achieving academic, social, and/or behavioral success at North Asheboro Middle School? We have created a comprehensive plan that addresses these questions and provides measurable outcomes for parent, students, and teachers. Our plan includes a remediation/enrichment plan that occurs during our regular school day. We have also included an action plan for students that are struggling academically and those that are not making positive behavior choices.

- A. Target Population: All Students; students that struggle academically, socially, and behaviorally
- B. Measurable Intended Outcomes:
- Increase in overall student achievement as seen in the composite score
 - Increase in growth in individual EOG reading and math scale scores
 - Decrease in office referrals
 - Decrease in ISS/OSS consequences
 - Increase in parent academic involvement
 - Increase in positive and informative communication between the home and the school
 - Provide teachers with academic and behavior intervention strategies in order to help support the teacher and the student
- C. Description of Activities or Services to Be Provided:
Please see attached for description of:
- Implementation of School-Wide Advisory Program: Middle School 101 (during COMET)
 - Implementation of School-Wide Academic Expectations and Interventions: Response to Instruction (during COMET)
 - Implementation of School-Wide Behavior Expectations and Interventions: Positive Behavior and Intervention Supports (PBIS)
 - C.O.M.E.T (Connecting Our Minds with Enrichment Time)
 - Academic Interventions
 - Behavior Interventions
 - Implementation of Student Services Team model

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E. Evaluation of Results:

- EOG scores
- CASE 21 Data
- Student Services Team input
- Assessment Data (common assessments, progress monitoring meetings, and benchmark assessments)
- Parent Survey Data
- Student Survey Data
- Teacher Survey Data
- Discipline Data
- Attendance Data

F. Budget: none needed

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Waiver Requests:

The Waiver to be Requested:

To use state funds allocated for textbooks to purchase textbooks which are not on the state-approved textbook list, should the need present itself.

How the waiver will be used:

The textbook waiver would allow NAMS to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.

The Waiver to be Requested:

To increase the class size above 29 whenever the need arises. (G.S. 115c-301)

How the waiver will be used:

A waiver in class size will allow us to provide services to all students with the current teacher allotment.

South Asheboro Middle School

2011-2012 Continuous Improvement Plan

Asheboro City Schools

Contents

Leadership Team Members

- A. Vision, Mission and Belief Statements
- B. School Community Profile
- C. School Results
- D. Goals and Action Plans
- E. Additional Information

Compliance Statements

Focused Intervention / Remediation Plan

Waiver Requests

Approved by Staff

Date of Secret Ballot Election: 09-23-11

Results For: 98.3%

Opposed: 1.7%

Principal's Signature

Date

Approved by Superintendent of Schools

Signature

Date

Approved by Board of Education

Signature

Date

South Asheboro Middle School
Continuous Improvement and Title I Implementation Plan
2011-2012

Leadership Team Members

The following team members collaborated with school staff to develop the School Improvement Plan for our school:

Name	Signature	Role
Kathy Landis-Mullins	_____	Grade 6 Rep/Tech Ldr
Melissa Curry	_____	Grade 7 Rep
Helena Thomas	_____	Grade 8 Rep
Susan Butler	_____	Electives Rep
Sue Walker	_____	EC/ESL Rep
Barry Barber	_____	Technology Facilitator
Julia Dawson	_____	Media Specialist
Betsy Hammond	_____	At-Large
Leslie Smith-Moore	_____	Guidance Counselor
Gisela Aquino	_____	Parent Rep
Jeff Moss	_____	Assistant Principal
Ann Carol Grant	_____	Principal

South Asheboro Middle School
Continuous Improvement and Title I Implementation Plan
2011-2012

A. Vision, Mission, and Belief Statements
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Our School's Vision	South Asheboro Middle School will be a school of excellence where each student is prepared to be globally competitive for college, careers, and citizenship.
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Our School's Mission	South Asheboro Middle School's mission is to provide a caring, collaborative, and challenging learning environment with high expectations for all.
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To lead us toward our vision and mission, our school community shares the following beliefs:

- We believe in the unique intellectual, physical, social, and emotional needs of each student and the development of a healthy self-concept.
- We believe that with the support of parents and the community we provide our students with a rigorous 21st Century learning experience.
- We believe in providing students with a variety of activities both in and outside the classroom that complement the NC Standard Course of Study.
- We believe that students should be provided with a variety of assessment opportunities to demonstrate their achievement.
- We believe that high expectations and positive discipline provide a supportive learning environment within our school.
- We believe that with guidance students can make positive and responsible choices.

South Asheboro Middle School
 Continuous Improvement and Title I Implementation Plan
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B. School Community Profile

Historical Ethnicity Information (% of population, 20th school day)

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Black	15.6	13.58	14	17	16.81
Asian	2.0	1.89	2	1.6	.67
White	54.9	54.53	56	52.10	52.08
Hispanic	24.0	24.53	24	23.8	25.29
American Indian	0.0	0.0	0	0	.17
Other/Multi-Cultural	3.7	5.47	6	5.6	4.99
Total Population	555	530	533	572	601

Historical Population Data (percentages)

	2007-08	2008-09	2009-10	2010-11	2011-12
Exceptional Children	8.8	9.8	13	13.99	14.5
AIG	22.9	18.11	22	18.36	22.1
Limited English Proficient	9.5	14.71	18	6.12	10
Total F/R Lunch	49.4	48.18	50.84	50.68	58.89

Student Attendance Data

	Percent
2006-2007	95.86
2007-2008	95.45
2008-2009	95.79
2009-2010	95.98
2010-2011	95.55

Staffing Summary

	2007-08	2008-09	2010-11	2011-12
Teachers "highly qualified" (classes taught)	100%	100%	100%	100%
Teachers with advanced degrees (above bachelors)	32%	31%	25%	20%
Teachers with NBPTS certification	7%	10%	9%	14%
Teachers trained as Mentors	25%	21%	18%	16%

Teacher Turnover Rate

2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
19%	22.7%	20%	22%	24.4%	10.3%

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 Continuous Improvement and Title I Implementation Plan
 2011-2012

C. School Results

Promotion Percentages

	2006-2007	2007-2008	2008-2009	2009-2010	2010-11
6 th grade	98.9%	100%	100%	100%	100%
7 th grade	99.5%	98.8%	100%	100%	99.46%
8 th grade	100%	99%	100%	100%	100%

Total Performance Composite

Performance Composite	2006-07	2007-08	2008-09	2009-10	2010-11
	75.6	73.7	71.2	74.2	72.8

**End of Grade Percent Proficient by Grade
 Historical**

Grade	Reading				Math			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
6	65.8	70.4	65.66	73.8	78.9	75.1	77.7	84.5
7	59.1	65.5	61.5	63.8	65.4	73.9	70.7	76.9
8	58.5	65.6	68.6	62.4	65.4	72.6	81.8	80.5

Grade	Reading and Math			
	07-08	08-09	09-10	10-11
6	62.9	65.7	67.3	68
7	55.2	60.1	60.6	55.1
8	52.1	60.9	69.5	59.8

**Science
 North Carolina Science End-of-Grade Test**

8 th Grade	07-08	08-09	09-10	10-11
		42.3	60.9	71.1

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 Continuous Improvement and Title I Implementation Plan
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End of Grade Percent Proficient by Subgroup (Historical)
 Reading

Grade	6			7			8		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
All	71.6	69.6	73.8	66.3	63.8	63.8	67.4	68.6	62.4
Asian	n/a	100.0	100.0	n/a	100.0	100.0	n/a	50.0	100.0
Black	60	46.9	61.5	36.4	36.4	39.4	37.5	42.9	36.0
Hispanic	50	47.9	62.1	52.8	38.5	52.2	57.8	55.6	37.1
Multi Racial	60	75.0	61.5	83.3	36.4	57.1	77.8	75.0	58.3
White	85.6	78.9	87.4	79.8	77.6	77.8	80.6	79.3	80.4
Male	66.2	59.8	72.9	66.7	53.8	66.0	71	65.7	60.5
Female	78.7	72.1	74.5	68.1	67.7	61.4	66.3	70.7	67.0
Acad Gifted	>95	>95		>95	>95		>95	>95	
EC	40	51.4	55.2	7.7	33.3	48.6	28.6	18.2	20
Non EC	74.7	73.8	76.8	71.3	66.7	67.3	72.4	72.3	68.4
LEP	43.03	31.0	45	38.9	28.0	21.7	26.3	31.3	22.2
Non LEP	77.7	76.8	76.9	69.7	69.8	69.8	72.1	72.7	69
F/R Lunch	50	58.1	65.2	48.7	39.2	53.6	51	52.9	42.9
Non F/R Lunch	90.1	84.8	90.1	81.6	84.2	78.7	85.2	80.9	87.8

Math

Grade	6			7			8		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
All	78.1	77.7	84.5	74.8	70.7	76.9	75	81.1	80.5
Asian	n/a	100.0	100.0	n/a	75.0	100.0	n/a	100.0	80.0
Black	63.6	65.6	79.5	34.8	59.1	63.6	41.7	47.6	60.0
Hispanic	69.4	70.2	78.0	75.0	64.1	69.6	71.1	77.8	77.1
Multi Racial	80	87.5	76.9	66.7	54.5	100.0	100	75.0	75.0
White	84.4	84.4	91.6	85.3	77.6	82.8	83.9	89.1	87.6
Male	79.1	74.2	84.4	75	62.8	75.3	77.4	79.4	77.6
Female	82	81.6	84.7	75.5	77.1	79.5	74.7	81.5	83.5
Acad Gifted	>95	>95		>95	>95		>95	>95	
EC	60	62.9	65.5	15.4	60.0	62.9	33.3	36.4	66.7
Non EC	79.9	85.9	88.1	80	75.5	80	80.4	85.1	82.3
LEP	70	55.2	70	66.7	52.0	52.2	47.4	68.8	66.7
Non LEP	79.9	86.5	86.6	75.9	77.9	80.2	78.2	83.2	82.6
F/R Lunch	69.2	75.2	79.3	63.2	59.5	73.6	64.6	70.0	70.3
Non F/R Lunch	85.7	89.9	>95	85.1	86.3	81.3	86.4	91.0	92.7

South Asheboro Middle School
 Continuous Improvement and Title I Implementation Plan
 2011-2012
 Achievement Gap Data

Reading

White student scores compared to:	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Black	23.3	25.2	51.8	38	30.7	34.4
Hispanic	16.4	15.7	34.9	28.1	30.4	29.3

Mathematics

White student scores compared to:	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Black	36.7	39.7	36.7	38.1	24.9	18.2
Hispanic	28.2	22	23.6	12.7	13.1	12.3

End of Grade Results
 Developmental Scale Score Mean

Grade	Reading				Math			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
6	354	354.5	353.3	354.1	358.5	357.1	356.8	357.4
7	357	358.2	356.9	357	358.5	358.5	360.4	360.1
8	358.3	359.2	359.5	359	361.4	361.2	362.9	363

South Asheboro Middle School
 Continuous Improvement and Title I Implementation Plan
 2011-2012
 Goal Summaries, Grades 6-8, Percent Correct

Reading	Gr 6			Gr 7			Gr 8		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Goal 2: Cognition	65.5	59.5	64.5	74.9	74.1	72.9	68.3	70.5	67.4
Goal 4: Interpretation	72.2	63.2	64.5	68.5	65.9	65.2	67.2	68.0	65.3
Goal 5: Critical Stance	67.5	67.7	69.5	72.5	68.1	70.2	68.1	67.6	70.8
Literary Reading	67.4	69.0	70.2	71.6	69.9	70.0	67.4	66.9	68.2
Informational Reading	69.4	62.1	65.2	73.2	69.2	70.0	66.1	68.2	65.2
Mathematics									
Calculator Active		61.6	63.1		62.9	63.1			
Calculator Inactive		55.6	56.5		60.1	57.8			
Goal 1: Number Sense	58.7	57.4	59.4	59.4	59.6	58.4	67.6	70.1	67.6
Goal 2: Geometry and Measurement	53.8	58.5	58.5	57.8	59.4	62.9	53.1	58.8	57.6
Goal 3: Geometric Properties	64.8	65.5	68.7	54.4	63.1	67.4	48.7	56.2	57.8
Goal 4: Data, Probability, Statistics	61.3	58.3	60.6	62.1	67.2	61.8	64.5	66.6	68.8
Goal 5: Algebra	61.6	60.0	57.7	58.4	60.6	59.5	55.2	56.6	56.8

Percent Passing, Additional Testing

Alg. 1 EOC	2006-07	2007-08	2008-09	2009-10	2010-11
		94.9	97.5	93.2	95

South Asheboro Middle School
Continuous Improvement and Title I Implementation Plan
2011-2012

Teacher Survey from 2010
Rate of Teacher Participation-100%

These conclusions are drawn primarily from comparative data 2008TWC to 2010TWC.

In the space below, comment on 3 or more areas of strength noted in the Teacher Survey for your site for 2010:

1. Significant growth in overall school leadership (7.1).
2. Progress is being made with increased teacher leadership (6.1).
3. Significant progress has been made in the area of consistently managing student conduct. SAMS is a safe place to learn and work.
4. Teachers have adequate space to work productively and have access to the technology necessary to accomplish their work.

These conclusions were drawn based on the data gathered from the following questions

1. Q7.1a-The faculty and staff have a shared vision; Q7.1e-Teachers are held to high professional standards for delivering instructions; Q7.1h-Teachers receive feedback that can help them improve teaching; Q7.1i-The procedures for teacher evaluation are consistent.
2. Q6.1f-In this school we take steps to solve problems; Q6.1b-Teachers are trusted to make sound professional decisions about instruction; Q6.1c-Teachers are relied upon to make decisions about educational issues.
3. Q5.1d-School administrators consistently enforce rules for student conduct; Q5.1e-School administrators support teachers' efforts to maintain discipline in teachers' classrooms; Q5.1g-The faculty work in a school environment that is safe.
4. Q3.1b-Teachers have sufficient access to instructional technology; Q3.1c-Teachers have access to reliable communication technology.

In the space below, comment on 3 or more areas of possible improvement noted in the Teacher Survey for your site for 2010:

- We acknowledge the need to continue to build mutual trust and respect among our faculty (6.1 and 7.1).
- A broader range of parent involvement continues to be a needed focus. (4.1)
- We must take steps to improve communication between faculty, teams, and administration regarding student discipline data. (5.1)

What are 2 significant changes or trends in the survey results?

- An improved culture is recognized in the areas of overall leadership and teacher leadership
- Notable progress has been made in teacher working conditions at SAMS.

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Student Survey Results - 2011
Rate of Student Participation-94%

In the space below, comment on 3 or more areas of strength noted in the Student Survey for your site for 2011:

- Classroom activities are exciting and keep students highly engaged through the use of technology and student choice.
- Leadership opportunities are provided for students.
- Our school is welcoming and friendly to students and families.
- Students' perception of parental involvement continues to increase.
- A large majority of students see preparation for college through high school graduation as a personal goal supported by parents.

In the space below, comment on 3 or more areas of possible improvement noted in the Student Survey for your site for 2011:

- The lack of student respect for each other continues to be an area of concern.
- Students acknowledge a lack of respect for teachers among their peers.
- Continue to educate students and staff on bullying awareness and prevention.

What are 2 significant changes or trends in the survey results?

- A significant increase in the students' perception of the overall school climate was evident throughout the survey.
- Students, parents, and faculty share an increased commitment to establishing and meeting high expectations.

Adequate Yearly Progress

Percent of AYP Targets Met		
2006-2007	25 of 29	86.2%
2007-2008	21 of 29	72.4%
2008-2009	29 of 29	100%
2009-2010	29 of 29	100%
2010-2011	23 of 29	79.3%

Targets Not Met

	2008-09			2009-10			2010-11		
	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor	Not Met	Confid Interval	Safe Harbor
Reading 6-8			LEP, SWD,		LEP	SWD	Black, Hispanic, LEP	All	ED, SWD
Math 6-8			Black, Hispanic, F/R, LEP, SWD,			Black, Hispanic ED LEP SWD	All, Hispanic, LEP	White	Black, ED, SWD

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GENERAL CONCLUSIONS

Our School Improvement Team has carefully examined the preceding data along with other pertinent information about our school. Together, the members of our Team have reached the following three (or more) significant conclusions about our school and/or our school community. These conclusions may reflect areas of celebration or areas requiring further development/improvement. These conclusions (and the data they are based upon) are a driving force behind our goals for the 2011-2012 school year.

1. Efforts to engage parents in positive experiences on our campus resulted in greater parent involvement. These opportunities include open houses, report card pick-ups with parent conferences (*from one in 2009-2010 to two in 2010-2011, Student Survey Q33-Q34*), AVID nights (*twenty-percent increase in parent attendance from 2009-2010 to 2010-2011*), Parent ESL classes, Mouse in Every House (*90 families received and were trained on the use of desktop computers in this program new in 2010-2011*), and book fairs (*by tying Book Fair Parent Night to a report card pickup*). Web Wednesdays and homework club provided after school opportunities for supervised student work time and Media Center access for students with the Media Center accessible to parents.
2. As our school shifts from teacher-driven to student-centered, our students are becoming more self-directed and are taking greater responsibility for their learning. (*Student use of Lexiles, Student Survey Q13-Q16, Q19, Q23, Q27-Q28*)
3. We recognize the value of data-driven decisions to meet the learning needs of individual students. (*Use of benchmark, SRI, EOG, common assessment and attendance data are used to identify student needs.*) The data within this report indicates a clear need to focus our instructional practice on improving the literacy skills of our students (*Sixty-seven percent of our students are proficient readers*).
4. Our practice demonstrates a greater commitment to high expectations for students and colleagues through a shared dedication to doing what is best for students as evidenced by revised vision, mission, and belief statements. We recognize the critical value of building meaningful relationships with our students and this is foundational all we do.

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D. Goals and Action Plans

Goal 1: Teachers will engage students in summarizing strategies at least one time per week in each course.

Evidence of Need: Data reflect that students are not reading on grade level.

Strategic Plan Objective: 1.1 – Every student graduates college and career ready.

5. All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.

State Board of Education Goal: NC Public Schools will produce globally competitive students.

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
SAMS faculty will develop a working definition of literacy.	August 23, 2011	Kerri Lamb, Ann Carol Grant, Jeff Moss	Lesson plan, publication of definition	Integrate the working definition into regular classroom instruction.	Yes, 08-23-11
Core group will develop a professional development plan.	September 21, 2011.	Lamb, Groseclose, Hill, Clow, Curry, Everett, Grant and Moss	Professional development plan and calendar	Implementation of the professional development plan.	Yes, 09-21-11
Implement PD plan with teachers in Collaborative Conversations.	Beginning September 21, 2011	Lamb, Groseclose, Hill, Clow, Curry, Everett, Grant and Moss	CC minutes		
Identify appropriate content or texts for each course.	Beginning August 23, 2011	Lamb, Butler, Curry, Hammond, Thomas,	Team Meeting minutes		

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		Walker, Fravel Seibold, Dawson			
Teachers will successfully teach and implement summarizing strategies.	Progress monitored on: October 26, December 21, March 21, and May 9	All teachers monitored by ACG, JM, Kerri, peers	Lesson plans, walkthrough data,		
Educate parents regarding the definition of literacy as well as summarizing strategies for home use with students.	Open Houses, AVID night (September 22), ESL Parent Classes (every Monday evening), Report card pick up (October 17)	Ann Carol Grant, list specifics	Website, master calendar, meeting agendas		

Professional Development for this Objective

- Summarizing strategies-PD provided by literacy lead teacher, literacy team, and campus experts.
- Rubric development PD-campus experts
- Continued PD via AVID Summer Institutes

Goal 2: Students will discuss a grade level text at least one time each week in each class.

Evidence of Need: Data reflect that students are not reading on grade level.

Strategic Plan Objective: 1.1 – Every student graduates college and career ready.

1.5 - All students in grades 3-8 demonstrate yearly academic growth in reading (and mathematics).

State Board of Education Goal: NC Public Schools will produce globally competitive students.

Action Plan:

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Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
SAMS Faculty will develop a working definition of literacy	August 23, 2011	Kerri Lamb, Ann Carol Grant, Jeff Moss	Lesson Plan, publication of definition	Integrate the working definition into regular classroom instruction.	Yes, 08-23-11
Literacy team will develop a professional development plan centered on utilizing grade level texts within a general education classroom.	October 24, 2011	Lamb, Groseclose, Hill, Clow, Curry, Everett, Grant and Moss	Professional development plan and calendar		
Core group will develop a common rubric to be used by faculty for assessing student discussions on grade level texts.	October 24, 2011	Lamb, Groseclose, Hill, Clow, Curry, Everett, Grant and Moss	Rubric(s)		
Implement PD plan during Collaborative Conversations.	Beginning October 26, 2011	Lamb, Groseclose, Hill, Clow, Curry, Everett, Grant and Moss	CC minutes		
Identify appropriate grade level texts for each course with team members during team planning.	Beginning September 7, 2011	Lamb, Dawson, and individual teams	Meeting minutes		
Teachers will facilitate discussions around grade level texts based on the rubric.	Progress monitored on: November 30, February 22, and April 25.	All teachers monitored by: Ann Carol Grant, Jeff Moss, Kerri Lamb and peers	Lesson plans, walkthrough data		
Educate parents on how to facilitate a discussion about grade level texts at home.	Open houses, Spring AVID Night, ESL parents classes beginning October 31,	Ann Carol Grant, list specifics	Website, master calendar, meeting agendas		

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	semester report card pick-up, print and multi-media outlets				
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Professional Development for this Objective

- Discussion strategies-PD provided by literacy lead teacher, literacy team, and campus experts.
- Rubric development PD-campus experts
- Continued PD via AVID Summer Institutes

Goal 3: Students in sixth & eighth grade will compose two argumentative essays in each class per semester. Students in seventh grade will compose one argumentative essay in each class per semester.

Evidence of Need: Data reflect that students are not reading on grade level.

Strategic Plan Objective: 1.1 – Every student graduates college and career ready.
 1.5 - All students in grades 3-8 demonstrate yearly academic growth in reading (and mathematics).

State Board of Education Goal: NC Public Schools will produce globally competitive students.

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Goal Met? Yes/No
Enhance teachers' knowledge of the processes of argumentative writing.	August 23, December 21,	Kerri Lamb, Ann Carol Grant, Jeff Moss	Minutes and lesson plan		

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Core group will develop a rubric as well as common features of an argumentative essay for each grade level.	December 20, 2011	Lamb, Groseclose, Hill, Clow, Curry, Everett, Grant and Moss	Rubric and common features		
Core group will develop a professional development plan as related to argumentative writing.	December 20, 2011	Lamb, Groseclose, Hill, Clow, Curry, Everett, Grant and Moss	Professional development plan and calendar		
Implement PD plan with teachers in Collaborative Conversations.	Beginning December 21, 2011	Lamb, Groseclose, Hill, Clow, Curry, Everett, Grant and Moss	CC minutes		
Teachers will implement argumentative writing; students will compose argumentative essays.	Beginning October 3, 2011 with PD provided and student	SAMS Instructional Staff	Student work, graded rubrics, and portfolio		
Educate parents regarding the elements and strategies used in argumentative writing.	AVID night, ESL Parent Classes beginning January 9, Semester report card pick up	Ann Carol Grant, list specifics	Website, master calendar, meeting agendas		

Professional Development for this Objective

- Writing strategies-PD provided by literacy lead teacher, literacy team, and campus experts.
- Rubric development PD-campus experts
- Continued PD via AVID Summer Institutes

E. Additional Information

Compliance Statements

For each statement explain how the policy is implemented or enforced.

Healthy Active Children Policy

1. Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.

Physical activity is encouraged and used appropriately at South Asheboro Middle School.

2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.

Students are engaged in physical activity through physical education classes, scheduled intramurals, and open gym opportunities.

Pledge of Allegiance

3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.

The Pledge of Allegiance is recited school-wide each morning.

4. Flags of the United States and North Carolina are displayed in this school.

The flags of the United States and North Carolina are displayed appropriately at South Asheboro Middle School.

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SAFE SCHOOL PLAN – Action Plan

Annual	Date of Completion	Monthly	Date of Completion	Bi-Annual	Date of Completion	Ongoing
Register school-sex offender registry		Check Fire Extinguishers		CPR training for crisis response teams/coaches		Monitor sex offender registry/update database
Written supervision plan		Conduct fire drills		Conduct lockdown drill		Pair at-risk youth with mentors
Staff supervision training		Conduct sanitation inspections		Conduct safety inspection		Record incidents in eSIS
Distribute and explain code of conduct		Maintain Science Chemical Inventory on \\Central02		Drug dog search (secondary)		Attendance letters
Distribute and explain bus code of conduct		Maintain first aid kits		Alternate route fire drill		Utilize student success teams
Update crisis response plans		Review ISS and OSS incidents; apply interventions as needed				Visitor control plan
Fire extinguisher training						Volunteer background check
Customer satisfaction survey						
Seclusion & restraint training						
Train EC staff in non-violent crisis intervention						
Train crisis teams in crisis response						

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Intervention Plan

- A. Overview: Increase the total composite by closing the achievement gap between white and black and white and Hispanic students in both reading and math.

- B. Target Population: Low performing students

- C. Measurable Intended Outcomes: Increase the total composite to 82%.

- D. Description of Activities or Services To Be Provided: Focus sessions via collaborative conversations resulting in adjusted instructional approaches to address the learning needs of individual students in core classes, use of AVID strategies throughout campus; development and implementation of intentional REACT classes with classes populated based on formative and summative assessment data; inclusion of target area students in classes using the co-teaching model; tutoring; community outreach, family involvement via discussions of specific student needs as addressed in PEP conferences, and ClassScape. ELLs will have access to Rosetta Stone to help master the language.

- E. Evaluation of Results: student achievement data (EOGs, EOCs, district benchmarks, AYP data, ClassScape data)

- F. Budget: Professional development is being supported through the expenditure for PD360
ClassScape
Incidentals related to community outreach

The expenses will be covered by instructional supply and IMPACT funds.

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Waiver Requests

The Waiver to be Requested:

To use state funds allocated for textbooks to purchase textbooks which are not on the state-approved textbook list, should the need present itself.

How the waiver will be used:

The textbook waiver would allow (School Name) to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.

The Waiver to be Requested:

To increase the class size above 29 whenever the need arises. (G.S. 115c-301)

How the waiver will be used:

The waiver will be used to meet the needs of individual students and to manage student enrollment throughout the school year.

~~Provision for Distribution of ABC Incentives~~

~~Incentive Pay~~

- ~~• Incentive awards can only be distributed to certified personnel and teacher assistants. (Legislative mandate)~~
- ~~• All excess funds must revert to the State and cannot be used to purchase equipment or for staff development. (Legislative mandate)~~
- ~~• The required length of employment for eligible personnel to receive an incentive award is six full months within one fiscal year.~~

~~All itinerants who serve more than one school that meets expected or high growth will receive state funding based on the individual's percent of time assigned to that school.~~

Asheboro High School
2011-2012 Continuous Improvement Plan

Asheboro City Schools

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Approved by Staff

Date of Secret Ballot Election:

Results For: 97 Opposed: 3

Principal's Signature

Date

Approved by Superintendent of
Schools

Signature

Date

Approved by Board of Education

Signature

Date

*Asheboro High School
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Leadership Team Members

The following team members collaborated with school staff to develop the School Improvement Plan for our school:

Name	Signature	Date
Amanda Thompson		
Faye Britt	_____	
Lisa Cheek	_____	
Melissa Reid	_____	
Lisa Robertson	_____	
Martin Stanich	_____	
Devan Ward	_____	
Blake Brewer	_____	
Ben Heckethorn	_____	
Tina Webster	_____	
Carla Shinn	_____	
Dee Crutchfield	_____	
Glenn Powell	_____	
Janet Smith	_____	
Cameron Kania	_____	
John Phillips	_____	
Kemper Fitch	_____	
John Eggleston	_____	
Penny Crooks	_____	
Dee Bulla	_____	
Chris Butler	_____	
Chameeka Smith	_____	

A. Vision, Mission, and Belief Statements

<p>Our School's Vision</p>	<p>We will be a school of excellence where students are honored, learning is valued, and our community is dedicated to the success for all.</p>
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<p>Our School's Mission</p>	<p>We are committed to providing students with opportunities that will enable them to become confident, self-directed, lifelong learners and productive citizens.</p>
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◆ **To lead us toward our mission, our school community shares the following beliefs:**

- ◆ Student learning is the chief priority for the school.
- ◆ A safe and physically comfortable environment promotes student learning.
- ◆ Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- ◆ Exceptional students (e.g. special education, limited English proficiency, gifted and talented, etc.) require special services and resources.
- ◆ Positive relationships and mutual respect among and between students and staff enhance a student's self-esteem.
- ◆ Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
- ◆ Students need to apply their learning in meaningful contexts.
- ◆ Students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work.
- ◆ Teachers, administrators, parents, and the community share responsibility for advancing the school's mission.
- ◆ The commitment to continuous improvement is imperative if our school is to enable students to become confident, productive, self-directed, lifelong learners.

B. School Community Profile

Student Population Data

Historical Ethnicity Information (% of population)

	2007 -	2008 -	2009 -10	2010 -11	2011 -12
	2008	2009			
Black	14.1	15.3	14.8	14.9	15
Asian	2.06	2.2	2.7	2.1	2
White	57.0 6	54.9	51.6	50.1	50
Hispanic	22.9 0	24.3	26.2	28.3	29.1
American Indian	0	.03	0	0	0
Other/Multi-Cultural	3.2	3	3.7	4.3	3.9
Total	1288	1322	1280	1261	1312

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Historical Population Data (percentages)

	2007-08	2008-09	2009-10	2010-11	2011-12
Exceptional Children	9.5	6.7	9.01	8.8	8.9
Limited English Proficient	15.1	8.3	10.2	8.6	9.1
Total F/R Lunch	40.2	38.5	47.6	45.3	43.9

Attendance Data

	Percent
2004-05	95.55
2005-06	96.43
2006-07	95.81
2007-08	94.74
2008-09	94.99
2009-10	95.51
2010-11	95.11

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Dropout Data

	ACS dropout number	ACS 9- 12 dropout rate	NC 9-12 dropout rate
2002-03	93	7.1	4.8
2003-04	71	5.5	4.7
2004-05	68	5.3	4.7
2005-06	51	3.9	5.04
2006-07	71	5.1	5.24
2007-08	73	5.4	4.97
2008-09	74	5.4	4.27
2009-10	69	5.1	3.75
2010-11			

Staffing Summary

	2007-08	2008-09	2009-10	2010-11
Teachers "highly qualified" (classes taught)	100	100	100	100
Teachers with advanced degrees (above bachelors)	31	39	46.7	48
Teachers with NBPTS certification	13	16.3	19.35	19.35
Teachers trained as Mentors	29%	29%	29%	29%

Teacher Turnover Rate

2005-2006	2006-2007	2007-2008	2008-09	2010-11	2011-12
11.9	8.2	10.2	17	10.2	8.4

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4-Yr. Graduation Cohort Rate

Year	07/08	08/09	09/10	10/11	11/12
Entered 9th grade	320	321	364	321	
Graduated	247	244	277	269	
Grad Cohort Rate	77.2%	75.9%	76.1%	83.8%	

C. School Results

Promotion Percentages

	2006 -07	2007 -08	2008 -09	2009 -10	2010 -11
9 th Grade	93%	89%	89.7 %	94.7 %	93.7
10 th Grade	95%	88%	94.2 %	92.7 %	94.7
11 th Grade	99%	90%	95.3 %	92.2 %	93.2
12 th Grade	100 %	100 %	99.2 %	99%	99.6

Total Performance Composite

Performance Composite	06- 07	07- 08	08- 09	09- 10*	10- 11
	59.1	64.8	62.2	72.7	68.5

*Composite score includes Retests

End of Course Tests, Percent Proficient

	2006 -07	2007 -08	2008 -09	2009 -10**	2010 -11
Algebra I	46.5 *	50.6	45.1	56	36
Algebra II	62.0 9	52.7*	58.8	83.6	68.1
Biology	55.3	62.6	57.5	69.3	64
Chemis try	NA	56.8	58.3	NA	NA
Civics & Econ	54.6*	64.1	65.5	71.1	71.2
English I	73.9	75.8	74.2	80.2	74.2
Geomet ry	56.1*	68.6	60.3	69.3	NA
Physica I	NA	51.7	50	57.1	43.2

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Science					
Physics	NA	88.9	87.5	NA	NA
US History	66.1	61.3	73.2	79.8	71.5

* New state test

**Composite score includes Retests

End of Course Percent Proficient by
Subgroup
Historical

Subject	Alg. I	Alg. II	Bio.	Chem.	C & E	Eng. I	Geom.	Phys. Sci.	Physics	USH	Composite
05/06 All Students					62.6	64.1				52.8	68.3
06/07 All Students	56.3	63.2			54.5	75.5	55.9			66.1	61.2
07/08 All Students	50.6	52.7	62.6	56.8	64.1	75.8	68.6	51.7	88.9	61.3	63.8
08/09 All Students	45.1	58.8	57.7	58.3	65.5	75.1	60.4	50.0	87.5	73.2	64.1
09/10 All Students	54.6	82.6	68.2		69.2	79.7	69.1	54.5		79.3	71.6
10/11 All Students	36.0	68.1	65.7		71.2	73.9		45.9		71.8	65.8
05/06 Asian					50.0					66.7	
06/07 Asian	100.0	75.0			*	100.0	83.3			62.5	
07/08 Asian	71.4	66.7	68.8	*	95.0	87.5	81.3	*	*	*	
08/09 Asian	*	83.3	83.3	83.3	75.0	*	70.0	*	*	90.0	
09/10 Asian	100.0	100.0	100.0		85.7	100.0	100.0	50.0		84.6	
10/11 Asian	0.0	100.0	100.0		100.0	50.0		0.0		66.7	
05/06 Black					39.0					16.7	
06/07 Black	30.8	41.4			28.3	53.6	23.3			33.3	
07/08 Black	39.5	24.2	46.4	40.0	39.2	53.7	47.2	50.0	*	37.1	
08/09 Black	37.0	45.0	26.1	18.2	31.8	45.1	30.3	36.4	*	48.1	
09/10 Black	41.0	56.3	41.5		41.0	57.4	33.3	37.0		55.9	
10/11 Black	30.4	44.1	32.3		49.1	59.6		39.4		43.5	
05/06 Hispanic					34.5					38.5	
06/07 Hispanic	43.3	61.4			40.9	64.3	38.1			41.7	
07/08 Hispanic	44.6	39.3	49.4	33.3	44.6	61.3	63.2	41.7	*	44.8	
08/09 Hispanic	36.3	43.9	39.2	61.5	47.4	58.3	37.9	44.4	33.3	64.5	
09/10 Hispanic	52.7	84.0	53.4		63.3	78.0	64.0	38.6		62.3	
10/11 Hispanic	33.3	58.9	59.0		57.4	69.0		31.6		65.5	
05/06 Multi-Racial					33.3					80.0	
06/07 Multi-Racial	54.5	75.0			25.0	63.6	44.4			28.6	
07/08 Multi-Racial	53.8	*	50.0	*	46.2	92.3	50.0	*	*	*	
08/09 Multi-Racial	57.1	66.7	62.5	33.3	69.2	80.0	83.3	60.0	*	80.0	
09/10 Multi-Racial	45.5	83.3	55.6		66.7	92.9	52.6	44.7		80.0	
10/11 Multi-Racial	0.0	66.7	77.8		83.3	55.6		66.7		58.3	
05/06 White					77.0					62.5	
06/07 White	70.2	67.2			67.3	86.6	70.1			82.1	
07/08 White	54.6	60.8	73.2	61.6	78.0	84.4	76.6	63.6	84.6	72.2	
08/09 White	59.0	65.4	72.7	60.3	80.3	93.1	71.2	61.5	100.0	82.8	
09/10 White	66.7	83.8	84.9		87.0	87.0	82.8	75.5		89.5	
10/11 White	46.4	78.5	81.3		85.8	85.1		66.7		84.6	
05/06 Male					68.5					59.4	
06/07 Male	53.2	66.0			58.6	71.4	56.1			70.9	
07/08 Male	47.7	54.6	65.0	61.1	62.7	71.0	73.0	52.9	92.9	70.8	
08/09 Male	41.3	54.4	57.0	58.3	64.2	71.4	62.7	50.0	90.0	77.4	
09/10 Male	61.8	83.8	71.3		71.4	76.2	73.5	54.8		78.1	
10/11 Male	34.0	67.2	58.0		69.7	64.0		46.6		75.2	
05/06 Female					57.6					46.6	
06/07 Female	59.3	61.0			50.7	79.0	55.8			61.7	
07/08 Female	53.5	51.3	60.2	54.3	65.4	81.3	64.5	50.0	*	53.1	
08/09 Female	49.0	63.2	58.4	58.4	67.1	79.2	57.0	50.0	83.3	69.1	
09/10 Female	58.2	81.2	64.9		71.4	83.9	65.0	54.2		80.4	
10/11 Female	39.4	69.0	72.9		72.9	83.6		45.3		68.0	

NC Writing Assessment

Grade	07-08	08-09	09-10	10-11
10	65.6	62.1%	66.6%	64.5%

Advanced Placement Exams

	2006-07		2007-08		2008-09		2009-2010		2010-11	
	No. Taking Exam	% 3 or Higher	No. Taking Exam	% 3 or Higher	No. Taking Exam	% 3 or Higher	No. Taking Exam	% 3 or Higher	No. Taking Exam	% 3 or Higher
English	12	58%	14	57%	12	33%	25	56%	23	30.4
Calculus AB	42	50%	19	42%	42	57.7%	20	30%	26	23.1
Calculus BC						25%			–	–
Computer Science						100%			1	100
Biology	NA	NA	65	46%	NA	24%			64	18.8
Environmental Science	107	33%	NA	NA	107	NA	146	25.3%	31	25.8
US History	33	24%	36	50%	33	38.7%	39	43.5%	33	51.5
Spanish	15	40%	11	64%	15	30%	11	55%	–	–
Spanish							1	0%	–	–

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Lit.										
*Art History	NA	NA	NA	NA	NA		1	0%	–	–
*English Language	NA	NA	NA	NA	NA		1	0%	–	–
*European History	NA	NA	NA	NA	NA	100%	1	0%	–	–
*Government/Politics	1	100%	3	33%	1	50%	2	50%	–	–
*Econ-Micro	NA	NA	NA	NA	NA				–	–
*Econ-Macro	NA	NA	NA	NA1	NA				–	–
Chemistry	5	20%	1	100%	5		24	8.3%	1	00
Physics	2	100%	NA		2	100%			–	–
Music Theory						71%	4	100%	6	67
Psychology						18%	3	33%	9	33
World History						0%	5	0%	–	–
Music Theory Aural Sub						71.4%	4	50%		
Music Theory Nonaural Sub						57%	4	75%		
Statistics							1	100%	8	25

Environment Science alternates with Biology

* Courses taken online

AP EXAM SUMMARY

Year	Number Taking Exam	% 3 or higher
2004	130	62
2005	132	55
2006	142	60
2007	153	50%
2008	225	40%
2009	204	40%
2010	284	34.2%
2011	202	29.7%

Average SAT Scores

	2006 -07	2007 -08	2008 -09	2009 -10	2010 -11
Math	491	517	498	494	479
Verbal	466	492	481	494	461
Total	957	1009	979	988	940
Percent Tested	60%	62.3 %	50%	65%	70%

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Student Survey Results - 2011

In the space below, comment on 3 or more areas of strength noted in the Student Survey for your site for 2011:

Points of Pride

The percentages represent the number of students who agreed or strongly agreed with each statement. Points listed are drastic improvements from 2010-11.

1. *School is a welcoming and friendly place: from 49.5% to 76 %*
2. *I am proud of my school: from 54% to 72.3%*
3. *At school I am encouraged to be creative: from 61.5% to 71.6%*
4. *Teachers provide students with challenging assignments: from 75.2% to 80.9%*
5. *My teachers expect me to do my best: over 80%*
6. *Teachers care about students as individuals: from 58% to 74.4%*
7. *Teachers care if I am absent from school: from 48.4% to 61.1%*
8. *Safety is important at my school: from 67.4% to 78.1%*
9. *I put forth my best effort at school: from 74.7% to 86%*

In the space below, comment on 3 or more areas of possible improvement noted in the Student Survey for your site for 2010:

Areas of concern

The percentages represent the number of students who had no opinion or who disagreed/strongly disagreed with each statement.

1. *Teacher's make school an exciting place to learn: 52.1%*
2. *I am excited to tell my friends when I get good grades: 66.2%*
3. *I have been recognized for something positive at school: 64.3%*

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2010 TEACHER SURVEY RESULTS

In the space below, comment on 3 or more areas of strength noted in the Teacher Survey for your site for 2010:

‘Plus’

- + 85-95% view **facilities** as positive; including maintenance, upkeep and cleanliness of the buildings
- + 96% feel that we are working in a **safe** environment
- + 97% feel that teachers are held to “high professional **standards**”
- + 85-95% feel that they have ready access to high quality instructional **materials**

In the space below, comment on 3 or more areas of possible improvement noted in the Teacher Survey for your site for 2010:

‘Delta’

Δ Use of **time**:

- 47% feel that there is too much paperwork
- 37% feel that there is not enough non-instructional time during the day

Δ 33% view follow-ups after Professional Development as insufficient

Δ The “atmosphere of trust and mutual respect” in the school as a whole is viewed as poor by 30%

*Note – Teachers do feel “trusted to make sound professional decisions about instruction”

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Adequate Yearly Progress

Percent of AYP Targets Met		
2004-2005	19 of 19	100%
2005-2006	19 of 19	100%
2006-2007	18 of 20	90%
2007-2008	18 of 21	85.7
2008-2009	17-19	89.5
2009-2010	15-21	71.4%
2010-2011	19-21	90.5%

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Targets Not Met

	08-09	08-09	08-09	09-10	09-10	09-10	10-11	10-11	10-11
	Not Met	Conf. Int.	Safe Harb	Not Met	Conf. Int.	Safe Harb	Not Met	Conf. Int.	Safe Harb
Reading		1	1	Black % Tested Grad Cohort Rate	2		All Students & Economically disadvantaged		Black & Hisp.
Math	F & R Lunch & Grad Cohort Rate		2	Black % Tested, Gr Cohort Rate, Black, EC,					Black, Hisp. & Econ. Disad.

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				F/R lunch AYP Prof. rate					
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GENERAL CONCLUSIONS

The Asheboro High School graduation cohort rate of 84% for 2010-11 is a source of pride and reason to celebrate.

The EOC performance composite, SAT results, and AP test results indicate a real need for increasing student capacity in the areas of vocabulary, critical thinking skills, and comprehension. The AYP results and ABC Growth indicators point towards a real need for work in the area of student literacy. Math and science will be a point of emphasis with success measured by individual student growth on EOC's, benchmarks, and teacher made exams. Our focus needs to be to help students read, write and comprehend in each content area.

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D. Goals and Action Plans

Goal 1: Every teacher and every classroom will use a reading summarizing strategy at least one time a week with content specific text.

Evidence of Need: Data reflect that students are not reading on grade level.

Strategic Plan Objective: 1.1 – Every student graduates college and career ready.

State Board of Education Goal: NC Public Schools will produce globally competitive students.

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps? (Reflection)	Strategy Met? Yes/No
Teachers will be provided summarizing strategies	Sept. 30, 2011	Crooks, Butler, and Lamb	Posted on Moodle		
Literacy team will develop lesson plan template	Oct. 16, 2011	Literacy team members: Crooks, Lamb, Stanich, Reid	Posted on Moodle		
Lesson plan template will be on shared file	Oct. 20, 2011	Crooks	Posted on Moodle		
Content specific PLCs will identify all summarizing strategies (RICA, Marzano)	Nov. 4, 2011	Fitch, Crooks, Eggleston, Butler, and content specific PLCs	Teachers will provide administration a list by Sept. 16 th		
Teachers will be provided PD on strategies chosen	November 2011 to Mid December 2011	Administrative Team, Julie Pack, Kerri Lamb	PD logs and Sign in sheets		
Teachers will use learned	Within a week of	Administrative Team,	Walk through data		

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strategies immediately following PD	the completion of PD (by December 2011)	Julie Pack, and Kerri Lamb			
Full implementation of PD and collection of lesson plans on shared files	Jan 2012-June 2012	All teachers	Lesson Plans and Student Work Samples		
Peer Observations	March 2012-May2012	All Teachers	Peer Observation Protocol		

Professional Development for this Objective:

- **New Lesson Plan Template**
- **Summarizing Strategies for Reading**
- **Peer Observation Protocol**

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Goal 2: Every class will have a content specific writing exercise once a week using an AVID strategy to state and defend a position. Every English class will write and present a content specific argumentative essay once every grading period.

Evidence of Need: Data reflect that 10th grade writing scores are at 65% and SAT writing scores are below the state average (17 points).

Strategic Plan Objective: 1.1 – Every student graduates college and career ready.

State Board of Education Goal: NC Public Schools will produce globally competitive students.

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Strategy Met? Yes/No
English teachers will meet with Mrs. Crooks and Mr. Butler to develop strategies and rubrics to pilot in English classes for argumentative essays.	October 31 st , 2011 (begin using rubrics in English classes to teach argumentative writing process).	English teachers, Crooks, Butler, and Lamb	English teachers will be utilizing argumentative writing in English classes as evidenced through teacher observations and walk throughs. 10 th grade writing scores will improve to 70%.		
Conduct professional development during large group PLC meetings to teach faculty one AVID strategy from WICR (Socratic Seminar)	November 15, 2011 Large Group PLC's Follow up in Jan. 2012 if needed	AVID Site team	Teacher's implementing strategy in their classrooms (lesson plans), student understanding of Socratic Seminar		

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			(work samples), Observations, Walk throughs		
Literacy Team will Research different argumentative models for school wide implementation	October 5 th , 2011 and November 2 nd , 2011	Literacy Team Members: Pack, Lamb, Ward, Crutchfield	Leadership Team Agenda/Mins.		
Literacy Team will decide on argument model	December 7 th , 2011	Literacy Team Members	Model Chosen		
Professional Development on the argument model and associated strategies	Feb. 21 st , 2012	Administrative Team, Julie Pack, and Kerri Lamb	Roster at PD		
Professional Development on the writing process	Completion of Moodle by April 30 th	Butler, Crooks, and Lamb	Moodle Completion		
Develop a school wide rubric for evaluating the essays	Feb. 8 th , 2012 and March 7 th , 2012	Leadership Team: Ward, Crutchfield	Rubric posted on shared file		
Professional development on the use of the rubric	Completion of Moodle by May 31 st , 2011	Butler, Crooks, and Lamb	Moodle Completion		
Professional Development on presentation styles	June 2012 PD	Administrative Team, Pack, Lamb	PD sign in		
PLCs will look at student	September 2012-	All Teachers and	PLC Agenda and		

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samples and adapt instruction for enrichment or remediation	June 2013	Administrative Team	Mins.		
Full implementation of goal two	By August 2012	All Teachers and Administrative Team	Lesson Plans, Student Work Samples, Moodle, Rosters, Walk Through, Observations		

Professional Development for this Objective:

- What is an argumentative essay?
- Writing Process
- Using a rubric
- Presentation Styles

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Goal 3: Every student will engage in a speaking and listening activity in each content area daily.

Evidence of Need: EOC scores, SAT scores

Strategic Plan Objective: 1.1 – Every student graduates college and career ready.

State Board of Education Goal: NC Public Schools will produce globally competitive students.

Action Plan:

Strategy for Implementation	Progress Monitoring/ Target Dates	Person(s) Responsible	Data/Evidence	Next Steps?	Strategy Met? Yes/No
Teachers will be provided collaborative strategies	August 2012	Administrative Team, Pack, and Lamb	Posted on Moodle		
Leadership team will develop listening and speaking skills rubric	September 2012 and October 2012	Leadership Team	Posted on Moodle		
Share rubric on shared files	October 2012	Crooks	Posted on Moodle		
Content specific PLCs will Identify all collaborative strategies	Sept. 2012	Fitch, Crooks, Eggleston, Butler, and content specific PLCs	Teachers will provide administration a list by Sept. 16 th		
Teachers will be provided PD on strategies chosen	Mid October 2012 to Mid December 2012	Administrative Team, Julie Pack, Kerri Lamb	PD logs and Sign in sheets		
Teachers will use learned	Within a week of	Administrative Team,	Walk through data		

***Asheboro High School
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strategies immediately following PD	the completion of PD (by December 2012)	Julie Pack, and Kerri Lamb			
Full implementation of PD and collection of lesson plans on shared files	Jan 2013-June 2013	All teachers	Lesson Plans and Student Work Samples		
Peer Observations	March 2013-May2013	All Teachers	Peer Observation Protocol		

Professional Development for this Objective:

- **Listening and Speaking Rubric**
- **Collaborative Strategies**
- **Peer Observation Protocol Update**

SAFE SCHOOL PLAN – Action Plan

Annual	Date of Completion	Monthly	Date of Completion	Bi-Annual	Date of Completion	Ongoing
Register school-sex offender		Check Fire Extinguishers		CPR training for crisis		Monitor sex offender registry

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registry				response teams/c oaches		/update database
Written supervision plan		Conduct fire drills		Conduct lockdow n drill		Pair at- risk youth with mentors
Staff supervision training		Conduct sanitati on inspecti ons		Conduct safety inspecti on		Record incidents in eSIS

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Distribut e and explain code of conduct		Maintain Science Chemica l Invento ry on \\Centr al02		Drug dog search (seconda ry)		Attenda nce letters
Distribut e and explain bus code of		Maintain first aid kits		Alternat e route fire drill		Utilize student success teams

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conduct						
Update crisis response plans		Review ISS and OSS incidents; apply interventions as needed				Visitor control plan
Fire extinguisher training						Volunteer background check

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Customer satisfaction survey						
Seclusion & restraint training						
Train EC staff in non-violent crisis intervention						

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on						
Train crisis teams in crisis response						

Compliance Statements

For each statement explain how the policy is implemented or enforced.

Pledge of Allegiance

1. Time is scheduled for school-wide recitation of the Pledge of Allegiance.

We do the Pledge each day at the beginning of school.

2. Flags of the United States and North Carolina are displayed in this school.

Flags are displayed on the T.V. monitors with the Pledge. They are also in many classrooms and in the PAC.

Waiver Requests

We are requesting a waiver to purchase supplies, equipment and materials off state contract when these items can be purchased cheaper than state contract prices. This will allow us to spend our instructional equipment dollars as efficiently and effectively as possible.

To use state funds allocated for textbooks to purchase textbooks which are not on the state-approved textbook list, should the need present itself. The textbook waiver would allow Asheboro High School to purchase materials supportive of school goals and to better meet student individual needs toward closing the Achievement Gap.

Request to include additional CTE courses in the AHS Curriculum for Spring 2012

Rationale:

The addition of these courses is consistent with the ACS CTE Local Plan.

Offering Computer Programming 1 will allow the AHS Business, Finance & IT teacher to participate in a state wide pilot of the course connecting with BFIT educators across the state. It is an important foundation course for students who have completed Microsoft IT Academy and Multimedia & Webpage Design courses.

The CTE Internship will provide the opportunity for students to work with

- the CTE webmaster to maintain an engaging CTE website for students and the community
- receive training from and work alongside technology support personnel to provide assistance to students and staff through the help desk

Computer Programming I

Course Number: 6460

Credit: 1

Recommended Maximum Enrollment: 20*

Recommendation:

Open to students in grades 11-12 who have successfully completed Computer Applications 1/MSITA 1 and Multimedia & Webpage Design -OR- by teacher approval

NC Career Cluster: Information Technology

This course is designed to introduce the concepts of programming, application development, and writing software solutions in the Visual Basic environment. Emphasis is placed on the software development process, principles of user interface design, and the writing of a complete Visual Basic program including event-driven input, logical decision making and processing, and useful output. Mathematics is reinforced. Work-based learning strategies appropriate for this course include entrepreneurship, mentorship, school-based enterprise, service learning, and job shadowing.

***Class enrollment limited to 20 due to the technology-intense nature of instruction.**

CTE Internship

Course Number: 8597

Credit: 1

Recommendation: Instructor Approval Required

Open to students in grades 10-12 as a follow up to CTE courses related to the internship.

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The Career Development Coordinator, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. Internship sites will be established through collaborative efforts of the Asheboro City Schools Career Development Coordinator and local business/industry representatives. Examples of internships: Information Technology Support, Website design and maintenance

Career and Technical Education Adapted CTE Course Blueprint of Essential Standards

Business and Information Technology Education

6421 Computer Programming I

Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Academic Services and Instructional Support
Division of Career and Technical Education
Deborah Seehorn, Project Director

Raleigh, North Carolina
Summer 2011

Contact [Business and IT Education@dpi.state.nc.us](mailto:BusinessandITEducation@dpi.state.nc.us) for more information

Special thanks to the following educators who developed this Adapted CTE Course Blueprint.

Justin Crompton – The Academy at Central
Leslie Keller – Apex Academy of Information Technology
Susan Morrissett – Weaver Academy
Sandra Walker – Ragsdale High School

This Adapted CTE Course Blueprint has been reviewed by business and industry representatives for technical content and appropriateness for the industry.

Adapted CTE Course Blueprint of Essential Standards

(The sections in blue are adapted for specific uses. Remove this statement before publishing.)

Essential standards are big, powerful ideas that are necessary and essential for students to know to be successful in a course. Essential standards identify the appropriate verb and cognitive process intended for the student to accomplish. Essential standards provide value throughout a student's career, in other courses, and translate to the next level of education or world of work.

This document lays out the essential standards for a specific course leading to industry certification. The certifying organization provides XXXXX, which is used to write the essential standards. The essential standards use Revised Bloom's Taxonomy (RBT) category verbs (remember, understand, apply, analyze, evaluate, create) that reflect the overall intended cognitive outcome of the indicators written by the certifying body. Each essential standard and indicator reflects the intended level of learning through two dimensions; The Knowledge Dimension is represented with letters A-C, and the Cognitive Process Dimension by numbers 1-6.

The Adapted CTE Course Blueprint includes units of instruction, essential standard(s) for each unit, and the specific indicators aligned with industry certification. Also included are the relative weights of the units and essential standards within the course. The industry certification reflected in this document is XXXXXXXXXXXXX.

This document will help teachers plan for curriculum delivery for the course, prepare daily lesson plans, and construct valid formative, benchmark, and summative assessments. Curriculum for this course is not provided by NCDPI. Industry curriculum providers reviewed and approved for this course collaborated with the North Carolina Department of Public Instruction (NCDPI) to develop a valid and reliable test item bank used to produce a secure postassessment administered by NCDPI. Assessment for this course is written at the level of the **ESSENTIAL STANDARD** and assesses the intended outcome of the sum of its indicators. The following industry curriculum providers participated in the development of the secure test item bank. To assure alignment of the postassessment with the credential, the following curriculum providers have been reviewed and determined to provide curriculum to cover the essential standards. Curriculum providers include: XXXXXXXX.

For additional information about this blueprint, contact the Division of Career and Technical Education, North Carolina Department of Public Instruction, 6361 Mail Service Center, Raleigh, North Carolina 27699-6361.

Reference: Anderson, Lorin W. (Ed.), Krathwohl, David R. (Ed.), et al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Addison Wesley Longman, Inc., New York, 2001.

Interpretation of Columns on the NCDPI Adapted CTE Course Blueprint

No.	1	2	3	4
Heading	Essential Std #	Unit Titles, Essential Standards, and Indicators	Course Weight	RBT Designation
Column information	Unique course identifier and essential standard number.	Statements of unit titles, essential standards per unit, and specific indicators per essential standard. If applicable, includes % for each indicator.	Shows the relative importance of each unit and essential standard. Course weight is used to help determine the percentage of total class time to be spent on each essential standard.	Classification of outcome behavior in essential standards and indicators in Dimensions according to the Revised Bloom's Taxonomy. Cognitive Process Dimension: 1 Remember 2 Understand 3 Apply 4 Analyze 5 Evaluate 6 Create Knowledge Dimension: A Factual Knowledge B Conceptual Knowledge C Procedural Knowledge

Career and Technical Education conducts all activities and procedures without regard to race, color, creed, national origin, gender, or disability. The responsibility to adhere to safety standards and best professional practices is the duty of the practitioners, teachers, students, and/or others who apply the contents of this document.

Career and Technical Student Organizations (CTSO) are an integral part of this curriculum. CTOS are strategies used to teach course content, develop leadership, citizenship, responsibility, and proficiencies related to workplace needs.

**Adapted CTE Course Blueprint of Essential Standards for
6421 COMPUTER PROGRAMMING I**
(Recommended hours of instruction: #)

Essential Std #	Units, Essential Standards, and Indicators (The Learner will be able to:)	Course Weight	RBT Designation
1	2	3	4
	Total Course Weight	100%	
A	INTRODUCTION TO COMPUTER PROGRAMMING	18%	
X1.00	Understand the history of computer programming.	9%	B2
	1.01 Understand the evolution of computers. (3%) 1.02 Understand the evolution of computer programming languages. (3%) 1.03 Understand numbering systems. (3%)		
X2.00	Understand the solution development process.	9%	B2
	2.01 Understand the programming process. (3%) 2.02 Understand problem solving tools to design programming solutions. (3%) 2.03 Understand proper program documentation. (3%)		
B	THE VISUAL STUDIO PROGRAMMING ENVIRONMENT	32%	
X3.00	Apply programming logic.	12%	C3
	3.01 Apply procedures to develop flow-charts and pseudocode. (3%) 3.02 Understand algorithms. (3%) 3.03 Understand different types of programming errors. (3%) 3.04 Apply breakpoint, watch window, and try and catch to find errors. (3%)		
X4.00	Apply procedures to construct Windows forms.	12%	C3
	4.01 Apply controls associated with the Visual Studio form. (8%) 4.02 Apply the properties associated with controls. (4%)		
X05.00	Understand variables and naming conventions.	8%	C3
	5.01 Understand variables and data types. (5%) 5.02 Understand object naming. (3%)		
C	ADVANCED VISUAL STUDIO PROGRAMMING ELEMENTS	50%	
X06.00	Apply procedures to develop graphics applications.	12%	C3
	6.01 Understand coordinate systems. (3%) 6.02 Apply procedures to create picture boxes using images. (5%) 6.03 Apply animation and graphic methods in a Windows form. (4%)		
X07.00	Apply conditional logic.	18%	C3
	7.01 Apply operators and Boolean expressions. (3%) 7.02 Apply decision-making structures. (4%) 7.03 Apply looping statements. (4%) 7.04 Apply sub procedures/methods and user defined functions. (3%) 7.05 Apply one-dimensional arrays. (4%)		
X08.00	Apply tools to obtain and validate user input.	20%	C3
	8.01 Apply procedures to develop menus. (4%) 8.02 Apply procedures to develop message, input, and dialog boxes. (4%) 8.03 Apply procedures to develop List Box and Combo Box objects. (3%) 8.04 Apply built-in Math functions. (3%) 8.05 Apply built-in String Methods (3%) 8.06 Apply procedures for validation of user input. (3%)		

Policy 7920: Professional Personnel Reduction in Force

As recommended to the Board Policy Committee, August 11, 2011

This policy has been updated to clarify the procedure to be followed when grounds exist for a reduction in force of licensed employees. Specific structural and organizational considerations have been added along with specifics of the process for nonrenewal. This applies not only to teachers but also to school administrators.

**PROFESSIONAL
PERSONNEL REDUCTION IN FORCE**

Policy Code: **7920**

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

A. GROUNDS FOR REDUCTION IN FORCE

A reduction in force may be implemented when the board determines that any of the following circumstances have resulted in the need to decrease the number of positions of professional personnel.

1. System Reorganization

System reorganization is defined as (a) the closing, consolidation or reorganization of schools, school buildings or facilities; (b) the elimination, curtailment or reorganization of a curriculum offering, program or school operation; or (c) the merger of two or more school systems.

2. Declining Enrollment

Declining enrollment exists (a) 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 (b) when the enrollment or projected enrollment of a curriculum offering or program for the next succeeding school year is inadequate to justify continuation of the course or program.

3. Financial Exigency

Financial exigency means (a) any significant decline in the board's financial resources that compels a reduction in the school system's current operational budget; (b) any significant decrease or elimination in funding for a particular program; or (c) any insufficiency in funding that would render the board unable to continue existing programs at current levels.

B. PRELIMINARY DETERMINATION

1. The superintendent will determine whether or not a reduction in force for licensed employees is necessary, appropriate or in the best interests of the school system.

-
2. When the superintendent believes that grounds exist for a reduction in force, the superintendent will first determine which licensed positions shall be subject to the reduction. In making that determination, the superintendent shall account for both:
 - a. Structural considerations, such as identifying positions, departments, courses, programs, operations and other areas where there are (1) less essential, duplicative or excess personnel; (2) job responsibility and/or position inefficiencies; (3) opportunities for combined work functions; and/or (4) decreased student or other demands for curriculum, programs, operation and other services; and
 - b. Organizational considerations, such as anticipated organizational needs of the school system and program/school enrollment.
 3. Present a recommendation to the board of education. The recommendation will include:
 - a. the grounds for reduction in force;
 - b. the number or estimated number of licensed employees positions 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 system. The board will consider the following factors in determining which employees will be included in the reduction in force:

1. performance ratings;
2. areas of licensure;
3. highly qualified status;
4. program enrollment;
5. service in extra duty positions and ability to fill such positions;
6. length of service, with higher priority given to service in this school system;
7. degree level; and
8. recommendations and advice from the superintendent.

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

D. 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.

E. 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 to be considered as candidates for all positions for which they are qualified which become available in the school system for the three consecutive years succeeding their dismissal. If the school system 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.

F. NONRENEWAL OF AN EMPLOYEE

The board, upon recommendation of the superintendent, may refuse to renew the contract of a probationary teacher, to offer a new, renewed or extended contract to a school

administrator or to reemploy any teacher who is not under contract for any cause it deems sufficient (see policies 7410, Career Status, and 7950, Probationary Teachers: Nonrenewal). A decision (1) not to renew a probationary teacher's contract, (2) not to renew, extend or offer a new contract to a school administrator or (3) to not reemploy any teacher ~~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, August 13, 2009, April 14, 2011

Administrative Procedure: None

Policy Summaries

Student Behavior Policy Revisions

As recommended to the Board Policy Committee, August 11, 2011

Updates have been made to the following policies in order to comply with the school discipline section of General Statute 115C Article 27 per House Bill 736:

Policy 4300: Student Behavior Policies

Adds the use of positive behavioral interventions as one of the principles of managing student behavior.

Policy 3470/4305: Alternative Learning Programs/Schools

Adds a provision addressing alternative services during long-term and 365-day suspensions.

Policy 4320: Tobacco Products - Students

Expands the definition of “tobacco product” to cover any product made or derived from tobacco and to specifically include electronic cigarettes.

Policy 4325: Drugs and Alcohol

Adds synthetic stimulants and synthetic cannabinoids to the list of prohibited substances.

Policy 4333: Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety

- Limits the circumstances in which possession of a weapon on school property will be evidence of a clear threat
- Modifies the circumstances in which a 365-day suspension may be imposed for possession of a firearm or destructive device and defines “firearm” and “destructive device,” in accordance with the new legal requirements.

Policy 4351: Short-Term Suspension

- Adds pre-suspension rights as required by G.S. 115C-390.6
- Updates student rights during suspension per G.S. 115C-390.5

Policy 4352: Removal of Student During the Day

Clarifies that principal’s authority is limited to short-term suspensions.

Additional policies have also been updated to include the following:

Policies 4315: Disruptive Behavior

4316: Student Dress Code

4320: Tobacco Products

4325: Drugs and Alcohol

4330: Theft, Trespass and Damage to Property

4333: Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety

4340: School Level Investigations

4345: Student Discipline Records

- Includes language to meet new statutory requirement to develop a Code of Student Conduct that gives students notice of their expected behavior, conduct subject to discipline and the range of possible disciplinary consequences for misconduct
- Adds a statement requiring that the Code of Student Conduct incorporate by reference any additional disciplinary measures adopted by individual schools in their behavior management plans
- Legal and cross reference modifications

A. PURPOSE

All decisions related to student behavior are guided by the board's educational objectives to teach responsibility and respect for cultural and ideological differences and by the board's commitment to create safe, orderly and inviting schools. Student behavior policies are provided in order to establish expected standards of student behavior; principles to be followed in managing student behavior; consequences for anti-social behavior or drug/alcohol policy violations; and required procedures for addressing misbehavior.

B. PRINCIPLES

The reasons for managing student behavior are: to create an orderly environment where students can learn; to teach expected standards of behavior; to help students learn to accept the consequences of their behavior; and to provide students with the opportunity to develop self control. The following principles apply in managing student behavior:

1. Student behavior management strategies should compliment other efforts to create a safe, orderly and inviting environment.
2. Positive behavioral interventions will be employed as appropriate to improve student behavior.
3. Responsibility, respect, honesty, self-discipline, courage, kindness, citizenship and other standards of behavior should be integrated into the curriculum.
4. Disruptive behavior in the classroom will not be tolerated.
5. Consequences for unacceptable behavior should help a student learn to comply with rules, to be obedient at a minimum, and when able, to learn to accept responsibility and develop self control.
6. Age and developmentally appropriate strategies and consequences are to be utilized.
7. When feasible, consequences for unacceptable behavior should take into account differences in how individual students respond to discipline strategies.

C. APPLICABILITY

Students must follow all board and school behavior policies in all of 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, on or off campus, when the student's behavior has a direct effect on maintaining order and discipline or protecting the safety and welfare of students, staff or visitors in the schools.

D. COMMUNICATION OF POLICIES

Board policies related to student behavior are codified in the 4300 series. At the beginning of each school year, the principal is responsible for providing each student and his or her parent(s) or guardian with a copy of the student behavior policies and any other school rules and procedures. Students enrolling during the school year and their parent(s) or guardian(s) shall receive a copy of the information upon enrollment.

Legal References: G.S. 115C-47, -288, -307, -391

Cross References: Goals and Objectives of the Educational Program (policy 3000), Student Behavior Policies (all policies in the 4300 series)

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

Updated: May 11, 2000, September 9, 2004

Administrative Procedure: None

ALTERNATIVE LEARNING PROGRAMS/SCHOOLS

Policy Code: 3470/4305

A. PURPOSES

The board is committed to the goal of providing a safe, orderly and inviting learning environment at each school. The educational program and the behavior management plan developed at each school, as well as numerous other strategies identified in board policies, are intended to create such an environment and help each student be a contributing and successful member of the school.

Alternative learning programs or schools are provided as an option for when a student's behavior management or academic performance needs cannot be met in a regular education setting. The purposes of the alternative learning program or school are to (1) intervene and address problems that prevent a student from successfully achieving in the regular educational setting; (2) reduce the risk of the student dropping out of school by directing resources to helping the student resolve issues affecting performance at school; (3) return the student to the regular educational setting as soon as practical with the skills necessary to succeed in that environment; and (4) preserve a safe, orderly and inviting learning environment at the regular educational setting.

B. ALTERNATIVE LEARNING PROGRAMS/SCHOOLS

The alternative learning program or school should be developed and implemented to reflect the purposes as described above. The educational program is expected to meet all board policy and state requirements. In addition, the educational program and supporting services should be designed to facilitate the transition of the student back into the regular educational setting.

Staff of the alternative learning program or school should receive training to assist them in successfully meeting their requirements.

The alternative learning program or school are required to develop and implement a behavior management plan, an academic student learning plan, and a parental involvement plan in accordance with board policy. In developing and implementing these plans, the board encourages the principal and staff to review successful alternative education programs and use resources made available by the superintendent.

The superintendent and board will review these plans in accordance with board policy. While providing flexibility at the school level to develop the plans, the superintendent and

board will only approve plans that are reasonably likely to meet the purpose of the alternative learning program or school.

Beginning with the 2006-07 school year, prior to the implementation of a new alternative learning program or school, the board will develop an implementation proposal that is consistent with the State Board of Education standards for alternative learning programs. The board will then submit the proposal to the State Board for its review. Upon review by the State Board, the board will consider any recommendations to modify the proposal made by the State Board before implementing the alternative learning program or school. The board will also review on a regular basis whether the school district's alternative learning programs and schools comply with State Board standards.

C. TRANSFER TO ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS

Students generally are assigned to a school based upon attendance area. However, as provided by law, the board may assign any student to a school outside the attendance area in order for the student to attend a specialized school or for any reason the board, in its sole discretion, deems sufficient.

Students may be transferred to the alternative learning program or school on a voluntary or involuntary basis or as an alternative to long-term out-of-school suspension or expulsion. The processes for transfer are provided below.

1. Responsibilities of Referring School Staff

In addition to any other procedures required by this policy, prior to referring a student to the alternative learning program or school, the principal of the referring school must:

- a. Document the procedures that were used to identify the student as being at risk of academic failure or as being disruptive or disorderly;
- b. Provide the reasons for referring the student to an alternative learning program or school; and
- c. Provide to the alternative learning program or school all relevant student records, including anecdotal information and the student's current intervention plan.

2. Responsibilities of Alternative Learning Program/School Staff

In addition to any other procedures required by this policy, once a student is placed in an

alternative learning program or school, the appropriate staff of the alternative learning program or school must meet to review the records and other documentation forwarded by the referring school. Based upon the student's records, input from the referring school, and any input provided by the parent(s) concerning the student's needs, the alternative learning program or school staff is to develop and implement academic support services and behavior intervention strategies as appropriate for the individual student.

If a student who is subject to G.S. 14-208.18 is assigned to an alternative school, the student must be supervised by school personnel at all times.

3. Voluntary Referral

The board encourages parental involvement in decisions regarding the child's education and in identifying effective options for addressing concerns regarding the child's behavior and/or academic performance.

Voluntary transfers are encouraged whenever possible. A voluntary transfer is an agreement by the parent or guardian and principal that the transfer is an appropriate option for the particular student. After agreement has been reached, the principal of the regular educational setting and the coordinator of the alternative learning program or school will arrange the process and time for the transfer. The principal of the regular educational setting will notify the superintendent of the transfer.

4. Referral as Option to Long-Term Suspensions, 365 Days Suspensions and Expulsion

A student may be given the option or may be required to attend alternative learning program or school for violation of board policies, school standards or rules that could result in a long-term suspension, 365 days suspension or expulsion.

Board policies will be followed for any student who may have engaged in behavior that could result in long-term suspension, 365 days suspension or expulsion. Alternative learning program or school may be considered as an option for a portion or the full duration of the period of suspension or expulsion. The alternative learning program or school may be an option to a long-term suspension or 365 days suspension if approved by the superintendent. In order to consider the alternative learning program or school as an option to expulsion, the superintendent must make a recommendation and the board must choose to approve the alternative learning program or school as a modification to the expulsion.

At any stage in the proceedings, a parent may request that alternative learning program or school be considered as an option to long-term suspension or expulsion. The superintendent will maintain records as required by board policy 4345, Student Discipline Records.

Once approved, the student may be transferred to the alternative learning program or school. If the alternative learning program or school does not have the capacity to accept the student immediately, the student may be suspended from school until the alternative learning program or school can accept the student.

5. Involuntary Referral

A student may be required to be transferred from the regular educational setting to the alternative learning program or school under any of the following circumstances:

- a. the student presents a clear threat to the safety of other students or personnel;
- b. the student is a significant disruption to the educational environment at the regular educational setting;
- c. the student is at risk of dropping out or not meeting standards for promotion and additional or different resources from what is available at the regular educational setting are needed to address the issue; or
- d. the student has been charged with a felony or a crime that allegedly endangered the safety of others and it is reasonably foreseeable that the educational environment at the regular educational setting will be significantly disrupted if the student remains.
- e. if the Code of Student Conduct provides for a transfer as a consequence of the student's behavior.

Prior to an involuntary transfer, the principal of the referring school will document efforts to assist the student in the regular educational setting. The principal must also document the student's behavior and academic performance. A voluntary transfer is preferable to an involuntary transfer. Therefore, the school should meet with the parents to try to reach consensus on resolution of the performance or behavior issues.

If an agreement is not reached and a basis for involuntary transfer exists, the principal may recommend transfer to the alternative learning program or school to the superintendent, or designee. The principal must provide in writing (1) an explanation of the student's behavior or academic performance which is at issue, (2) documentation or a summary of

the documentation of the efforts to assist the student, and (3) other existing circumstances which support an involuntary transfer.

A copy of the recommendation and report will be provided to the parents by certified mail or in person. The parent may request an informal meeting with the superintendent, or designee, to discuss the transfer. The superintendent, or designee, may determine who can be present at the meeting.

If the superintendent, or designee, approves the transfer, the principal of the regular educational setting and the coordinator of the alternative school are to make all necessary arrangements.

The parent may appeal the superintendent's decisions to the board. The board will hear the appeal in closed session. The board will follow its procedures as provided in policy 2500, Hearings Before the Board. During the period of the appeal, the student may be transferred to the alternative learning program or school.

6. Assignment During a Long-Term or 365-Day Suspension

A student who receives a long-term or 365-day suspension may be offered services in the alternative learning program or school for a portion or the full duration of the suspension. See policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion. Any student who receives a long-term or 365-day suspension must be offered alternative education services unless the superintendent provides a significant or important reason for declining to offer such services. Alternative education services include, but are not limited to, the alternative programs or schools established in this policy in accordance with G.S. 115C-105.47A.

7. Assignment of Student Sex Offenders

The board may decide, pursuant to G.S. 115C-390.11(a)(2), to assign a student who is subject to G.S. 14-208.18 to an alternative learning program or school.

D. TRANSITION FROM ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS

In most instances, the goal of the alternative learning program or school will be to return the student to the regular educational setting as soon as practicable with the skills necessary to succeed in that environment. The alternative learning program or school and regular

educational setting will work together to help create successful transition for the student.

If the student is not returned to the regular educational setting, the alternative learning program or school will assist in the transition of the student to other educational settings, including any other programs offered by the school district, community colleges or vocational schools.

E. ASSIGNMENT OF PROFESSIONAL STAFF TO ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS

In assigning professional staff to the alternative learning program or school, the superintendent will consider the experience and evaluation ratings of professional staff. As district resources allow, the superintendent shall strive to avoid assigning to the alternative school less experienced professional staff and professional staff who have received an evaluation rating of "less than above standard" within the last three years.

F. EVALUATION OF ALTERNATIVE LEARNING PROGRAMS/SCHOOLS

1. Information To Be Reported

Each year, the board will evaluate the alternative learning program or school based upon the report provided by the superintendent and any other information the board wishes to consider. In addition to data required by board policy 3430, School Improvement Plans, the alternative learning program or school must report the following information annually to the board:

- a. referral patterns from the schools, including age, race, gender and method of transfer (voluntary, alternative to suspension or expulsion, or involuntary);
- b. drop out rates;
- c. how long students stay at the school and where they go when they leave the school (including the regular educational setting, community college/technical schools or drop out);
- d. training and development of professional employees assigned to the alternative learning program or school;
- e. a list of services or programs in which the alternative learning program or school coordinates with other governmental agencies; and
- f. any other measures the superintendent requires.

To assist the board with evaluating the alternative learning program or school, the local

safe schools plan also must include measures as to the effectiveness of the alternative learning program or school.

2. Items To Be Considered

In addition to any other outcomes the board deems important, the board will determine whether:

- a. a diverse group of students is referred to the alternative learning program or school;
- b. the alternative learning program or school complies with State Board of Education standards;
- c. the alternative learning program or school incorporates best practices for improving student academic performance and reducing disruptive behavior;
- d. staff at the alternative learning program or school is well-trained and are provided appropriate staff development;
- e. the alternative learning program or school is organized to provide coordinated services;
- f. students at the alternative learning program or school receive high quality and rigorous academic instruction; and
- g. the alternative learning program or school assists students with transition back to the regular education setting or to other educational settings.

Legal Reference: G.S. 14-208.18, G.S. 115C-47(32a), -105.47, -105.47A, -105.48, -276(r), -288, -367, -369, -390.7, -390.9, -390.10, -390.11

Cross Reference: Hearings Before the Board (policy 2500), School Improvement Plans (policy 3430), Conflict Resolution (policy 3431), Parental Involvement (policy 1310/4002), School Plan for Management of Student Behavior (policy 4302), Theft, Trespass and Damage to Property (policy 4330), Assaults, Threats and Harassment (policy 4331), Weapons, Bomb Threats and Clear Threats to Safety (policy 4333), Student Discipline Records (policy 4345), Long-Term Suspension, 365 Days Suspension, Expulsion (policy 4353), Assignments/Reassignments/Transfers (policy 7440)

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

Updated: May 11, 2000, February 8, 2007, January 8, 2009

An orderly environment is critical for teachers to be able to teach and students to be able to learn. Students are encouraged to participate in school efforts to create a safe, orderly and inviting environment. Students also are encouraged to exercise their constitutional rights to free speech as a part of a stimulating, inviting educational environment. A student's right to free speech will not be infringed upon; however school officials may place reasonable, constitutional restrictions on time, place and manner in order to preserve a safe, orderly environment.

Principals and teachers have full authority as provided by law to establish and enforce standards and rules as are necessary to create orderly schools and classrooms.

A. PROHIBITED BEHAVIOR

Students are prohibited from disrupting teaching, the orderly conduct of school activities, or any other lawful function of the school or school district. The following conduct is illustrative of disruptive behavior and is prohibited:

1. intentional verbal or physical acts which result or have the potential to result in blocking access to school functions or facilities or preventing the convening or continuation of school-related functions;
2. violation of board policy 4316, Student Dress Code Standard of Appearance or Clothing, that (1) violates a reasonable dress code adopted and publicized by the school; (2) is substantially disruptive; (3) is provocative or obscene; or (4) endangers the health or safety of the student or others;
3. possessing or distributing literature or illustrations which significantly disrupt the educational process or which are obscene or unlawful;
4. engaging in behavior which is immoral, indecent, lewd, disreputable or of an overly sexual nature in the school setting;
5. failing to observe established safety rules, standards and regulations, including on the bus and in hallways; and
6. interfering with the operation of school buses, including delaying the bus schedule, getting off at an unauthorized stop, and willfully trespassing upon a school bus.
7. engaging in any consensual sexual activity while on school property or at a school sponsored activity or event.

B. CONSEQUENCES

~~Consequences for engaging in prohibited behavior will be provided in accordance with the school's student behavior management plan (see board policy 4302, School Plan for Management of Student Behavior). For repeated or serious violations of this policy, the principal may suspend a student from school for up to ten days.~~

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

Legal References: U.S. Const. amend. I; N.C. Const. art. I, §14; G.S. 14-132, -132.2, -288.2, -288.4; 115C-47, -288, -307, -390.2

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

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

Updated: May 11, 2000; April 8, 2004

Administrative Procedure: None

STANDARD OF APPEARANCE OR CLOTHING STUDENT DRESS CODE

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 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~~ dress code will be provided in accordance with each school's student behavior management plan (see board policy 4302, School Plan for Management of Student Behavior). The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violation of the dress code.

Legal References: G.S. 115C-47, -390.2

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

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

Updated: August 13, 2009

The board is committed to creating safe, orderly, clean and inviting schools for all students and staff. To this end, the board supports state laws that prohibit the sale or distribution of tobacco products to minors and that prohibit the use of tobacco products by minors. The board also supports state and federal laws that prohibit the use of tobacco products in school buildings, on school campuses, and in or on any other school property owned or operated by the school board. For the purposes of this policy, the term “tobacco product” means any product that contains or that is made or derived from tobacco and is intended for human consumption, including electronic cigarettes and all lighted and smokeless tobacco products.

A. PROHIBITED BEHAVIOR

In support of the board’s commitments and state and federal law, students are prohibited from using or possessing any tobacco product (1) in any school building, on any school campus, and in or on any other school property owned or operated by the school board, including school vehicles; (2) at any school-related activity, including athletic events; or (3) at any time when the student is subject to the supervision of school personnel, including during school trips.

Nothing in this policy prohibits the use or possession of tobacco products for an instructional or research activity conducted in a school building, provided that the activity is conducted or supervised by a faculty member and that the activity does not include smoking, chewing or otherwise ingesting tobacco.

B. CONSEQUENCES

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

In determining appropriate consequences for violations of this policy, school officials are encouraged to identify programs or opportunities that will provide students with a greater understanding of the health hazards of tobacco use, the hazards of secondhand smoke, and the impact of tobacco use on efforts to provide a safe, orderly, clean and inviting school environment.

C. SERVICES FOR STUDENTS

The administration shall consult with the county health department and other appropriate organizations to provide students with information and access to support systems and programs to encourage students to abstain from the use of tobacco products. The school system may, from time to time, provide free non-smoking programs and services to its students.

D. NOTICE

Students will be provided with notice of the information in this policy through the Code of Student Conduct, student handbooks or other means identified by the principal. In addition, the principal shall post signs in a manner and at locations that adequately notify students, school personnel, and visitors about prohibitions against the use of tobacco products in all school facilities, on all school grounds, and at all school-sponsored events.

Legal References: Pro-Children Act of 1994, 20 U.S.C. 6081 *et seq.*; G.S. 14-313; 115C-47, -288, -307, -390.2, -407

Cross References: Student Behavior Policies (policy 4300), Smoking and Tobacco Products (policy 5026/7250)

Adopted:

Unauthorized or illegal drugs and alcohol are a threat to safe and orderly schools and will not be tolerated.

PROHIBITED BEHAVIOR

No student shall possess, use, distribute, sell, possess with intent to distribute or sell, or conspire or attempt to distribute or sell, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, other controlled substance, any alcoholic beverage, malt beverage, fortified wine, other intoxicating liquor, drug paraphernalia, counterfeit substance, any unauthorized prescription drug, or any other chemicals or products with the intention of bringing about a state of exhilaration, euphoria, or of otherwise altering the student's mood or behavior including synthetic stimulants, such as MDPV and mephedrone (e.g., "bath salts"), and synthetic cannabinoids (e.g., "Spice," "K2").

For the purpose of the Code of Student Conduct the following definitions apply:

- 1) **Possess:** having the power or intent to control a prohibited substance and shall include, but is not necessarily limited to the possession of a prohibited substance in a student's automobile, locker, book-bag, or desk, or on a student's person.
- 2) **Use:** the consumption, injection, inhalation or absorption of a prohibited substance into a student's body by any means.
- 3) **Under the influence:** the use of any prohibited substance at any time or place when the prohibited substance would influence a student's mood, behavior, or learning to any degree.
- 4) **Sell:** the exchange of a prohibited substance for money, property, or any other benefit or item of value.
- 5) **Distribute:** to give, share, or pass a prohibited substance.
- 6) **Possess with intent to distribute/sell:** intent to distribute or sell may be determined from the amount of the prohibited substance found, the manner in which it was packaged, the presence of packaging materials such as scales, baggies or other containers, or from statements or actions of the student that demonstrate an intent to distribute or sell.

- 7) **Counterfeit Substance:** any substance that is described or presented with the intention of deceiving another into believing that it is a substance prohibited under this policy.
- 8) **Unauthorized Prescription Drug:** any drug or medication that has not been prescribed for the student.

Students also are prohibited from possessing, using, transmitting or selling drug paraphernalia or counterfeit (fake) drugs. Students may not in any way participate in the selling or transmitting of prohibited substances, regardless of whether the sale or transmission ultimately occurs on school property.

Possession or use of prescription and over the counter drugs are not in violation of this policy if possessed and used in accordance with board policy 6125, Administering Medicines to Students. The principal may authorize other lawful uses of substances otherwise prohibited by this policy, such as for approved school projects.

CONSEQUENCES

As required by board policy 4335, Criminal Behavior, the principal must report to the appropriate law enforcement agency any student who is in possession of a controlled substance in violation of the law. In addition, school sanctions will be as outlined below.

Kindergarten and Elementary Schools

Principals in the elementary grades are expected to use good judgment and reasonable discretion in applying board policies and in determining the appropriate consequences for violation of board policies, school standards or rules.

Middle and High Schools

An appropriate consequence for a student who has been found to have sold or otherwise transmitted prohibited substances is presumed to be suspension for the remainder of the school year. Depending upon the circumstances, a student may be permanently expelled (see board policy 4353, Long-Term Suspension, 365 Days Suspension, Expulsion). The superintendent may assign the student to an alternative program if he or she believes that it is in the student's best interest, the alternative placement is appropriate and placement of the student will not jeopardize the safe and orderly environment of the alternative placement. If an alternative consequence is approved, the superintendent must document the basis for the alternative consequence. Any other

violation of this policy may result in long-term suspension up to the remainder of the school year or expulsion.

The principal must notify the superintendent of all violations of this policy, and recommend appropriate consequences. In making the recommendation to the superintendent, the principal must provide an assessment of whether any available services, such as school counseling services, an alternative school, substance abuse programs or programs provided by other agencies, would assist the student and whether any services should be a part of the consequence.

The superintendent or superintendent's designee must approve any consequence for violations of this policy, including any recommendations for long-term suspension or expulsion. A student re-entering school following treatment for substance abuse should be identified by the school as highly at-risk and provided a transition/support plan developed collaboratively by staff, parent(s) and, when appropriate, the student. The transition/support plan must include periodic monitoring. The superintendent is responsible for ensuring that this policy is fairly applied throughout the school district. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

Legal References: G.S. 18B-301; 20-11(n1); ch. 90 art. 5; 115C-47, -276, -288, -307, -390.2

Cross References: Student Behavior Policies (policy 4300), Criminal Behavior (policy 4335), Administering Medicine to Students (policy 6125)

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

Updated: May 25, 1999, May 11, 2000, September 9, 2004

Administrative Procedure: None

THEFT, TRESPASS AND DAMAGE TO PROPERTY

Policy Code:

4330

The board will not tolerate theft, trespass and/or damage to property by any student. 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. THEFT

1. Prohibited Behavior

Students are prohibited from stealing or attempting to steal school or private property, and/or from knowingly being in possession of stolen property.

2. Consequences

Violation of this policy may result in short-term suspension up to ten days, long-term 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. DAMAGE TO PROPERTY

1. Prohibited Behavior

Students are prohibited from damaging or attempting to damage any school property or private property at any time when board policies are applicable as defined in board policy 4300, Student Behavior Policies.

2. Consequences

Violation of this section may result in short-term suspension up to ten days, long-term 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. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

C. TRESPASS

1. Prohibited Behavior

Students are prohibited from trespassing on school property. A student will be considered a trespasser and may be criminally prosecuted under any of the following circumstances:

- a student who is on the campus of a school to which he or she is not assigned during the school day without the knowledge and consent of the officials of the school the student is visiting;
- any student who loiters at any school after the close of the school day without specific need or supervision; or
- any student who has been suspended from school who appears on the property of any school during the suspension period without the express permission of the principal.

2. Consequences

Consequences for engaging in prohibited behavior will be provided in accordance with the school's student behavior management plan (see board policy 4302, School Plan for Management of Student Behavior).

Legal Reference: G.S. 14-60, -87, -87.1, -132, -132.2; 115C-47, -276(r), -288, -307, -390.2

Cross Reference: School Plan for Management of Student Behavior (policy 4302), Integrity and Civility (policy 4310), Criminal Behavior (policy 4335), Long-Term Suspension, 365 Days Suspension, Expulsion (policy 4353)

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

Updated: May 11, 2000, November 8, 2007

Administrative Procedure: None

WEAPONS, BOMB THREATS, TERRORIST THREATS AND CLEAR THREATS TO SAFETY

Policy Code: 4333

The board will not tolerate the presence of weapons or destructive devices, bomb or terrorist threats or actions that constitute a clear threat to the safety of students and employees. Any student violating this policy 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. WEAPONS AND WEAPON-LIKE ITEMS

1. Prohibited Behavior

Students are prohibited from possessing, handling, using or transmitting, whether concealed or open, any weapon, or any instrument that reasonably looks like a weapon or could be used as a weapon. Weapons include all of the following:

- a. loaded or unloaded firearm, including a gun, pistol or rifle;
- b. destructive devices, as described in subsection B.2 of this policy, including explosives, such as dynamite cartridges, bombs, grenades and mines;
- ~~c. explosives, including a dynamite cartridge, bomb, grenade or mine;~~
- c. knife, including a pocket knife, bowie knife, switchblade, dirk or dagger;
- d. slingshot or slungshot;
- e. leaded cane;
- f. blackjack;
- g. metal knuckles;
- h. BB gun;
- i. air rifle or air pistol;
- j. stun gun or other electric shock weapons, such as tasers;
- k. icepick;
- l. razor or razor blade (except solely for personal shaving);
- m. fireworks; and
- n. any sharp pointed or edged instrument except unaltered nail files and clips and tools used solely for preparation of food, instruction and maintenance.

Examples of other objects that could be considered weapons are box cutters and other types of utility blades and blowguns.

No student may knowingly or willfully cause, encourage or aid any other student to possess, handle or use any of the weapons or weapon-like items listed above. A student who finds a weapon or weapon-like item, who witnesses another

student or other persons with such items, or becomes aware that another student or other persons intends to possess, handle or use such items, must notify a teacher or the principal immediately.

This section does not apply to pupils who are members of the Reserve Officer Training Corps and who are required to carry arms or weapons in the discharge of their official class duties; nor does this section apply to weapons used in school-approved instruction or ceremonies.

This section does not apply to board-approved and -authorized activities for which the board has adopted appropriate safeguards to protect student safety.

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 suspension or expulsion are provided in board policy 4353, Long-Term Suspension, 365 Days Suspension, Expulsion. A determination of the appropriate consequence for firearm s/explosives violations will be made in accordance with the provisions of that policy and Subsection A.2.b, below. Placement in an alternative educational setting may be made instead of suspension in accordance with policy 3470/4305 Alternative Learning Programs/Schools.

b. Consequences for Firearms/Explosives Violations

As required by law, a student who brings or possesses a firearm or powerful explosive on school property or at a school-sponsored curricular or extracurricular activity must be suspended for 365 days, unless the superintendent recommends and the board approves a modification. A firearm includes any gun, rifle, pistol or other weapon used for firing a projectile by means of an explosive charge. A firearm does not include a BB gun, stun gun, air rifle or air pistol. A powerful explosive includes a dynamite cartridge, blasting cap, trinitrotoluene (TNT), nitroglycerin, grenade or mine. A student who possesses a firearm or powerful explosive on school property also shall be referred to the criminal justice or juvenile justice system. For purposes of this subsection, "school property" includes any public school building, bus, public school campus, grounds, recreational area or athletic field in the charge of the principal. A student may not be suspended for 365 days for a weapons violation except in accordance with this subsection.

B. BOMB THREATS

1. Prohibited Behavior

Students are prohibited from making, aiding and/or abetting in making a bomb threat or perpetrating a bomb hoax against school district property by making a false report that a device designed to cause damage or destruction by explosion, blasting or burning is located on school property.

No student may knowingly or willfully cause, encourage or aid another student to make a bomb threat or perpetrate a bomb hoax. Any student who becomes aware that another student or other person intends to use a bomb, make a bomb threat or perpetrate a bomb hoax must notify a teacher or the principal immediately.

2. Consequences

As required by law, the board shall suspend for 365 days any student who:

- a. makes a false report that there is a bomb or bomb-like device located on school property or at a school-related or school-sponsored activity; or
- b. conceals, places or displays a device on school property or at a school-related or school-sponsored activity with the intent to cause others to believe the device is a bomb.

Upon the superintendent's recommendation, the board may modify the suspension. A student who violates this section also will be referred to the criminal justice and/or juvenile justice system.

C. TERRORIST THREATS

1. Prohibited Behavior

Students are prohibited from making, aiding, conspiring and/or abetting in making a terrorist threat or perpetrating a terrorist hoax against school district property by making a false report that a device, substance or material designed to cause harmful or life-threatening injury to another person is located on school property.

No student may knowingly or willfully cause, encourage or aid another student to make a terrorist threat or perpetrate a terrorist hoax. Any student who becomes aware that another student or other person intends to use a device, substance or material designed to cause harmful or life-threatening illness or injury to another person, make a terrorist threat or perpetrate a terrorist hoax must notify a teacher or the principal immediately.

2. Consequences

As required by law, the board or superintendent shall suspend for 365 days any

student who:

- a. makes a false report that there is a device, substance or material designed to cause harmful or life-threatening illness or injury to another person located on school property or at a school-related or school-sponsored activity;
- b. conceals, places, disseminates or displays a device, machine, instrument, artifact, letter, package material or substance on school property or at a school-related or school-sponsored activity with the intent to cause others to believe the device is a substance or material capable of causing harmful or life-threatening illness or injury to another person;
- c. threatens to commit on school property or at a school-related or school-sponsored activity an act of terror that is likely to cause death, with the intent to cause a significant disruption to the instructional day or school-sponsored activity or which actually causes such disruption;
- d. makes a false report that there is about to occur or is occurring on school property or at a school-related or school-sponsored activity an act of terror that is likely to cause serious injury or death, with the intent to cause a significant disruption to the instructional day or school-sponsored activity or which actually causes such disruption; or
- e. conspires to commit any of the above-described acts.

Upon the superintendent's recommendation, the board may modify the suspension. A student who violates this section also will be referred to the criminal justice and/or juvenile justice system.

D. CLEAR THREATS TO SAFETY OF STUDENTS AND EMPLOYEES

1. Prohibited Behavior

Students are prohibited from engaging in behavior that constitutes a clear threat to the safety of other students or employees. Behavior constituting a clear threat to the safety of others includes, but is not limited to:

- a. theft or attempted theft by a student from another person by using, or threatening to use, a weapon;
- b. the intentional and malicious burning of any structure or personal property, including vehicles;
- c. an attack, or threatened attack, by a student against another person wherein the student uses a weapon or displays it in a manner found

threatening to that person;

- d. an attack by a student on any employee, adult volunteer, or another student which does not result in serious injury but which is intended to cause or reasonably could cause serious injury;
- e. an attack by a student upon another person whereby the victim suffers obvious severe or aggravated bodily injury such as broken bones, loss of teeth, possible internal injuries, laceration requiring stitches, loss of consciousness, significant bruising or pain, or the victim requires hospitalization or treatment at a hospital emergency room as a result of the attack;
- f. any intentional, highly reckless or negligent act that results in the death of another person;
- g. confining, restraining, or removing another person from one place to another, without the victim's consent, or the consent of the victim's parents, for the purpose of committing a felony, or for the purpose of holding the victim as a hostage or for ransom or for use as a shield;
- h. possession of a weapon on any school property, including in vehicles, with the intent to use or transmit for another's use or possession in a reckless manner so that harm is reasonably foreseeable;
- i. the taking or attempting to take any thing of value from the care, custody or control of another person or persons, by force, threat of force, or violence, or by putting the victim in fear;
- j. any unauthorized and unwanted intentional touching, or attempt to touch, by one person of the sex organ of another, including the breasts of the female and the genital areas of the male and female;
- k. the possession, manufacture, sale, or delivery, or any attempted sale or delivery, of a controlled substance in violation of Chapter 90 of the General Statutes;
- l. any behavior resulting in a felony conviction on a weapons, drug, assault or other charge that implicates the safety of other persons; and
- m. any other behavior that demonstrates a clear threat to the safety of others in the school environment.

2. Consequences

- a. General Consequences

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

~~Violation of this section may result in long-term suspension, or expulsion. In addition, violations that otherwise constitute bomb or terrorist threats under Sections B. or C. of this policy or firearm/explosives violations under Section A.2.b of this policy may result in 365 days suspension. 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 Alternative Learning Programs/Schools.~~

b. Specific Consequences Mandated by Law

As required by law, a student who brings or possesses a firearm or destructive device on school property or at a school-sponsored event must be suspended for 365 days, unless the superintendent modifies, in writing, the required 365-day suspension for an individual student on a case-by-case basis. The superintendent shall not impose a 365-day suspension if the superintendent determines that the student (1) took or received the firearm or destructive device from another person at school or found the firearm or destructive device at school, (2) delivered or reported the firearm or destructive device as soon as practicable to a law enforcement officer or school personnel and (3) had no intent to use the firearm or destructive device in a harmful or threatening way.

For the purpose of this subsection, a firearm is (1) a weapon, including a starter gun that will, is designed to or may readily be converted to expel a projectile by the action of an explosive, (2) the frame or receiver of any such weapon or (3) any firearm muffler or firearm silencer. A firearm does not include an inoperable antique firearm, a BB gun, a stun gun, an air rifle or an air pistol. For the purposes of this subsection, a destructive device is an explosive, incendiary or poison gas (1) bomb, (2) grenade, (3) rocket having a propellant charge of more than four ounces, (4) missile having an explosive or incendiary charge of more than one-quarter ounce, (5) mine or (6) similar device.

A student may not be suspended for 365 days for a weapons violation except in accordance with this subsection.

c. Expulsion

Upon the recommendation of the superintendent, the board may expel a student who is fourteen years of age or older if the student's behavior indicates that his or her continued presence in school constitutes a clear threat to the safety of other students or employees. In determining whether expulsion is appropriate, the board will consider the culpability of the student, the dangerousness of the student and the harm caused by the student, in accordance with policy 4353, Long-Term Suspension, 365 Days Suspension, Expulsion.

The board also may expel a student who is subject to and in accordance with policy 4260, Student Sex Offenders.

Legal Reference: Gun-Free Schools Act, 20 U.S.C. 7151, G.S. 14-17, -18, -27.2 through -27.5A, -32, -33, -34 through -34.2, -41, -60, -69.1, -69.2, -87, -87.1, -132, -132.2, -202.2, -208.18, -269.2; 277.5; ch. 90 art. 5; 115C-47, -276(r), -288, -307, -390.1, -390.2, -390.10; State Board of Education Policy HRS-A-002

Cross Reference: Alternative Learning Programs/Schools (policy 3470/4305), Integrity and Civility (policy 4310), Disruptive Behavior (policy 4315), Theft, Trespass and Damage to Property (policy 4330), Assaults, Threats and Harassment (policy 4331), Criminal Behavior (policy 4335), Long-Term Suspension, 365 Days Suspension, Expulsion (policy 4353), Student Sex Offenders (policy 4260)

Adopted: May 11, 2000

Updated: April 8, 2004, November 8, 2007, December 10, 2009

Administrative Procedure: None

The board is committed to creating a safe, orderly environment for students and staff. Principals are authorized and responsible for investigating conduct that may violate board policies, school standards or rules.

All employees and students, including students alleged to have engaged in misconduct, are expected to respond fully and truthfully to any questions or issues raised in the course of the investigation and any other related proceedings.

Any student who violates board policy or school standards or rules must accept the consequences for the misbehavior. In administering consequences, all students are to be treated in accordance with accepted standards of fairness and constitutional rights.

The school administrator will take the following steps in addressing all cases of alleged misbehavior appropriately referred to his or her office:

1. Investigate the facts and circumstances related to the alleged misbehavior;
2. Offer the student an opportunity to be heard on the matter; and
3. Determine whether board policy or school standards or rules have been violated.

If a violation has occurred, the school administrator is to implement an appropriate consequence in accordance with the school's plan for managing student behavior, the Code of Student Conduct or applicable board policy. Parents or guardians are to be notified and involved in accordance with board policy 4341 (Parental Involvement in Student Behavior Issues).

Where the misbehavior may result in suspension or expulsion from school, procedures provided in related board policies also will apply. See policy 4351, Short-Term Suspension, and policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion.

A child with disabilities recognized by Section 504 of the 1973 Rehabilitation Act or the Individuals with Disabilities Education Act (IDEA) will be accorded all rights granted by federal and state laws and regulations (see policy 4307, Disciplinary Action for Exceptional Children/Students with Disabilities).

Legal References: Americans with Disabilities Act, 42 U.S.C. 12131 *et seq.*, 28 C.F.R. pt. 35; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 115C art. 9; 115C-47, -288, -390.4, -390.5, -390.6, -390.7, -390.8, -390.10, -390.11; *Policies Governing Services*

for Children with Disabilities, State Board of Education Policy GCS-D-000

Cross References: School Plan for Management of Student Behavior (policy 4302), Parental Involvement in Student Behavior Issues (policy 4341), Student Searches (policy 4342), Short-Term Suspension (policy 4351), Long-Term Suspension, 365 Days Suspension, Expulsion (policy 4353)

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

Updated: May 11, 2000, March 12, 2009

Administrative Procedure: None

A. RETENTION OF RECORDS AND REPORT OF DATA

The principal shall retain in each student's file, either in paper or electronic form, all records related to violations of board policies, the Code of Student Conduct, school standards or school rules.

As required by law, the superintendent shall maintain the following data on each student who was suspended for more than 10 days, reassigned for disciplinary reasons or expelled: race, gender, age, grade level, ethnicity, disability status, type of incident or offense, duration of the suspension, whether alternative education services were provided, and whether the student had multiple suspensions in that academic year.

As secretary to the board, the superintendent also shall maintain records from the board's considerations of 365-day suspensions and expulsions and any readmission reconsiderations of 365-day suspensions and expulsions.

The superintendent shall ensure that data on disciplinary incidents is reported using the North Carolina Window on Education (NC WISE) system in accordance with State Board of Education policies and procedures.

B. DISCLOSURE OF RECORDS

Confidential student records concerning conduct that posed a significant safety risk to the student or others in the school community may be disclosed to teachers and school officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student.

C. REMOVAL OF RECORDS

1. End of Year Removal

The following types of discipline records may not be removed from student records, electronic files and databases at the end of the school year:

- a. notice of any suspension for a period of more than 10 days and the record of the conduct for which the student was suspended;
- b. notice of any expulsion under G.S. 115C-390.11 and the record of the conduct for which the student was expelled; and
- c. any records (including of in-school suspensions or short-term suspensions) that need to be maintained in order to be able to serve the student appropriately or to protect the safety of others.

2. Expunging Records

The superintendent or designee shall expunge any record of suspension for a period of more than 10 days or expulsion if the following criteria are met:

- a. a request that the record be expunged is made to the superintendent or designee by the student's parent or guardian, or by the student if the student is at least 16 years old or is emancipated;
- b. the student either graduates from high school or is not suspended or expelled again during the two-year period commencing on the date of the student's return to school after the expulsion or suspension; and
- c. the superintendent or designee determines that the maintenance of the record is no longer needed to adequately serve the child or to maintain safe and orderly schools.

In addition, the superintendent may expunge any notice of suspension or expulsion from a student's official record provided that criteria b. and c. above are met.

This section is not intended to limit parents' right to request removal of information from a student's record under policy 4700, Student Records.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g(h), 34 C.F.R. 99.31, 99.36; G.S. 115C-47, -276(r), -390.4, -390.7, -390.8, -390.10, -390.11, -390.12, -402

Cross References: Theft, Trespass and Damage to Property (policy 4330), Assaults, Threats and Harassment (policy 4331), Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353), Student Records (policy 4700)

Other References: *North Carolina Discipline Data Reporting Procedures*, N.C. Department of Public Instruction Program Monitoring and Support Division (March 2011)

Adopted:

SHORT-TERM SUSPENSION

Policy Code:

4351

A short-term suspension is the disciplinary exclusion of a student from attending his or her assigned school for up to 10 school days. A short-term suspension does not include (1) the removal of a student from class by the classroom teacher, the principal or other authorized school personnel for the remainder of the subject period or for less than one-half of the school day or (2) the changing of a student's location to another room or place on the school premises. A student who is placed on a short-term suspension will not be permitted to be on school property or to take part in any school function during the period of suspension without prior approval from the principal.

The principal or designee has the authority to determine when a short-term suspension is an appropriate consequence and to impose the suspension, so long as all relevant board policies are followed.

In accordance with G.S. 115C-390.6(e) and 115C-45(c)(1), a student is not entitled to appeal the principal's decision to impose a short-term suspension to either the superintendent or the board unless it is appealable on some other basis.

A. PRE-SUSPENSION RIGHTS OF THE STUDENT

Except in the circumstances described below, a student must be provided with an opportunity for an informal hearing with the principal before a short-term suspension is imposed. The principal may hold the hearing immediately after giving the student oral or written notice of the charges against him or her. At the informal hearing, the student has the right to be present, to be informed of the charges and the basis for the accusations against him or her, and to make statements in defense or mitigation of the charges.

The principal may impose a short-term suspension without first providing the student with an opportunity for a hearing if the presence of the student (1) creates a direct and immediate threat to the safety of other students or staff or (2) substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school. In such cases, the principal shall give the student notice of the charges and an opportunity for an informal hearing as soon as practicable.

B. STUDENT RIGHTS DURING THE SUSPENSION

A student under a short-term suspension must be provided with the following:

1. the opportunity to take textbooks home for the duration of the suspension;
2. upon request, the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connection with such assignments; and

3. the opportunity to take any quarterly, semester or grading period examinations missed during the suspension period.

C. NOTICE TO PARENT OR GUARDIAN

When imposing a short-term suspension, the principal or designee shall provide the student's parent or guardian with notice that includes the reason for the suspension and a description of the student conduct upon which the suspension is based. The principal or designee must give this notice by the end of the workday during which the suspension is imposed when reasonably possible, but in no event more than two days after the suspension is imposed. If English is the second language of the parent, the notice must be provided in English and in the parent's primary language, when the appropriate foreign language resources are readily available. Both versions must be in plain language and easily understandable.

The initial notice may be by telephone, but it must be followed by timely written notice. The written notice must include all of the information listed above and may be sent by fax, e-mail or any other method reasonably designed to give actual notice. School officials also shall maintain a copy of the written notice in the student's educational record.

Multiple short-term suspensions for a student with disabilities will be addressed in accordance with the *Policies Governing Services for Children with Disabilities* and other applicable state and federal law.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12131 *et seq.*, 28 C.F.R. pt. 35; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 115C art. 9; 115C-45 (c); 115C-47, -276(r), -288, -307, -390.1, -390.2, -390.5, -390.6; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy GCS-D-000

Cross References: School Safety (policy 1510/4200/270), School Plan for Management of Student Behavior (policy 4302), School-Level Investigations (policy 4340), Parental Involvement in Student Behavior Issues (policy 4341), Removal of Student During the Day (policy 4352)

Adopted:

The principal is authorized to impose out-of-school short-term suspensions from school in accordance with board policy.

The principal may remove a student from school grounds who has been suspended during the school day, under any of the following circumstances:

1. the parent or guardian is notified and the parent or guardian is able to make arrangements for the student to leave the school or agrees to the student using public transportation or driving himself or herself home; or
2. the parent or guardian is notified and is available to receive the child and the school is able to provide transportation from the school to the home; or
3. the principal involves law enforcement in the removal of the student from school grounds because removal is necessary to provide a safe, orderly school environment.

If none of these circumstances exist, the suspension will begin on the next school day.

Legal References: G.S. 115C-47, -288, -390, -390.3, -390.5, -391.1

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

Administrative Procedure: None

School/Location	Date	Event	Time
COBR	Monday, October 10, 2011	PTO/PTA President's Round Table	6:30pm
AHS/Lee J Stone Stadium	Tuesday, October 11, 2011	Powder Puff Football game	7:30pm
AHS/PAC	Thursday, October 13, 2011	AHS Chorus Concert	7:00pm
PDC	Thursday, October 13, 2011	Board of Education Meeting	7:30pm
AHS/Lee J Stone Stadium	Friday, October 14, 2011	AHS vs. Ledford Senior High School (Homecoming)	7:30pm
AHS	Monday, October 17, 2011	Report Card Pick Up	3:45-7:00pm
SAMS	Monday, October 17, 2011	Report Card Pick Up	4:30-6:30pm
NAMS/Theatre	Monday, October 17, 2011	Standards Based Education presentation followed by Rpt. Card P.U.	6:00-7:30pm
PDC	Tuesday, October 18, 2011	SES Provider Fair	5:30-6:30pm
AHS/Lee J Stone Stadium	Friday, October 21, 2011	AHS vs. Southwestern Randolph High School (Senior Night)	7:30pm
BAL	Monday, October 24, 2011	Parent Meeting w/Dr. Frost and BOE	5:30pm
AHS/PAC	Tuesday, October 25, 2011	BANDORAMA	7:30pm
NAMS	Thursday, November 03, 2011	Parent Meeting w/Dr. Frost and BOE	6:00pm
AHS/PAC	November 3-6, 2011	PSP- One act versions of <i>Of Mice and Men</i> and <i>Steel Magnolias</i>	7:30pm/2:30pm
PDC	Thursday, November 10, 2011	Board of Education Meeting	7:30pm
	November 13-19, 2011	American Education Week	
PDC	Monday, November 14, 2011	FAN workshop for 6-12 parents	6:30pm
Koury Center	November 14-16, 2011	NCSBA Annual Conference	
		2nd six week Report Cards goes home	
PDC	Wednesday, December 07, 2011	Student Advisory Council Breakfast	7:30am
DLL	Wednesday, December 07, 2011	Senior Holiday Lunch	12noon
AHS/PAC	Thursday, December 08, 2011	AHS Chorus Concert	7:30pm
AHS/PAC	Thursday, December 08, 2011	Board of Education Meeting	7:30pm
AHS/PAC	Tuesday, December 13, 2011	Middle School Band Concert	7:30pm
AHS/PAC	Thursday, December 15, 2011	High School Band Concert	7:30pm
AHS/PAC	Tuesday, December 20, 2011	AHS Jazz and Percussion Concert	7:30pm
PDC	Wednesday, December 21, 2011	Superintendent's Holiday Luncheon	11:30am to 1:00pm



Points of Pride

October 13, 2011



Student Achievements:

- Over 100 students at Loflin completed the Summer Reading Challenge
- Six AHS students attended the Middle Level Student Council district meeting
- Fourteen students selected for the Superintendent's Student Advisory Council
- Dave Beitzel, AHS, selected to perform in the Macy's Thanksgiving Day Parade
- Golden Leaf after school enrichment held at SAMS and NAMS

Staff Recognitions:

- New employee reception held
- David Burden, LP, voted favorite teacher; Rebecca Kidd, CWM, Steve Luck, AHS, and Cheryl Perkins, CWM, tied for second place in the Courier-Tribune's Reader's Choice
- Julie Brady, McCrary, ASC Principal of the Year
- Barry Barber, North Carolina NOW interview on technology
- Dr. Frost, Regional Superintendent of the Year
- Jennifer Miller, SAMS, inspiring student recognition by Elmer's Products
- Dr. Tim Allgood, UNC-G Distinguished Alumni Award; EOP District 7 Administrator of the Year

Parent Involvement:

- BOE Goal update meetings held for parents at Donna Lee Loflin, Charles W. McCrary, Guy B. Teachey and South Asheboro Middle School
- Book Fair held at Charles W. McCrary
- FAN Workshop - Supporting your K-5 student in a 21st Century learning environment
- Various curriculum nights held across the district

Events bringing community into our schools:

- AHS Hall of Fame induction
- AHS Chorus Concert
- Volunteer training held at McCrary

Asheboro City Schools Strategic Plan Milestones

2011-2012

GOAL 1: Asheboro City Schools will produce globally competitive students.

1. Every student graduates college and career ready.

- Graduation rate for 5-year cohort at 82% or better.
- 75% or more of students demonstrate proficiency on Algebra I and Biology EOC exams.

2. Every student uses technology to access and demonstrate new knowledge and skills.

- Implement “Technology in Learning Fair” to showcase student and faculty projects.
Marty Williams and Cheryl Perkins are leading this initiative. April 3, 2012, has been selected as the date for the technology fair.

3. Expand opportunities for and increase student access to small learning communities.

- Prepare for implementation of Health Sciences Small Learning Community in partnership with Randolph Community College.

4. Increase the number of students reading on grade level by Grade 3 to 64%.

A team led by Wendy Rich is gathering input from teachers about what is going well with our Balanced Literacy program and areas needing further development. Very productive full day site visits have occurred this month at Lindley Park School and Teachey School.

Janice Kite is providing additional curriculum and instructional support in literacy at Balfour School. McCrary has the benefit of a DPI instructional coach with great expertise in literacy assisting them with ongoing professional development and curriculum planning. Our three instructional facilitators (Joel McCloskey, Sharon Frost, and Missi Foster) are also providing targeted professional development and planning support for literacy at all five elementary schools.

5. All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.

- Use DPI individual growth model to determine percent of students demonstrating academic growth in reading and mathematics in grades 3-8.
The Administrative Team participated in professional development on September 14 on using EVAAS data to evaluate student growth and growth potential. The session was very informative.
- Implement CASE21 benchmark assessments.

6. Implement innovative after school enrichment and intervention programs.

- Continue before and after school enrichment programs.

7. Establish a rigorous and relevant CTE program.

- Implement CTE strategic plan.

New courses in CTE are proposed for second semester that are consistent with the ACS CTE Local Plan. These courses are Computer Programming I and CTE Internship.

Offering Computer Programming 1 will allow the AHS Business, Finance & IT teacher to participate in a state wide pilot of the course connecting with BFIT educators across the state. It is an important foundation course for students who have completed Microsoft IT Academy and Multimedia & Webpage Design courses.

The CTE Internship will provide the opportunity for students to work with

- the CTE webmaster to maintain an engaging CTE website for students and the community
- receive training from and work alongside technology support personnel to provide assistance to students and staff through the help desk.

GOAL 2: Asheboro City Schools will be led by 21st century professionals.

1. Every teacher and administrator will have the skills to deliver 21st century content in a 21st century context with 21st century tools and technology that guarantee student learning.

- Professional development focus areas: Literacy across the curriculum; Common Core state standards

Each school is preparing their continuous improvement plan to support our focus on literacy across the curriculum.

Our Common Core team has launched the first of three professional development online modules. All teachers and staff are organized in professional learning groups for discussion and reflection on our learning. Three DPI modules will be completed this fall: *A Call for Change*, *Understanding the New Standards*, and *Revised Bloom's Taxonomy*.

2. Every teacher and administrator will use a 21st century assessment system to guide instruction and measure 21st century knowledge, skills, performance, and dispositions.

- Continue to use and refine formative assessments (NC FALCON), including performance assessments.
- Encourage student-led conferences.
- Implement and refine RTI (Response to Instruction) in grades 6-12.

- Continue to develop and expand standards-based grading practices.

3. Build leadership skills and capacity among all teachers and administrators, improve professional practice, and develop a culture of shared accountability and responsibility for the success of the district.

- Continue Teacher Leadership Academy for cohort #2.
- Implement new teacher evaluation system with appropriate refinements and state requirements.
- Teachers will participate, plan, and lead professional learning communities (collaborative conversations).

GOAL 3: Asheboro City Schools will provide a safe and nurturing learning environment.

1. Every learning environment will be safe, inviting, respectful, supportive, inclusive, and flexible for student success.

- All schools will complete Level 2 Positive Behavior Support Training and score > 80 on the school inventory.

2. Every school provides an environment in which each child has positive, nurturing relationships with caring adults.

- Pursue GEAR UP grant.

We are disappointed to learn last week that we did not receive the federal GEAR UP grant.

- Every student has a caring adult among the staff and every student's passion is known by the caring adult.

3. Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.

- Each school certified by Healthier U.S. School Challenge at Bronze, Silver, or Gold level.

4. Every school focuses on developing strong student character, personal responsibility, and community/world involvement.

- Each school conducts at least one service and/or academic project with community or global connections.

GOAL 4: Asheboro City Schools will collaborate with parents, community, and higher education partners to promote student success.

1. Provide web based parent portal to access grades, attendance, and other student data.

- Implement parent portal.

The Parent Assist portal is ready to launch at AHS. Parents will receive information about this at Open House/Report Card pickup.

2. Increase communication and outreach to parents.

- Expand use of social media to school sites.
- Increase number of home visits.

3. Collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students and staff.

- Continue partnership with High Point University for Masters in School Administration cohort.
- Continue partnerships with UNCG, including new Core Math project with McCrary School.
- Continue and expand RCC partnerships for Huskins, College Transfer, and Learn and Earn courses for AHS students.
- Collaborate with new STEM partners to enhance teacher and administrator capacity to prepare students for STEM careers (e.g., Golden Leaf Foundation project “STEM Stars” and new TAP grant with Jeane Joyner).

4. Expand parent education opportunities through Family Alliance Network (FAN).

- Encourage expansion of wireless access in Asheboro.
- Hold at least 3 community FAN workshops.

Our first FAN workshop was held Monday, October 3. Approximately 35 parents participated and learned about specific strategies to help their child with reading and writing. Take-home materials were provided, and parents were very complimentary about the value of the workshop.

GOAL 5: Asheboro City Schools facilities will be a point of pride.

1. Implement long range facilities plan.

- Continue to implement long range facility plans as funds permit.

An ad hoc committee of the Board met on Tuesday, October 4, to discuss various solutions for ECDC. Before the next meeting, further information will be gathered on the cost of demolition and the options for selling the building.