

**ASHEBORO CITY BOARD OF EDUCATION**  
**June 14, 2012**  
**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. Moment of Silence
- C. Pledge of Allegiance – Jane Redding
- \*D. Approval of Agenda

**II. Special Recognition and Presentations**

- A. Suzanne Benhart, Central District Bandmasters' Association Band Director of the Year for 2012-2013
- B. Classified Employee of the Year
- C. Instructional Assistant of the Year
- D. Daniel Brantley, Asheboro High School NCHSAA 3A Individual Golf Champion

**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 – May 10, 2012, and May 31, 2012
- B. Discard Items
- C. 2012-2013 Continuing Budget Resolution
- D. 2012-2013 Payroll Calendar
- E. Budget Amendment: CN-01
- F. Personnel

**V. Information, Reports and Recommendations**

- A. Continuous Improvement Performance Plan Data 2010-2011 (Exceptional Children's Program)
- B. Policies
  - Policy 1300 – Governing Principle-Parent Involvement
  - Policy 1400 – Governing Principle-School Initiatives
  - Policy 1500 – Governing Principle-Safe, Orderly and Inviting Environment
  - Policy 1600 – Governing Principle-Professional Development
  - Policy 1700 – Governing Principle-Removal of Barriers
  - Policy 1742/5060 – Responding to Complaints
  - Policy 1800 – Governing Principle-Stewardship of Resources
  - Policy 1000 – Legal Status of the Board and the School District
  - Policy 1520 – Identification Card System

- Policy 1100 – Governing Principles
- Policy 1740/4010 – Student and Parent Grievance Procedure
- Policy 1750/7220 – Grievance Procedure for Employees
- Policy 1760/7280 – Prohibition Against Retaliation

**VI. Action Items**

**\*A. Policies**

- Policy 3430 – School Improvement Plan
- Policy 1010 – Board Authority and Duties
- Policy 2123 – Board Member Opportunities for Development
- Policy 4150 – School Assignment
- Policy 4155 – Assignment to Classes
- Policy 4600 – Student Fees
- Policy 5030 – Community Use of Facilities
- Policy 7100 – Recruitment and Selection of Personnel
- Policy 7425 – School Administrator Contracts
- Policy 7500 – Workday and Overtime
- Policy 7540 – Voluntary Shared Leave
- Policy 8000 – Fiscal Goals
- Policy 8340 – Insurance
- Policy 9000 – Planning to Address Facility Needs

**\*B. Personnel Recommendation – Career Status**

**\*C. 2012-2013 Career Technical Education Local Plan**

**\*D. Middle School Course Approval Request**

**\*E. Graduation Guarantee**

**\*F. Child Nutrition Update and Lunch Price Increase**

**VII. Superintendent's Report/Calendar of Events**

- Calendar of Events
- Points of Pride
- 2011-12 Board Goals/Annual Milestones

**VIII. Board Operations**

**A. Important Dates to Remember:**

- County Commissioners' Meeting – Monday, June 18, 2012, 6:00 p.m.
- Legislative Issues Board Retreat – Thursday, June 21, 2012, 5:30 – 8:30 p.m., Professional Development Center
- Annual Board Goals – June 25, 2012, 5:30 – 8:30 p.m., Professional Development Center
- Board of Education Meeting – July 12, 2012, Professional Development Center

**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**  
**June 14, 2012**  
**7:30 p.m.**  
**Asheboro High School**  
**Professional Development Center**

**Addendum**

- I. **Opening**
  
- II. **Special Recognition and Presentations**
  - B. Classified Employee of the Year, Marcella Brittain, Lindley Park Elementary
  - C. Instructional Assistant of the Year, Felecia Foster, Balfour Elementary
  
- IV. **\*Consent Agenda**
  - F. Personnel
  - G. Revised Pay Date – June 2012 and June 2013
  
- VI. **Action Items**
  - \*F. Child Nutrition Update and Lunch Price Increase (Updated)
  
- IX. **Adjournment**

**Mission Statement**

**We are committed to providing quality learning opportunities for all students in a safe and inviting environment so that our students can become successful lifelong learners, prepared for 21<sup>st</sup> century global citizenship.**

## **Minutes of the Asheboro City Board of Education**

**May 10, 2012**

### **Policy Committee**

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

Jane Redding	Gustavo Agudelo	Steve Jones
Chris Yow	Phillip Cheek	

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

Mr. Yow called the meeting to order at 6:00 PM and Dr. Frick began review of the agenda.

- Policy 1000 – Legal Status of the Board and School District
  - Review only – no revisions needed
- Policy 1100 – Governing Principles
  - Minor wording changes based on SBA
- The following policies all had minor updates and revisions:
  - Policy 1300 – Governing Principle – Parent Involvement
  - Policy 1400 – Governing Principle – School Initiatives
  - Policy 1500 – Governing Principle – Safe, Orderly and Inviting Environment
  - Policy 1600 – Governing Principle – Professional Development
  - Policy 1700 – Governing Principle – Removal of Barriers
  - Policy 1800 – Governing Principle – Stewardship of Resources
- Policy 1520 – Identification Card System
  - Review only – no revisions needed
- Policy 1740/4010 – Student and Parent Grievance Procedure
  - Minor edits to definitions section including addition of “final administrative decision” section. Additions to grievance process and a section for discretionary appeals were added.
- Policy 1742/5060 – Responding to Complaints
  - Review and technical updates
- Policy 1750/7220 – Grievance Procedure for Employees
  - Reviewed with committee and minor updates to match current practices
- Policy 1760/7280 – Prohibition Against Retaliation
  - Additions and revisions per SBA policy

All policies will go to the Board in June for 30-day review.

With no further business, the meeting was adjourned at 6:40 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:

Kelly Harris, Chairman  
Joyce Harrington  
Gidget Kidd

Kyle Lamb  
Jane Redding

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

The meeting was called to order and Mike Mize presented information about the Early Childhood Development Center asbestos removal and demolition bids. Mr. Blair reviewed information regarding budget amendments CO-03 and LG-02 and the revised application for the Guy B. Teachey Roofing Project. Mr. Blair then presented the amendment with Sodexo to allow the Seamless Summer Option feeding program to be offered during the summer of 2012.

There being no further business, the meeting adjourned at 7:10 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:

Jane Redding, Chairman  
Kyle Lamb  
Dr. Kelly Harris  
Chris Yow  
Gidget Kidd

Gustavo Agudelo  
Archie Priest  
Joyce Harrington  
Phillip Cheek  
Steve Jones

Archie Smith, Jr., Attorney

Board member absent was Linda Cranford.

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, and Julie Pack.

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

Following a moment of silence led by Chairman Redding, Donyea Gladden, 5<sup>th</sup> grade student from Teachey Elementary, led the pledge of allegiance.

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

### Special Recognition and Presentations

Carla Freemyer recognized the Asheboro Kiwanis Club for their support of Guy B. Teachey Elementary School through their Terrific Kids program. Terrific Kids is a student recognition program that promotes character development, self-esteem, and perseverance.

Brian Saunders, Principal of Guy B. Teachey School, introduced the Leadership Team of the school and introduced several strategic school partners that have contributed to Teachey School's success this year: Margie Trogdon from Trogdon's Day Care; Tim Womick from TREESNC; Todd Trotter, PTO president; and Pastor Moses from Foster Street Wesleyan Church have all helped to shape a renewed culture of high expectations and collaboration at Guy B. Teachey Elementary. A short video that showed various projects and expressing thanks to the community partners was shown.

Superintendent Diane Frost and Chairman Redding introduced and recognized the 2012-2013 Teacher of the Year school level winners including: Sharon Andrews, Guy B. Teachey; Suzanne Benhart, Asheboro High School; Susan Butler, South Asheboro Middle; Julia Bynum, North Asheboro Middle; Tiffany Cooper, Lindley Park; Tracey Foscue, Charles W. McCrary; Laurie Johnson, Donna Lee Loflin; Reagina Roberson, Balfour; and Tracy Sims, Early Childhood Development Center.

Dr. Tim Allgood recognized this year's Apple of Excellence award recipient, Valerie Campbell, second grade teacher at Guy B. Teachey School. The Apple of Excellence award is presented annually in special recognition of outstanding performance by a beginning teacher.

Julie Pack presented Michael Hynd, math teacher at South Asheboro Middle School, with a certificate recognizing his selection as Asheboro City Schools' North Carolina Council of Teachers of Mathematics Secondary Math Teacher of the Year.

Superintendent Diane Frost gave a review of the Teacher Leadership Academy, Cohort 2, for school year 2011-2012. It was a very good academy with outstanding projects from the participants. Megan Smith from Lindley Park, Colleen Stanley from Lindley Park, and Helena Thomas from South Asheboro Middle School shared with the Board their reflections, projects, and what they learned from participating in the Teacher Leadership Academy.

### **Public Comments**

Chairman Redding opened the floor to public comments. Jennifer Cole and Anthony Bare appeared before the Board to ask for another opportunity for Balfour School alumni and community members to tour the building. The Board was also asked to investigate if items can be salvaged and auctioned.

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

### **Consent Agenda**

The following items under the Consent Agenda were approved:

*\*Approval of Minutes – April 19, 2012, and April 26, 2012*

*\*HOSA Field Trip, Asheboro High School– (A copy of this field trip request will become a part of these minutes.)*

*\*Budget Amendments CO-03 and LG-02 – (A copy of Budget Amendments CO-03 and LG-02 will become a part of these minutes.)*

*\*Lottery Application Guy B. Teachey Roofing Project (Revised) – (A copy of the revised GBT Roofing Project lottery application will become a part of these minutes.)*

*\*Personnel*

### **Recommended for Continued Employment-Probationary Status Tenure Track**

#### **Name**

#### **Subject Area**

#### **Balfour School**

Bartlett, Sarah

1<sup>st</sup> Grade

Belpasso, Ashley	Special Education
Cook, Elizabeth	Kindergarten
Hanson, Rebekah	5 <sup>th</sup> Grade
Howell, Myra	2 <sup>nd</sup> Grade
Isley, Phillip	4 <sup>th</sup> Grade
Kessler, Sarah	3 <sup>rd</sup> Grade
Kilby, Kelley	4 <sup>th</sup> Grade
Kiser, Alisha	Kindergarten
Larson, Matthew	Physical Education
Maness, Molly	1 <sup>st</sup> Grade
Perkins, Sarah	1 <sup>st</sup> Grade
Race, Michelle	3 <sup>rd</sup> Grade
Skoglund, Melissa	Special Education
Speer, Jennifer	2nd Grade
Tonkin, Sarah	5th Grade
Watson, Toshia	1st Grade
Williams, Mark	ESL

**Name**

**Charles W. McCrary School**

Chriscoe, Charity	3 <sup>rd</sup> Grade
Espada, Michelle	ESL
Hardin, Kristen	1 <sup>st</sup> Grade
Hatcher, Julie	5 <sup>th</sup> Grade
Payne, Laura	Music
Taylor, Marian	4 <sup>th</sup> Grade
Wilkie, Dana	Special Education

**Name**

**Donna Lee Loflin School**

Cabiness, Donna	Guidance
Carr, Heather	3 <sup>rd</sup> Grade
Feary, Colleen	Kindergarten
Grady, Natalie	1 <sup>st</sup> Grade
Gravett, Jaclyn	1 <sup>st</sup> Grade
Joyce, Meghan	3 <sup>rd</sup> Grade
Kern, Ella	2 <sup>nd</sup> Grade
Lyons, Deanna	1 <sup>st</sup> Grade
Singleton, Megan	4 <sup>th</sup> Grade
Smith, Ashley	1 <sup>st</sup> Grade
Stefan, Re' Ann	5 <sup>th</sup> Grade

**Name**

**Early childhood Development Center**

Lawrence-Smith, Venise	Pre-Kindergarten
Prohoniak, Melanie	Pre-Kindergarten

**Name**

**Guy B. Teachey School**

Baird, Lauren	Kindergarten
Beck, Margaret	Kindergarten
Campbell, Valerie	1 <sup>st</sup> Grade
Dreyer, Emily	5 <sup>th</sup> Grade
Lawton, Hannah	4 <sup>th</sup> Grade

**Subject Area**

**Subject Area**

**Subject Area**

**Subject Area**

Lloyd, Shelby	2 <sup>nd</sup> Grade
Nixon, Denise	2 <sup>nd</sup> Grade
Spangler, Elizabeth	3 <sup>rd</sup> Grade
Stines, Dubraska	ESL
Wells, Stephanie	Art
Westbrook, Jennine	4 <sup>th</sup> Grade
<b><u>Name</u></b>	<b><u>Subject Area</u></b>
<b><u>Lindley Park School</u></b>	
Aguero, Carolina	ESL
Allred, Kristi	Kindergarten
Brown, Ashley	1st Grade
Burden, David	4th Grade
Harris, Sheri	3rd Grade
Rush, Caroline	5th Grade
Skeen, Jodi	Speech Language
Smith, Helen	1st Grade

<b><u>Name</u></b>	<b><u>Subject Area</u></b>
<b><u>North Asheboro Middle School</u></b>	
Brice, Olivia	Language Arts
Collins, Chandra	Language Arts
Gibbs, Ryan	Social Studies
Hicks, Amanda	Science
Name	Subject Area
Jones, Brenda	Language Arts
Matthews, Teresa	Business Education
McKinnon, Leslie	Special Education
Paden, Megan	Mathematics
Van Kirk, Yvonne	ESL
Wolfe, Meredith	Language Arts
Yungeberg, Alison	Language Arts

<b><u>Name</u></b>	<b><u>Subject Area</u></b>
<b><u>South Asheboro Middle School</u></b>	
Beck, Donna	ESL
Cagle, Frank	Mathematics
Clarett, Adriane	Science
Clow, Kristin	Language Arts
Cope, Jaimie	Art
Curry, Melissa	Language Arts
Dykstra, Heather	Special Education
Everett, Elizabeth	Language Arts
Flow, William	Language Arts
Hildreth, Misty	Science
King, Kathleen	Music
Marinucci, Rachel	Special Education
Murray, April	Spanish
Runnfeldt, Kristen	Mathematics
Salamone, Jennifer	Mathematics
Thomas, Helena	Mathematics
Toscano, Kristen	Special Education
<b><u>Name</u></b>	<b><u>Subject Area</u></b>



**Asheboro High School**

Applegate, Tamara	Mathematics
Brewer, Jordan Blake	Physical Education
Bunch, Kateland	Social Studies
Church, Leigh Ann	FACS
Dillion, Jonathan	English
Dozier, Angela	English
Ellington, Chad	Social Studies
Fitch, Cameron	Special Education
Leonard, Travis	Technology
Mimm, Ann	Mathematics
Owens, Jonathan	Special Education
Parrish, David	English
Phillips, John	Mathematics
Renne, Michael	Business Education
Seabrease, Zack	Science
Silva, Zulema	Spanish
Washington, Rhonda	Science

**Recommended for Continued Employment-Probationary Status Non-Tenure Track**

<b><u>Name</u></b>	<b><u>Subject Area</u></b>
<b><u>Charles W. McCrary School</u></b>	
Wyatt, Kimberly	Art
<b><u>Donna Lee Loflin School</u></b>	
Gavin, Roberta	Media
<b><u>Lindley Park School</u></b>	
Neal, Heather	ESL
<b><u>Early childhood Development Center</u></b>	
Watts, Amber	Pre-Kindergarten
<b><u>South Asheboro Middle School</u></b>	
Dawson, Julia	Media
Kingston, Christopher	Special Education
<b><u>Asheboro High School</u></b>	
Heckethorn, Ben	Social Studies
Hurley, Lori	FACS
Lewis, Kimberly	Health Occupations
Patterson, Matthew	Special Education
Smith, Chameeka	Business
Thompson, Amanda	Special Education

**RESIGNATIONS/RETIREMENTS/SEPARATIONS**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Effective</u></b>
Aldrich, Kimberly	AHS/Social Studies	6/8/12
Buckner, Lynn	GBT/2 <sup>nd</sup> Grade	6/12/12
Britt, Faye	AHS/FACS	6/12/12
Carroll, Aileene	AHS/Mathematics	6/12/12
Chandler, Natasha	NAMS/Mathematics	6/12/12
Davidson, Patricia	SAMS/Special Ed.	6/12/12
Davis, Benjamin	AHS/JROTC	7/31/12
Fitch, Carolyn	AHS/Guidance	6/30/12
Garner, Hilda	CWM/ESL	6/12/12

Johnson, Alice	GBT/3 <sup>rd</sup> Grade	6/12/12
King, Gayle	AHS/Art	6/12/12
Meyer, William	SAMS/Business Ed.	6/12/12
Pledger, John	AHS/Technology Ed.	6/12/12
Rios, Juan	AHS/ESL	6/12/12
Sawyer, Sharon	SAMS/Inst. Asst.	6/12/12
Soto, Emily	CWM/3 <sup>rd</sup> Grade	6/12/12
Everett, Elizabeth	SAMS/Language Arts	6/12/12
Neilson, Doris	NAMS. Inst. Asst.	6/12/12

### **APPOINTMENTS**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Effective</u></b>
Daniels, Sadie	NAMS/Mathematics	8/15/12
Gomez, Carlos	AHS/ESL	8/15/12
Grady, Lori	AHS/French	8/15/12
Higgs, Gayle	AHS/Counselor	8/15/12
Lopina, Matthew	AHS/Art	8/15/12
Moody, Kailey	DLL/Special Ed.	8/15/12
Stutzman, April	CO/Psychologist	8/15/12
Wilson, Elizabeth	AHS/Mathematics	8/15/12
Worstell, James	AHS/JROTC	TBS
Lucas, Debbie	AHS Custodial	6/1/12
Ivan, Joyce	Sub. - \$69.00 day	5/8/12
Stark, Timothy	Sub. - \$69.00 day	5/8/12

### **TRANSFERS**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Effective</u></b>
Faircloth, Joshua	SAMS/Social Studies to AHS/Social Studies	8/15/12
Smith, Amy	LP/4 <sup>th</sup> Grade to NAMS Mathematics	8/15/12

### **LEAVE OF ABSENCE**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Effective</u></b>
Richey, Melanie	NAMS/Mathematics	8/15/12 – 6/15/14
Aguero, Veronia	LP/ESL	8/15/12 – 6/11/13

\*2012-2017 Head Start Lease Agreement (A copy of the Head Start Lease Agreement will become a part of these minutes.)

\*Sodexo Amendment for Summer Feeding Program (A copy of Summer Feeding Program will become a part of these minutes.)

### **Information, Reports and Recommendations**

Architect John Sinnett presented an update on the building phases for the new building for the Early Childhood Development Center. There has been negotiation with the salvage company for bricks to be used in the new sign for the facility and the incorporation of an arch in the sign.

Dr. Tim Allgood, Assistant Superintendent of Human Resources, informed board members teachers eligible for Career Status were being presented for consideration with final approval being requested at the June meeting.

## Teachers Eligible for Career Status Consideration – June 2012

<u>Name</u>	<u>Subject Area</u>
<b><u>Balfour School</u></b>	
Dillion, Stacey	2 <sup>nd</sup> Grade
Hyatt, Pamela	5 <sup>th</sup> Grade
Hynd, Lesley	3 <sup>rd</sup> Grade
McCann, Ashley	Kindergarten
Tonkin, Sarah	5 <sup>th</sup> Grade
<b><u>Charles W. McCrary School</u></b>	
Chriscoe, Charity	3 <sup>rd</sup> Grade
Johnson, Kristin	4 <sup>th</sup> Grade
Soto, Emily	3 <sup>rd</sup> Grade
<b><u>Guy B. Teachey School</u></b>	
Havens, Ashley	1 <sup>st</sup> Grade
McBride, Julia Katherine	4 <sup>th</sup> Grade
Norris, Sammie	2 <sup>nd</sup> Grade
Prichard, Pamela	1 <sup>st</sup> Grade
<b><u>Lindley Park School</u></b>	
Burden, David	4 <sup>th</sup> Grade
Harvey, Katie	Kindergarten
Kearns, Beth	5 <sup>th</sup> Grade
Myers, Cynthia	1 <sup>st</sup> Grade
<b><u>Early Childhood Development Center</u></b>	
Federhart, Stacey	Pre-Kindergarten
Kidd, Amy	Hearing Impaired
<b><u>North Asheboro Middle School</u></b>	
Hussey, Makenzie	Language Arts
<b><u>South Asheboro Middle School</u></b>	
Hynd, Michael	Mathematics
Landis-Mullins, Kathleen	Science
<b><u>Asheboro High School</u></b>	
Hoover, Jennifer	English
Luck, Margaret	Special Education
Saunders, Kathleen	English
Stanich, Martin	ESL
Tune, D’Vera	Guidance

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

- Policy 3430 – School Improvement Plan
- Policy 1010 – Board Authority and Duties
- Policy 2123 – Board Member Opportunities for Development
- Policy 4150 – School Assignment
- Policy 4155 – Assignment to Classes
- Policy 4600 – Student Fees
- Policy 5030 – Community Use of Facilities
- Policy 7100 – Recruitment and Selection of Personnel
- Policy 7425 – School Administrator Contracts
- Policy 7500 – Workday and Overtime
- Policy 7540 – Voluntary Shared Leave
- Policy 8000 – Fiscal Goals

- Policy 8340 – Insurance
- Policy 9000 – Planning to Address Facility Needs

### **Action Items**

Following a 30-day review, a motion was made by Mr. Yow and seconded by Ms. Harrington, to approve the following board policies:

- Policy 1710/4021/7230 – Prohibition Against Discrimination, Harassment, and Bullying
- Policy 1720/4015/7225 – Discrimination, Harassment, Bullying, and Hazing Complaint Procedure
- Policy 1730/4022/7231 – Nondiscrimination of the Basis of Disabilities
- Policy 2342 – Voting Methods
- Policy 3000 – Goals and Objectives of the Educational Program
- Policy 4110 – Immunization and Health Requirements for School Admission
- Policy 6315 – Drivers
- Policy 6320 – Use of Student Transportation Services
- Policy 6321 – Bus Routes
- Policy 7405 – Extra-Curricular and Non-Instructional Duties

Board members unanimously approved the adoption of the above policies. (A copy of the policies will become a part of these minutes.)

A motion was made by Mr. Lamb, seconded by Mr. Priest, and the Board unanimously approved the recommendation to reappoint Mr. Curt Lorimer to another four-year term on the Randolph Community College Board of Trustees effective July 1, 2012.

Michael Mize, Director of Maintenance, presented the winning bid package for the asbestos abatement and demolition for the Early Childhood Development Center/Old Balfour School. The bid was for \$120,000. A motion was made by Mr. Jones, seconded by Mr. Lamb, and unanimously approved by the board to accept the bid submitted by D. H. Griffin. (A copy of the bid package will become a part of these minutes.)

### **Superintendent's Report/Calendar of Events**

Carla Freemyer reported on the Calendar of Events noting the following: AHS Showcase, May 22; Teacher of the Year Banquet, May 23; Senior Scholarship Night, May 30; Senior Project Night, May 31; Elementary and middle school awards programs; Retirement and Service Award Breakfast, June 11.

Ms. Freemyer reviewed the latest edition of Points of Pride highlighting the Expert Project Fair; The Secret Garden Production; Asheboro Alive and Well video competition; AAEO Administrator of the year winner, Dr. Diane Frost; ESL Parent Nights held at several schools; and Donna Lee Loflin's 75<sup>th</sup> birthday celebration.

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

Dr. Frost also announced there will be Tdap clinic at Balfour Elementary on Thursday, May 17, from 3:00 to 6:00 p.m. for employees due to the recent pertussis cases in the northern part of Randolph County. The vaccines are being provided at no cost.

### **Board Operations**

Steve Jones, Jane Redding, Gidget Kidd, and Superintendent Frost shared information on sessions they attended at the National School Boards Annual Conference held April 20-23, 2012.

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

- Teacher Appreciation Week, May 7-11, 2012
- Teacher of the Year Banquet – May 23, 2012, 6:00 p.m., Pinewood Country Club
- Budget Presentation to County Commissioners – May 29, 2012, 6:00 p.m.
- Senior Awards Night – Wednesday, May 30, 2012, 7:00 p.m.
- Baccalaureate – Sunday, June 3, 2012, 7:00 p.m.
- Graduation – Friday, June 8, 2012, 7:00 p.m.
- Summer Board Retreat – June 25, 2012, 5:30-8:30 p.m., PDC

**Adjournment**

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Cheek, and unanimously approved by the Board, to adjourn at 9:05 p.m.

\_\_\_\_\_  
Chairman

\_\_\_\_\_  
Secretary

**Minutes of the Asheboro City Board of Education**  
**May 31, 2012**  
**Special Session**  
**5:00 p.m.**

The Asheboro City Board of Education met in a special session at 5:00 p.m. in the Media Center at Asheboro High School with the following members present:

Jane Redding, Chair	Gustavo Agudelo
Gidget Kidd	Joyce Harrington
Linda Cranford	Kyle Lamb
Chris Yow	

Board members absent were Archie Priest, Jr., Phillip Cheek, Dr. Kelly Harris, and Steve Jones.

Staff members present were Dr. Diane Frost, Dr. Tim Allgood, Harold Blair, Carla Freemyer, and Pam Johnson.

Chairman Redding called the meeting to order and referred to Dr. Frost to begin the meeting.

Dr. Frost reviewed the resolution to seek intervention as a party in the pending litigation, North Carolina Learns, Inc., v. State Board of Education.

A motion was made by Linda Cranford and seconded by Gidget Kidd, and unanimously approved by the Board to adopt the resolution. (A copy of the resolution will become a part of these minutes.)

There being no further business a motion was made by Kyle Lamb, seconded by Linda Cranford, and unanimously approved by the board to adjourn at 5:05 p.m.

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Chairman

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Secretary



## **Asheboro City Schools 2012 - 2013 Interim Budget**

The Board approved the 2012-2013 budget request which was submitted to the Randolph County Board of Commissioners.

In accordance with G.S.115C-434, we recommend that the Board approve an amount equal to the 2011-2012 ending budget as an Interim Budget for 2012-2013.



# ASHEBORO CITY SCHOOLS

2012-2013

## SCHEDULED PAY DATES

<b>MID-MONTH PAYROLL</b> (10 Month hourly employees)	<b>END OF MONTH PAYROLL</b> (All employees except 10 month hourly.)
	July 31
	August 31
September 11	September 28
October 11	October 31
November 9	November 30
December 11	December 31
January 11	January 31
February 11	February 28
March 11	March 28
April 11	April 30
May 10	May 31
June 11	June 28

Budget Amendment  
Asheboro City Schools Administrative Unit  
Child Nutrition Fund

The Asheboro City Board of Education at a regular meeting on the 14th day of June 2012, 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>			
5.3815.035	USDA-Grants Regular	\$	100,000.00
			<u>100,000.00</u>
		\$	<u>100,000.00</u>
<u>EXPENDITURE</u>			
5.7200.035.	Food Service Expenses	\$	100,000.00
			<u>100,000.00</u>
		\$	<u>100,000.00</u>
Total Appropriation in Current Budget		\$	2,961,000.00
Total Increase/Decrease of above amendment			<u>100,000.00</u>
Total Appropriation in Current Amended Budget		\$	<u>3,061,000.00</u>

Passed by majority vote of the Board of Education of Asheboro City on the 14th day of June, 2012.

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Chairman, Board of Education

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Secretary

**Asheboro City Schools  
Personnel Transactions  
June 14, 2012**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Davis, Benjamin	AHS/JROTC (date amended)	6/30/12
Foxx, Shelia	BAL/Special Education	5/31/12
Furman, James	AHS/Latin	6/12/12
Hicks, Amanda	NAMS/Science	6/12/12
Jones, Brenda	NAMS/Language Arts	6/12/12
Morgan, Vicki	DLL/Kindergarten	6/12/12
Thompson, April	NAMS/Assistant Principal	7/21/12

**\*B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Allred, Kari	BAL-NAMS/ESL	8/15/12
Andrews, Laura	CWM/5 <sup>th</sup> Grade	8/15/12
Biaggi, Mary Ellen	CWM/English as a Second Language	8/15/12
Hall, Haven	NAMS/Biotechnology	8/15/12
Hayes, Krystle Michelle	AHS/English	8/15/12
Henderson, Katie	CWM/3 <sup>rd</sup> Grade	8/15/12
Hinch, Thomas	LP/4 <sup>th</sup> Grade	8/15/12
Johnson, Ebony	LP/4 <sup>th</sup> Grade	8/15/12
Kivett, Roger	DLL/Head Custodian	5/14/12
Peterson, Katherine	GBT	8/15/12
Porreca, Laura	BAL/Special Education	8/15/12
Przybylowski, Mary Jo	BAL/Second Grade	8/15/12
Ray, Crystal	DLL/Kindergarten	8/15/12
Roth, Brittany	GBT/5 <sup>th</sup> Grade	8/15/12
White, Elizabeth	LP/English as a Second Language	8/15/12
Worstell, James	AHS/JROTC	8/1/12

**\*C. LEAVE OF ABSENCE**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Marsh, Michelle	DLL/Instructional Assistant	8/22/12 to 12/14/12

**D. TRANSFERS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Frost, Sharon	CO/Instructional Facilitator to GBT/Kindergarten	8/15/12
Little, Tracy	ECDC/Pre-Kindergarten to BAL/Kindergarten	8/15/12
O'Briant, Lynda	NAMS/Business Education to AHS/Business Education	8/15/12

**Asheboro City Schools  
Personnel Transactions  
June 14, 2012**

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

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Cox, Sarah	LP/Kindergarten	6/12/12
Hyatt, Pamela	BAL/5 <sup>th</sup> Grade	6/12/12
Lamb, Kerri	CO/Lead Teacher Secondary Literacy	7/27/12
McDowell, Carol	LP/Instructional Assistant	6/12/12
Snotherly, Jill	GBT/Technology	6/12/12
Stone, Connie	NAMS/Science	6/12/12
Thomas, Helena	SAMS/Mathematics	6/12/12

**\*B. APPOINTMENTS**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Byrum, Georgia Ellen	AHS/Marketing	8/15/12
Mazur, Victoria	AHS/ESL	8/15/12
Moore, Sarah	LP/Kindergarten	8/15/12
Schlatterer, Sharon	NAMS/Special Education	8/15/12
Vea, John	NAMS/Science	8/15/12
Ward, Clyde	NAMS/Social Studies	8/15/12

**\*C. ADMINISTRATIVE CONTRACT**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Maerz, Drew	CO/Director of Testing and Accountability	TBD
Zehmer, Jessica Brooke	LP/Assistant Principal	7/24/12 to 6/30/14

**D. TRANSFER**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Norris, Sammie	GBT/2 <sup>nd</sup> Grade to SAMS/Science	8/15/12

**Asheboro City Schools  
Certified Appointments  
June 14, 2012**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Allred, Kari	Meredith College B: Spanish	ESL

A native of Liberty and graduate of Eastern Randolph, Kari Allred is recommended to teach English as a Second Language at Balfour and North Asheboro schools. Ms. Allred graduated in May from Meredith College, completing the prestigious Teaching Fellows program with student teaching at Brooks Museums Magnet Elementary in Wake County Schools. She visited ACS as a Teaching Fellow and decided at that time to pursue a teaching position here.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Andrews, Laura	Appalachian State University B: Elementary Education	Elementary Education

Laura Andrews, a "Blue Comet" graduate of Asheboro High School in 2008, is recommended to teach fifth grade at Charles W. McCrary School. Ms. Andrews completed student teaching in a fifth grade classroom at Cove Creek Elementary School in Watauga County. She is already involved in the National Council of Teachers of Mathematics and the North Carolina Science Teachers Association. Welcome home, Laura Andrews!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Biaggi, Mary Ellen	University of North Carolina – Chapel Hill B: French University of North Carolina – Greensboro M: English as a Second Language	ESL

Mary Ellen "Emmi" Biaggi is recommended to teach English as a Second Language at Charles McCrary School. A resident of Greensboro, Mrs. Biaggi completed recently a Master's degree program in teaching ESL. Her student teaching internship was completed at NAMS and Teachey schools, where she enjoyed co-teaching in all grades. Mrs. Biaggi has lived in France and Canada.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Hall, Haven	University of North Carolina – Greensboro B: Biology	Middle Grades Science Health Occupations

A Randolph County resident, Haven Hall is recommended to teach biotechnology at our middle schools. Mrs. Hall has eight years of teaching experience, all of them at Randleman Middle School where she has taught seventh and eighth grade science. She is excited about the opportunity to teach our new biotechnology course.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Hayes, Krystle Michelle	East Carolina University B: Political Science	English

A "Blue Comet" graduate of Asheboro High School in 2004, Krystle "Michelle" Hayes is recommended to teach English at Asheboro High School. Ms. Hayes has taught since 2008 at Southwestern Randolph High School, where she was recognized as the "Outstanding Young Educator of the Year." In addition to teaching she has coached track and cheerleading. Welcome home, Michelle Hayes!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Henderson, Katie	University of North Carolina – Greensboro B: Elementary Education	Elementary Education

Recommended to teach third grade at Charles W. McCrary School is Katie Henderson. Mrs. Henderson comes to ACS from Guilford County Schools where she has taught at Parkview Elementary for four years. She will graduate in August from NC A & T State University with a Master's degree in Reading Education.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Hinch, Thomas	University of North Carolina – Chapel Hill B: Elementary Education University of North Carolina – Greensboro M: Elementary Education	Elementary Education

Thomas Hinch is recommended to teach fourth grade at Lindley Park School. A veteran teacher with seven years of teaching experience, Mr. Hinch taught previously in Guilford County Schools, most recently at Sedgefield Elementary. He is eager to work in a smaller district and is excited about joining the staff at Lindley Park.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Johnson, Ebony	North Carolina A & T State University B: Elementary Education/Special Education	Elementary Education Special Education

A May 2012 graduate of North Carolina A & T State, Ebony Johnson is recommended to teach fourth grade at Lindley Park School. Ms. Johnson is a Durham native who completed her student teaching internship in Guilford County Schools at Irving Park Elementary, working in a third grade classroom and a special education resource classroom serving students in grades 2 through 5.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Peterson, Katherine	University of North Carolina – Greensboro B: Elementary Education	Elementary Education

Recommended to teach\_\_\_ grade at Guy B. Teachey School is Katherine "Katie" Peterson. Ms. Peterson is a native of Randolph County and graduate of Trinity High School. She graduated recently from UNC-G, after completing her student teaching internship in a first grade classroom at Trinity Elementary. She is a North Carolina Teaching Fellow who has experience as a Gear Up counselor.

<u><b>NAME</b></u>	<u><b>COLLEGE/DEGREE</b></u>	<u><b>LICENSURE</b></u>
Porreca, Laura	Bowling Green State (OH) University B: Education and Human Development	Special Education Reading

Laura Porreca is recommended to teach special education at Balfour School. Originally from Ohio, Ms. Porreca taught in a pre-school center before moving to North Carolina two years ago to teach in Alamance-Burlington schools. She has been teaching at Southern Alamance Middle School, focusing on language arts and reading instruction.

<u><b>NAME</b></u>	<u><b>COLLEGE/DEGREE</b></u>	<u><b>LICENSURE</b></u>
Przybylowski, Mary Jo	University of North Carolina – Greensboro B: Elementary Education	Elementary Education

A “Blue Comet” graduate of Asheboro High School in 1986, Mary Jo Przybylowski, is recommended to teach second grade at Balfour School. Ms. Przybylowski completed her student teaching internship in a first grade classroom at Hopewell Elementary in Randolph County Schools. For five years she worked as an assistant teacher at Randolph Community College, sparking her interest in a career in teaching. Welcome home, Mary Jo Przybylowski!

<u><b>NAME</b></u>	<u><b>COLLEGE/DEGREE</b></u>	<u><b>LICENSURE</b></u>
Ray, Crystal	University of Central Oklahoma B: Elementary Education	Elementary Education

Crystal Ray is recommended to teach kindergarten at Donna Lee Loflin School. Mrs. Ray is a veteran teacher with sixteen years teaching experience in kindergarten and first grade classrooms in North Carolina and Oklahoma. She will return to Randolph County where she taught for eight years, having taught previously at Southmont and Seagrove elementary schools.

<u><b>NAME</b></u>	<u><b>COLLEGE/DEGREE</b></u>	<u><b>LICENSURE</b></u>
Roth, Brittany	University of North Carolina – Greensboro B: Elementary Education	Elementary Education

Brittany Roth is a Randolph County native who is recommended to teach fifth grade at Guy B. Teachey School. Ms. Roth is a May 2012 graduate of UNC-Greensboro who completed her student teaching internship in a fifth grade classroom at Hopewell Elementary in Randolph County Schools. She has twice presented at conferences of the North Carolina Council of Teachers of Mathematics.

<u><b>NAME</b></u>	<u><b>COLLEGE/DEGREE</b></u>	<u><b>LICENSURE</b></u>
White, Elizabeth	University of North Carolina - Chapel Hill B: Psychology University of North Carolina - Greensboro M: English as a Second Language	ESL

Recommended to teach English as a Second Language at Lindley Park School is Elizabeth White. Ms. White graduated recently from UNC-G, having completed her student teaching internship at Lindley Park. She also served the students at NAMS prior to student teaching. She has traveled to Peru and Central America to learn more about Spanish-speaking cultures.

**Asheboro City Schools  
Certified Appointments  
June 14, 2012**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Byrum, Georgia Ellen	University of North Carolina – Chapel Hill B: Business	Marketing Education Business Education

A resident of Asheboro whose daughters attend Asheboro High School, Georgia “Ellen” Byrum is recommended to teach marketing at Asheboro High School. Teaching is a second career for Ms. Byrum as she worked previously in real estate sales. Since 2003 she has taught in the Randolph County Schools at Randleman and Uwharrie middle schools.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Mazur, Victoria	Western Connecticut State University B: Communications and Theatre Arts Meredith College Teacher Licensure	ESL Reading

Victoria “Tori” Mazur is recommended to teach English as a Second Language at Asheboro High School. Ms. Mazur is a resident of Siler City who worked in schools initially as a substitute teacher and instructional assistant. She answered the call to teaching, returned to school to earn teacher licensure and completed recently her fourth year in Chatham County Schools.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Moore, Sarah	University of North Carolina – Greensboro B: Elementary Education	Elementary Education

Sarah Moore is recommended to teach kindergarten at Lindley Park. Ms. Moore is a graduate of Eastern Randolph High School and UNC-Greensboro. In May she completed her student teaching internship in a first grade classroom at Hopewell Elementary in Randolph County. She has experience as a tutor at Sylvan Learning Center and worked in an after-school day care.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Schlatterer, Sharon	University of Wisconsin – Stevens Point B: Special Education	Special Education

A veteran teacher with over fifteen years of teaching experience, Sharon Schlatterer is recommended to teach special education at North Asheboro Middle School. Ms. Schlatterer has taught in middle schools and high schools in North Carolina, Virginia, and Maryland. She spent the past year and one-half teaching in the United Kingdom.



<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Veal, John	University of Toledo (OH) B: Philosophy University of North Carolina – Chapel Hill Teacher Licensure	Middle Grades Science

Recommended to teach science at North Asheboro Middle School is John Veal. Mr. Veal is a resident of Asheboro who has taught science and math for the past four years at Southwestern Randolph Middle School. From 1998 to 2005 he taught English and business courses to adults and children in Japan.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Ward, Clyde	University of North Carolina – Greensboro B: History University of Dayton M: Educational Leadership	MG Social Studies Principal

Clyde Ward is recommended to teach social studies at North Asheboro Middle School. Mr. Ward worked in retail for eight years as a manager before returning to school to complete teacher licensure. He has five years teaching experience at Southwestern Randolph Middle School and in December 2011 he completed requirements for administrative licensure.

**Asheboro City Schools**  
**Administrative Appointment**  
**June 12, 2012**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Maerz, Drew	Pennsylvania State University B: Secondary Education Chemistry University of North Carolina - Greensboro M: School Administration University of North Carolina – Charlotte D: Education	Superintendent Principal Science

A resident of Asheboro, Dr. Drew Maerz is recommended to be the Director of Testing and Accountability. A native of Pennsylvania, Dr. Maerz has served as Director of Data, Assessment, and Research for Moore County Schools since 2008. From 2001 until 2008 he served as principal at Southwestern Randolph High School and Tabernacle Elementary School in Randolph County. Dr. Maerz is known for his ability to connect data to assessment and classroom instructional strategies and his ability to interpret data and present it to administrators and teachers alike. Welcome, Drew Maerz!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Zehmer, Jessica Brooke	James Madison University (VA) B: Early Childhood Education University of North Carolina - Greensboro M: School Administration	Elementary Education Birth to Kindergarten Principal

Jessica "Brooke" Zehmer is recommended to serve as assistant principal at Lindley Park School. Mrs. Zehmer is a Virginia native who completed the prestigious Principal Fellows program at UNC-G in May 2012. Her year-long administrative internship was completed at Lexington Middle School, where Mrs. Zehmer was administrator for the eighth grade. She taught pre-school in a private setting and kindergarten and second grades in the public schools of Lexington, Virginia and Lexington, North Carolina. In 2010 she was named "Teacher of the Year" for Lexington City Schools. Welcome to Asheboro City Schools – Brooke Zehmer!

**ASHEBORO CITY SCHOOLS**  
**2012-2013**  
**Scheduled Pay Dates – Adjustments**

Beginning with the 2011-2012 school year, the Department of Public Instruction is requiring school districts to close and transmit all financial data one day prior to the last business day in June. Because of this new requirement, we are requesting to change the final pay date for the 2011-2012 and 2012-2013 school years as follows:

<u>School Year</u>	<u>Current Pay Date</u>	<u>Required Closeout Date</u>	<u>Revised Pay Date</u>
2011-2012	June 29, 2012	June 28, 2012	June 28, 2012
2012-2013	June 28, 2013	June 27, 2013	June 27, 2013



# Continuous Improvement Performance Plan (CIPP)

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## Asheboro City Schools 2010-2011 Data Story

Pam Johnson, Exceptional Education Director  
Ken Hill, Program Specialist



# Indicator 1 Graduation

---

Percent of youth with IEPs graduating from high school with a regular diploma.

*State Target: 80%*

*State Average: 57.6%*

		Asheboro	
46.8%	05-06	55.6%	08-09
46.4%	06-07	55.2%	09-10
57.1%	07-08	71.4%	10-11

# Indicator 2

## Drop Out

Percent of youth with IEPs dropping out of high school.

*State Target: 6.0% for 2010-2011*

<i>ACS 3.50%</i>	<i>All Students 2006-2007</i>
<i>ACS 3.60%</i>	<i>All students 2007-2008</i>
<i>ACS 3.69%</i>	<i>All Students 2008-2009</i>
<i>ACS 3.44%</i>	<i>All Students 2009-2010</i>
<i>ACS 1.93%</i>	<i>All Students 2010-2011</i>

10.00%	2005-2006
8.73%	2006-2007
7.20%	2007-2008

8.10%	2008-2009
5.50%	2009-2010

**12 students 2010-2011\*\* NO  
Percentage reported at this time**



# Indicator 3 Assessment

---

Participation and performance of children with disabilities on statewide assessment.

*State Target: 35% of LEAs meeting Adequate Yearly Progress*

## Indicator Met

Asheboro City Schools Students with Disabilities Subgroup

08-09	Met AYP
09-10	Did Not Meet AYP
10-11	Met AYP

# Indicator 3

## Assessment Participation/Reading

**Asheboro 08-09  
Indicator Met**

Grade	08-09
3	100
4	100
5	100
6	100
7	100
8	100
10	**

**Asheboro 09-10  
Indicator Met**

Grade	09-10
3	100
4	100
5	100
6	100
7	100
8	100
10	**

**Asheboro 10-11  
Indicator Met**

Grade	10-11
3	100
4	100
5	100
6	100
7	98.0
8	96.3
10	100



# Indicator 3

## Assessment Participation/**Math**

**Asheboro 08-09  
Indicator Met**

Grade	08-09
3	100
4	100
5	98.2
6	100
7	100
8	100
10	91.7

**Asheboro 09-10  
Indicator Met**

Grade	09-10
3	100
4	100
5	100
6	100
7	100
8	100
10	**

**Asheboro 10-11  
Indicator Met**

Grade	10-11
3	100
4	100
5	100
6	100
7	98.0
8	96.3
10	100

# Indicator 3

## Assessment Performance/Reading

**Asheboro  
08-09 data**

Grade	08-09
3	17.1
4	28.6
5	32.7
6	25.0
7	11.1
8	17.6
10	13.6

**Asheboro  
09-10 data**

Grade	09-10
3	20.0
4	11.5
5	14.0
6	51.0
7	25.0
8	11.1
10	*

**Asheboro  
10-11 data**

Grade	10-11
3	19.4
4	44.7
5	27.8
6	40.8
7	45.1
8	14.8
10	*

**State Target**

Grade	10-11	State Average 10-11
3	71.6	38.4
4	71.6	41.8
5	71.6	42.3
6	71.6	44.4
7	71.6	38.3
8	71.6	38.9
10	71.6	*

# Indicator 3

## Assessment Performance/**Math**

**Asheboro  
08-09**

Grade	08-09
3	48.8
4	45.2
5	54.5
6	33.3
7	14.8
8	29.4
10	27.3

**Asheboro  
09-10**

Grade	09-10
3	40.0
4	36.5
5	41.9
6	58.8
7	41.7
8	37.0
10	*

**Asheboro  
10-11**

Grade	10-11
3	55.6
4	57.4
5	55.6
6	46.9
7	56.9
8	40.7
10	***

**State Target**

Grade	10-11	State Average 10-11
3	88.6	59.2
4	88.6	59.5
5	88.6	56.3
6	88.6	56.8
7	88.6	54.4
8	88.6	59.6
10	88.6	*

# Indicator 4

## Suspension/Expulsion

---

Rates of suspension and expulsion of students with disabilities.

*State Target: 8% of LEAs*

Indicator Met

Asheboro data indicates 0% of Students with Disabilities suspended for more than 10 days for one incident.

# Indicator 5

## Least Restrictive Environment

Percent of children with IEPs aged 6 through 21 served in regular, separate, or public, private, home or hospital settings.

(Does not include students in resource setting)

**Asheboro 08-09**

Year	08-09
Regular	71.60
Separate	9.90
Public/ Private/ Home/ Hospital	.89

**Asheboro 09-10**

Year	09-10
Regular	73
Separate	10
Public/ Private/ Home/ Hospital	.4

**Asheboro 10-11**

Year	10-11
Regular	70.5
Separate	10.4
Public/ Private/ Home/ Hospital	.9

**State Target**

Grade	10-11
Regular	>65.6
Separate	<15.3
Public/ Private/ Home/ Hospital	<2.0

# Indicator 6

## Preschool LRE

---

Percent of preschool children with IEPs who received special education and related services in settings with nondisabled developing peers.

### Asheboro

08-09	83%
09-10	86%
10-11	93%



# Indicator 7

## Preschool Outcomes

---

Percent of preschool children with IEPs who demonstrate improvement in positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs.

Progress data reported in 2010 will be considered baseline data. Targets will be set for 2010 & 2011.

Asheboro City Schools has reported data to help NC establish baseline. **All preschoolers have demonstrated improvements** in social-emotional skills, acquisition and use of knowledge and skills, and appropriate behaviors to meet their needs.

# Indicator 7

## Preschool Outcomes

---

Percent of preschool children ages 3-5 who have IEP's and demonstrated improvement in **positive social-emotional skills**.

State Target 85.9%

Asheboro City Schools

94.0% 08-09

81.0% 09-10

93.8% 10-11



# Indicator 7

## Preschool Outcomes

---

Percent of preschool children ages 3-5 who have IEP's and demonstrated improvement in **acquisition and the use of knowledge and skills.**

State Target 86.9%

Asheboro City Schools

94.0% 08-09

78.0% 09-10

90.6% 10-11

# Indicator 7

## Preschool Outcomes

---

Percent of preschool children ages 3-5 who have IEP's and demonstrated improvement in the **use of appropriate behaviors** to meet their needs.

State Target 60.6%

Asheboro City Schools

94.0% 08-09

76.0% 09-10

**90.3% 10-11**

# Indicator 8

## Parent Involvement

---

Percent of parents with a school age child receiving special education services who report that schools facilitated parent involvement as a means of improving service and results for children with disabilities.

*State Target : 50% of parents agreed    State Average: 43% of parents agreed*

**State collected data from Asheboro in 2010-2011**

515 EC parents were mailed surveys and 46 surveys were returned  
8.9% return rate for ACS vs. 17% return rate for the State

**46%** of those responses stated that the schools facilitated parent involvement as a means of improving service and results for children with disabilities.

\*\*\*For ACS population size, 217 returned surveys were required to have a high level of confidence in the data.

# Indicator 8

## Parent Involvement

---

ACS EC perception data for 2010-2011 indicates **96%** of parents felt the IEP team considered parental recommendations.

ACS EC perception data for 2010-2011 indicates **94%** of parents felt that the IEP team considered their concerns regarding their child.

# Indicator 9

## Disproportionality Spec Ed

---

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

*State Target 0%*

*State data indicated that ACS has no significant disproportionate representation across all disability categories combined.*

# Indicator 10

## Disproportionality by Category

---

Percent of districts with disproportionate representation of racial and ethnic groups in **specific disability categories** that is the **result of inappropriate identification.**

*State target: 0% - Indicator Met*  
*(Significant > 3)*

*2005-2006 ACS Risk Ratio - 5.35%*

*2006-2007 ACS Risk Ratio - 4.50%*

*2007-2008 ACS Risk Ratio - 6.79%*

*2008-2009 ACS Risk Ratio - <3.00%*

*2009-2010 ACS Risk Ratio - <3.00%*

*2010-2011 ACS Risk Ratio - <3.00%*

# Indicator 11

## 90 Day Timeline

Percent of children referred for whom a referral was received and placement determined within 90 days.

*State Target: 100%*

*State Average: 90.7%*

Asheboro			
97.0%	05-06	99.2%	08-09
98.4%	06-07	100%	09-10
97.7%	07-08	97.5%	10-11

# Indicator 12

## Part C to Part B

Percent of children referred by Part C prior to age 3 and who are found eligible for Part B who receive special education and related services by their third birthday.

*State Target: 100%*

*State Average: 92.8%*

Asheboro			
63.64%	05-06	100.0%	08-09
91.67%	06-07	100.0%	09-10
100.0%	07-08	100.0%	10-11



# Indicator 13

## IEPs and Postsecondary Goals

Percent of youth ages 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the child to meet the postsecondary goals.

State Target: 100%

Asheboro	
100%	06-07
100%	07-08
100%	08-09
100%	09-10
100%	10-11

# Indicator 14

## Post-School Outcomes

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Percent of youth who had IEP's, are no longer in secondary school, and have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

*State Baseline Data: 73%*

*Asheboro City Schools: 60%*

*\*\*\*Asheboro was surveyed by the state this year. Of the 29 students who exited ACS in the 09-10 school year, only 5 responded to the survey which lead to the 60% score as reported by DPI.*

# Indicator 15

## General Supervision Part 1

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Percent of noncompliance identified in the 2010-2011 school year corrected within one year.

*State Target: 100%*

*State Average: 89.05%*

**Asheboro 100%**

Checklist with 11 areas of IDEA compliance

**Indicator Met**

**As recommended to the Board Policy Committee, May 10, 2012**

Minor changes to wording along with legal/cross references have been made in the following policies:

- Policy 1300: Governing Principle – Parent Involvement
- Policy 1400: Governing Principle – School Initiatives
- Policy 1500: Governing Principle – Safe, Orderly and Inviting Environment
- Policy 1600: Governing Principle – Professional Development
- Policy 1700: Governing Principle – Removal of Barriers
- Policy 1742/5060: Responding to Complaints
- Policy 1800: Governing Principle – Stewardship of Resources

Two additional policies have been reviewed and no changes made:

- Policy 1000: Legal Status of the Board and the School District
- Policy 1520: Identification Card System

**LEGAL STATUS  
OF THE BOARD AND SCHOOL DISTRICT**

*Policy Code:* **1000**

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The legal status of the board and school district has been established by the General Assembly. In consonance with the law, the following are in effect:

- The official name of this district is: The Asheboro City Administrative Unit.
- The schools of this district will be known as: The Asheboro City Schools.
- The governing body of the Asheboro City Schools is: The Asheboro City Board of Education.

Legal References: N.C. Const., art. IX; G.S. 115C-1, -5, -40, -69

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

Administrative Procedure: None

Reviewed by Policy Committee on May 10, 2012

# GOVERNING PRINCIPLE – PARENTAL INVOLVEMENT

Policy Code:

1300

A system of excellent schools involves parents in decisions regarding their own children, the educational program and the schools. Unless otherwise stated in specific policies, references to “parents” also include persons acting in the place of parents, such as legal guardians or legal custodians. The board’s vision for involving parents is expressed through the following board policies:

Governing Principles .....	(policy 1100)
Parental Involvement .....	(policy 1310/4002)
Title I Parent Involvement .....	(policy 1320/3560)
<u>Discrimination, Harassment and Bullying Complaint Procedure</u> .....	(policy 1720/4015/7225)
Nondiscrimination on the Basis of Disabilities .....	(policy 1730/4022/7231)
Student and Parent Grievance Procedure.....	(policy 1740/4010)
Responding to Complaints.....	(policy 1742/5060)
Public Participation at Board Meetings .....	(policy 2310)
Policy Development.....	(policy 2410)
Adoption of Policies .....	(policy 2420)
Curriculum Development.....	(policy 3100)
Innovation in Curriculum and Instruction.....	(policy 3110)
Selection of Textbooks and Supplementary Materials .....	(policy 3200)
Parental Inspection of and Objection to Instructional Materials .....	(policy 3210)
<u>Technology Acceptable Use Internet and the Educational Program</u> .....	(policy 3225/4312/7320)
School Trips.....	(policy 3320)
Evaluation of Student Progress.....	(policy 3400)
<u>Students At-Risk of Academic Failure</u> .....	(policy 3405)
Student Promotion and Accountability .....	(policy 3420)
School Improvement Plan.....	(policy 3430)
Class Rankings .....	(policy 3450)
Alternative Learning Programs/Schools.....	(policy 3470/4305)
Religious-Based Exemptions from School Programs.....	(policy 3510)
Special Education Programs/Rights of Students with Disabilities .....	(policy 3520)
Comprehensive Health Education Program.....	(policy 3540)
Counseling Program.....	(policy 3610)
Extracurricular Activities and Student Organizations .....	(policy 3620)
Equal Educational Opportunities .....	(policy 4001)
Age Requirements for Initial Entry.....	(policy 4100)
Discretionary Admission .....	(policy 4130)
School Assignment .....	(policy 4150)
<u>School Improvement Choice Transfer</u> .....	(policy 4153)
Release of Students from School .....	(policy 4210)
<u>Student Insurance Program</u> .....	(policy 4220)
Student Behavior Policies.....	(policy 4300)
School Plan for Management of Student Behavior.....	(policy 4302)

School-Level Investigations Process for Addressing Misbehavior ..... (policy 4340)  
Parental Involvement in Student Behavior Issues ..... (policy 4341)  
Removal of Student During the Day ..... (policy 4352)  
Long-Term Suspension, 365 Day Suspension, Expulsion..... (policy 4353)  
Student Discipline Hearing Procedures ..... (policy 4370)  
Attendance ..... (policy 4400)  
Student Fees ..... (policy 4600)  
Student Records ..... (policy 4700)  
Surveys of Students..... (policy 4720)  
Parent Organizations ..... (policy 5010)  
School Volunteers ..... (policy 5015)  
Visitors to the Schools ..... (policy 5020)  
Registered Sex Offenders ..... (policy 5022)  
Student Health Services ..... (policy 6120)  
Administering Medicines to Students ..... (policy 6125)  
Bus Routes ..... (policy 6321)  
Student Assignment to Buses..... (policy 6322)  
Naming Facilities ..... (policy 9300)

Legal References: G.S. 115C-36

Cross References: Governing Principles (policy 1100), Board and Superintendent Relations (policy 2010), Adoption of Policies (policy 2420)

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

Revised:

**GOVERNING PRINCIPLE --  
SCHOOL INITIATIVES**

*Policy Code:* **1400**

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In a system of excellent schools, each school initiates improvements to the educational program and services for students and involves staff, parents and students in the school level decision-making processes. The board’s vision for encouraging school initiatives, including school level decision-making, is expressed through the following board policies:

School Rules ..... (policy 2475)  
Curriculum Development ..... (policy 3100)  
Innovation in Curriculum and Instruction..... (policy 3110)  
Curriculum and Instructional Guides ..... (policy 3115)  
Selection of Textbooks and Supplemental Materials ..... (policy 3200)  
School Calendar and Time for Learning ..... (policy 3300)  
Student Promotion and Accountability ~~Student Progression and Placement~~ ..... (policy 3420)  
School Improvement Plan ..... (policy 3430)  
Comprehensive Health Education Program ..... (policy 3540)  
School Plan for Management of Student Behavior ..... (policy 4302)  
Administering Medicines to Students ..... (policy 6125)  
Staff Involvement in Decision Making ..... (policy 7210)  
Budget Resolution..... (policy 8110)

Legal References: G.S. 115C-36

Cross References: Governing Principles (policy 1100), Board and Superintendent Relations (policy 2010), Adoption of Policies (policy 2420)

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

Revised:



**GOVERNING PRINCIPLE –**  
**SAFE, ORDERLY AND INVITING ENVIRONMENT**    *Policy Code:*    **1500**

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A system of excellent schools creates and maintains a safe and orderly environment where staff and students are focused on and excited about learning. The board's vision for creating and maintaining a safe, orderly and inviting environment is expressed through the following board policies:

School Safety .....	(policy 1510/4200/7270)
Identification Card System .....	(policy 1520)
Prohibition Against Discrimination, Harassment <u>and Bullying</u> .....	(policy 1710/4021/7230)
Nondiscrimination on the Basis of Disabilities .....	(policy 1730/4022/7231)
School Trips .....	(policy 3320)
School Improvement Plan.....	(policy 3430)
Conflict Resolution .....	(policy 3431)
Alternative <u>Learning Programs/Schools</u> .....	(policy 3470/4305)
Citizenship <u>and Character Education</u> .....	(policy 3530)
Focus on Students .....	(policy 4000)
<u>Service Animals in Schools</u> .....	(policy 4202/5029/7272)
Release of Students from School .....	(policy 4210)
Communicable Diseases – <u>Students</u> .....	(policy 4230)
<u>Student Sex Offenders</u> .....	(policy 4260)
Student Behavior Policies .....	(policy 4300)
Authority of School Personnel.....	(policy 4301)
School Plan for Management of Student Behavior.....	(policy 4302)
<u>Integrity and Civility Standards of Expected Student Behavior</u> .....	(policy 4310)
<u>Disruptive Behavior</u> <del>Orderly Environment</del> .....	(policy 4315)
<u>Tobacco Products – Students</u> .....	(policy 4320)
<u>Narcotics, Alcoholic Beverages and Stimulant Drugs and Alcohol</u> .....	(policy 4325)
<u>Theft, Trespass and Damage to Property</u> <del>Anti-Social Behavior</del> .....	(policy 4330)
<u>Assaults, Threats and Harassment</u> .....	(policy 4331)
<u>Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety</u> .....	(policy 4333)
Criminal Behavior.....	(policy 4335)
<u>Student Searches</u> <del>Investigations</del> .....	(policy 4342)
Student Discipline Records.....	(policy 4345)
<u>Short-Term Suspension</u> .....	(policy 4351)
Removal of Student During the Day.....	(policy 4352)
Long-Term Suspension, 365 Day Suspension, Expulsion.....	(policy 4353)
Requests for Readmission of <del>Expelled</del> Students <u>Suspended for 365-Days or Expelled</u> (policy 4362)	
Visitors to the Schools .....	(policy 5020)
<u>Registered Sex Offenders</u> .....	(policy 5022)
Smoking and Tobacco Products.....	(policy 5026/7250)
<u>Weapons and Explosives Prohibited</u> .....	(policy 5027/7275)
News Media Relations .....	(policy 5040)
Emergency Closings .....	(policy 5050)

Relationship with Other Governmental Agencies ..... (policy 5100)  
Relationship with Law Enforcement ..... (policy 5120)  
Collections and Solicitations..... (policy 5220)  
Operation of Student Food Services ..... (policy 6220)  
Goals of Student Transportation Services..... (policy 6300)  
Safety and Student Transportation Services ..... (policy 6305)  
Drivers..... (policy 6315)  
Bus Routes ..... (policy 6321)  
Transportation Service/Vehicle Contracts ..... (policy 6340)  
Organization of Equipment, Materials and Supplies Services..... (policy 6510)  
Hazardous Materials ..... (policy 6540)  
Drug-Free and Alcohol-Free Workplace ..... (policy 7240)  
Drug and Alcohol Testing of Commercial Motor Vehicle Operators ..... (policy 7241)  
Staff Responsibilities ..... (policy 7300)  
School Administrator Contracts..... (policy 7425)  
Planning to Address Facility Needs..... (policy 9000)  
Facility Design..... (policy 9020)  
Care and Maintenance of Facilities..... (policy 9200)  
Care and Maintenance of Grounds and Outdoor Equipment..... (policy 9210)  
Security of Facilities ..... (policy 9220)

Legal References: G.S. 115C-36

Cross References: Governing Principles (policy 1100), Board and Superintendent Relations (policy 2010), Adoption of Policies (policy 2420)

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

Revised:

To help ensure the safety of our students, staff, and community, the Asheboro City Schools district has implemented an identification card system for all staff and approved visitors in the schools. Requiring all staff and visitors to display identification cards will help us distinguish persons who have legitimate business in our schools from those who do not, thereby enhancing safety at our schools.

### Responsibility of distributing and enforcing policy

The Asheboro City Schools Central Office will be responsible for the creation and distribution of photo identification cards for all staff. The central office will also provide “substitute teacher” and “visitor” cards to be used at each school.

### Staff cards

All school staff must display their ID cards at all times when in the school building. Staff ID cards will display a photo of the staff member, the staff member’s name and title, and the school name where the staff member is assigned. All ID cards must be worn from the waist up, face forward - no clipping to pant pocket, hems of sweaters, etc.

### Visitors, volunteer, and temporary employee cards

Visitors, volunteers, temporary employees, such as substitute and student teachers must report directly to the school office upon arrival, at which time a staff member, assigned by the principal, will give them an ID card. Visitor cards and substitute teacher ID cards will not have photos, unless it is requested by the principal, such as a long-term substitute, or regular parent volunteer. Visitors, volunteers, temporary employees, and all other persons doing business in the school must wear their ID cards at all times while on school grounds. An individual required to wear an ID card must wear it on the front part of an outer garment where it is clearly visible. Visitors, volunteers, and temporary employees must return their cards upon leaving the building (exception for long-term substitute or for a card with photo as part of the card). The principal will be responsible to develop a system for accountability of all cards at the end of each day.

### Replacement cards

All individuals receiving cards will be responsible for the replacement cost of lost ID cards. The cost for replacing a lost card will be \$5.00. Cards damaged or broken due to normal use will be replaced at no charge, but the original card must be turned in to the central office once a new card is issued.

Legal Reference: G.S.115C-36

Adopted: February 10, 2005

Cross Reference: School Safety (policy1510), Student Safety (policy 4200/7270), Visitors to the Schools (policy 5020)

Administrative Procedure: Yes

Reviewed by Policy Committee on May 10, 2012

**GOVERNING PRINCIPLE –  
PROFESSIONAL DEVELOPMENT**

*Policy Code:* **1600**

A system of excellent schools provides continuous professional development and training to help personnel gain the skills and knowledge needed to meet State Board and local board expectations, especially as they relate to improving student performance. The board's vision for professional development, including its relationship to improving student success, is expressed through the following board policies.

Professional and Staff Development.....(policy 1610/7800)  
Prohibition Against Discrimination, Harassment and Bullying .....(policy 1710/4021/7230)  
Lesson Planning.....(policy 3120)  
Evaluation of Instructional Programs .....(policy 3140)  
Technology in the Educational Program.....(policy 3220)  
Copyright Compliance .....(policy 3230/7330)  
School Improvement Plan.....(policy 3430)  
Alternative Learning Programs/Schools.....(policy 3470/4305)  
Comprehensive Health Education Program.....(policy 3540)  
Child Abuse – Reports and Investigations.....(policy 4240/7312)  
Public Records – Retention, Release and Disposition .....(policy 5070/~~7350~~)  
Student Health Services .....(policy 6120)  
Administering Medicines to Students.....(policy 6125)  
Network Security .....(policy 6524)  
Hazardous Materials .....(policy 6540)  
Drug and Alcohol Testing of Commercial Motor Vehicle Operators .....(policy 7241)  
Occupational Exposure to Bloodborne Pathogens.....(policy 7260)  
Career Status .....(policy 7410)  
School Administrator Contracts.....(policy 7425)  
Evaluation of Licensed Employees.....(policy 7810)

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

Cross References: Governing Principles (policy 1100), Board and Superintendent Relations (policy 2010), Adoption of Policies (policy 2420)

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

Revised:

**GOVERNING PRINCIPLE –  
REMOVAL OF OVERCOMING BARRIERS**

*Policy Code:* **1700**

A system of excellent schools prohibits illegal discrimination and harassment of staff and students, encourages tolerance and respect, and seeks to eliminate or lessen other barriers that may impede a student's ability or opportunity to learn, including economic disadvantages, poor nutrition, ill-health and lack of transportation. The board's vision for removing barriers is expressed in the following board policies:

Prohibition Against Discrimination, Harassment and Bullying .....(policy 1710/4021/7230)  
Discrimination, Harassment and Bullying Complaint Procedure.....(policy 1720/4015/7225)  
Nondiscrimination on the Basis of Disabilities .....(policy 1730/4022/7231)  
~~Harassment Defined ..... (policy 1735)~~  
~~Sexual Harassment Defined ..... (policy 1736)~~  
Student and Parent Grievance Procedure.....(policy 1740/4010)  
~~Discrimination Complaint Procedure for Students ..... (policy 1741)~~  
~~Sexual Harassment Complaint Procedure for Students ..... (policy 1745)~~  
Grievance Procedure for Employees .....(policy 1750/7220)  
~~Sexual Harassment Complaint Procedure for Employees ..... (policy 1755)~~  
School Trips ..... (policy 3320)  
Testing and Assessment Program ..... (policy 3410)  
Counseling Program.....(policy 3610)  
Equal Educational Opportunities ..... (policy 4001)  
Tuition for Discretionary Admissions ..... (policy 4135)  
Service Animals in Schools .....(policy 4204/5029/7272)  
Student Fees ..... (policy 4600)  
Support Services ..... (policy 6000)  
Goals of Student Health Services ..... (policy 6100)  
Student Health Services ..... (policy 6120)  
Goals of Student Food Services ..... (policy 6200)  
Operation of Student Food Services ..... (policy 6220)  
Free and Reduced Price Food Services.....(policy 6225)  
Goals of Student Transportation Services ..... (policy 6300)  
Participation by Historically Underutilized Businesses.....(policy 6402)  
Vendor Lists.....(policy 6442)  
Facility Design.....(policy 9020)  
Bidding for Construction Work .....(policy 9120)  
Participation by Women- and Minority-Owned Businesses.....(policy 9125)

Legal References: G.S. 115C-36

Cross References: Governing Principles (policy 1100), Board and Superintendent Relations (policy 2010), Adoption of Policies (policy 2420)

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

Revised:

**A. OPPORTUNITIES TO ADDRESS CONCERNS AND COMPLAINTS**

The board is committed to providing an effective means for parents and the community to voice concerns and complaints. The board also strives to resolve concerns and complaints whenever possible. To this end, the board has established the following processes:

1. informal resolutions of specific concerns (see section B, General Process, below);
2. public hearings and public comments at board meetings on subjects of concern to parents and the community (policy 2310, Public Participation at Board Meetings);
3. a procedure for parental concerns regarding the curriculum (policy 3210, Parental Inspection of and Objection to Instructional Materials);
4. specific processes for addressing disciplinary consequences (policies in the 4300 series);
5. processes as provided by law for special education students (policies 3520, Special Education Programs/Rights of Students with Disabilities, and 4307, Disciplinary Action for Exceptional Children/Students with Disabilities); and
6. grievance procedures for addressing concerns regarding specific decisions, especially when there are concerns that board policy or law has been misapplied, misinterpreted or violated, including discrimination claims on the basis of sex or disability (policies 1740/4010, Student and Parent Grievance Procedure, and 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure).

Numerous other policies provide opportunities for parental input, including policy 1310/4002, Parental Involvement.

**B. GENERAL PROCESS**

Complaints that are not specifically designated to be addressed in other policies should be addressed in the following manner.

1. The complaint should be received and addressed at the level closest to which the complaint originated. For example, a complaint regarding a classroom issue should be heard first by the teacher. A complaint regarding the school in general should be addressed first by the principal.
2. Any board member or employee receiving a complaint should verify that the

complaint has been appropriately referred to him or her and if not, assist the complainant by identifying the appropriate personnel to receive the complaint.

3. Once appropriately referred, if the complainant is not satisfied with the response to the complaint, the complainant should be informed of the options for further review of the complaint.
4. A complaint or series of complaints that raise significant issues about the educational program or the operation of the schools is an opportunity to further examine the success of the school system in meeting its goals and objectives. When feasible, a group representing various perspectives and interests, such as teachers, administrators, students and parents, should discuss the issue and make recommendations to appropriate personnel or to the board.

The superintendent shall communicate the requirements in this policy to board members and employees on a regular basis.

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

Cross References: Parental Involvement (policy 1310/4002), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Student and Parent Grievance Procedure (policy 1740/4010), Public Participation at Board Meetings (policy 2310), Parental Inspection of and Objection to Instructional Materials (policy 3210), Special Education Programs/Rights of Students with Disabilities (policy 3520), Student Behavior Policies (4300 series), Disciplinary Action for Exceptional Children/Students with Disabilities (policy 4307)

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

Updated: February 12, 2009

Administrative Procedure: None

Reviewed by Policy Committee: October 11, 2007



**GOVERNING PRINCIPLE –  
STEWARDSHIP OF RESOURCES**

*Policy Code:* **1800**

A system of excellent schools conserves financial and environmental resources and operates in an efficient manner. The board's vision for conserving resources and operating efficiently is expressed in the following board policies:

Board Member Conflict of Interest..... (policy 2121)  
Goals of the Purchasing Function..... (policy 6400)  
Ethics and the Purchasing Function..... (policy 6401)  
Organization of the Purchasing Function ..... (policy 6410)  
Continuing Contracts ..... (policy 6425)  
Local Purchasing Requirements for Equipment, Materials and Supplies..... (policy 6440)  
Purchase of Services ..... (policy 6450)  
Goals of Equipment, Materials and Supplies Services ..... (policy 6500)  
Organization of Equipment, Materials and Supplies Services ..... (policy 6510)  
Use of Equipment, Materials and Supplies..... (policy 6520)  
Personal Use of Equipment, Materials and Supplies ..... (policy 6521)  
Use of Equipment, Materials and Supplies by Non-School Groups..... (policy 6522)  
Instructional Materials Services..... (policy 6525)  
Resource Conservation ..... (policy 6530)  
Hazardous Materials ..... (policy 6540)  
Vandalism ..... (policy 6550)  
Employee Conflict of Interest..... (policy 7730)  
Fiscal Goals..... (policy 8000)  
Budget Planning and Adoption..... (policy 8100)  
Grants and Funding for Special Projects ..... (policy 8210)  
Penalties, Fines and Forfeitures ..... (policy 8230)  
Fiscal Management Standards ..... (policy 8300)  
Depositories ..... (policy 8320)  
Daily Deposits..... (policy 8325)  
Insurance ..... (policy 8340)  
Individual School Accounts..... (policy 8410)  
School Finance Officer ..... (policy 8510)  
School Treasurer ..... (policy 8520)  
Facility Design ..... (policy 9020)  
Facility Construction..... (policy 9030)  
Bidding for Construction Work ..... (policy 9120)  
Care and Maintenance of Facilities..... (policy 9200)  
Sale, Disposal, and Lease of Board-Owned Real Property ..... (policy 9400)

Legal References: G.S. 115C-36

Cross References: Governing Principles (policy 1100), Board and Superintendent Relations (policy 2010), Adoption of Policies (policy 2420)

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

Reviewed by Policy Committee on May 10, 2012

Policy 1100: Governing Principles

**As recommended to the Board Policy Committee, May 10, 2012**

Updates have been made to this policy that include changing the Asheboro City Schools mission statement in existing policy to the new mission statement and making other minor edits to titles and phrasing of content.

The mission statement of the Asheboro City Schools is as follows: We are committed to providing high 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. ~~We are committed to providing quality learning opportunities for all students in a safe and inviting environment so that our students can become successful lifelong learners and responsible productive citizens.~~

Policies are the primary means by which the board expresses its vision for the school district. In formulating specific policies, the board is guided by governing principles it considers critical to providing a system of excellent schools where students can succeed. These governing principles are referenced frequently in the board policies and also are set out below.

1. Student success. As its top priority, a system of excellent schools provides opportunities for individual students to succeed and overall student performance to improve.
2. Parental involvement. A system of excellent schools involves parents in decisions regarding their own children, the educational program and the schools.
3. Safe, orderly and inviting environment. A system of excellent schools creates and maintains a safe and orderly environment where staff and students are focused on and excited about learning.
4. School initiatives. In a system of excellent schools, each school initiates improvements to the educational program and services for students in alignment with system-wide goals and involves staff, parents and students in the school level decision-making processes.
5. Professional development. A system of excellent schools provides continuous professional development and training to help personnel gain the skills and knowledge needed to meet State Board and local board expectations, especially as they relate to improving student performance.
6. Overcoming Removal of barriers. A system of excellent schools prohibits illegal discrimination and harassment of staff and students, encourages tolerance and respect, and seeks to ~~provide opportunities for individual students to overcome barriers that may impede their ability or opportunity to learn~~ eliminate or lessen other barriers that may impede a student's ability or opportunity to learn, including economic disadvantages, poor nutrition, ill-health and lack of transportation.
7. Stewardship of resources. A system of excellent schools conserves financial and environmental resources and operates in an efficient manner.

Legal References: G.S. 115C-36

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

Revised:

## Policy 1740/4010: Student and Parent Grievance Procedure

**As recommended to the Board Policy Committee, May 10, 2012**

This policy has been reviewed and updated to provide clarification of the student and parent grievance procedure. Other than edits to phrasing, the first of two primary revisions describes the means by which the board will consider requests for discretionary appeals and determine if a hearing should be granted. This process will be carried out by a three-person panel that is appointed by the board chairperson. Second, the addition of Section F: Notice states that the superintendent or designee will provide effective notice to students, parents and school district employees of the procedure for reporting and investigating grievances.

# STUDENT AND PARENT GRIEVANCE PROCEDURE

Policy Code: 1740/4010

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## A. OPTIONS FOR RESOLVING COMPLAINTS

The board strives to resolve concerns and complaints of students and parents whenever possible. To this end, the board has provided opportunities for students and parents to express their concerns through processes established in board policies. Policy 1742/5060, Responding to Complaints, identifies these different processes, including a mechanism for resolving complaints in an informal manner.

While the board encourages resolutions of complaints through informal means, it recognizes that, at times, a formal process may be necessary for certain types of complaints or if the informal process did not produce satisfactory results. This policy provides a complaint procedure that may be used as described below.

Any parent or student who has questions about the options for proceeding with a complaint or concern may contact the principal or superintendent for further information and copies of all applicable board policies.

## B. DEFINITIONS

### 1. Days

Days are working days, exclusive of Saturdays, Sundays, vacation days, or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following the receipt of the grievance. After May 1, time limits will consist of all weekdays (Monday – Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

### 2. Final Administrative Decision

A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.

### 3. Grievance

A grievance is a formal complaint regarding specific decisions made by school personnel that alleges that such decisions have adversely affected the person making the complaint. A grievance includes, but is not limited to, circumstances such as when a student or parent believes that board policy or law has been misapplied, misinterpreted or violated. The term “grievance” does not include any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board

is without authority to act. ~~Any claims of discrimination on the basis of race, color, national origin, sex, pregnancy, religion, age or disability also may be submitted as a grievance. Claims of discrimination, harassment or bullying must be processed under policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure.~~

4. Grievant

The grievant is the parent, student or group of parents or students submitting the grievance.

5. Official

The official is the school system employee hearing and responding to the grievant.

**C. TIMELINESS OF PROCESS**

The number of days indicated at each ~~level~~ step of the grievance process should be considered a maximum, and every effort should be made to expedite the process.

Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays that interfere with the exercise of the grievant's legal rights are not permitted.

Failure by the grievant at any step of the process to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at the current step, unless the grievant has notified the official of a delay and the reason for the delay and the official has consented in writing to the delay.

**D. GENERAL REQUIREMENTS**

1. No reprisals of any kind will be taken by the board or by an employee of the school system against any grievant or other student or employee because of his or her participation in a grievance filed and decided pursuant to this policy.
2. All meetings and hearings conducted pursuant to this policy will be private.
3. The board and school system officials will consider requests to hear grievances from a group of grievants, but the board and officials have the discretion to hear and respond to grievants individually.
4. The grievant may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or



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she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel.

## **E. PROCESS FOR GRIEVANCE**

### 1. Filing a Grievance

- a. Whenever a student or parent or guardian believes that he or she has been adversely affected by a decision of a school employee, the student or parent or guardian may file a grievance as provided in this policy.
- b. A grievance must be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after the 30 day period that claims a violation, misapplication or misinterpretation of state or federal law, the superintendent or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, students, parents and guardians should recognize that delays in filing a grievance may significantly impair the ability of the school system to investigate and respond effectively to such complaints.
- c. A student or parent or guardian who has a grievance must provide the following information in writing to the principal: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or guardian or student believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired.  
If there is not a specific decision or action at issue and no concern that state or federal law has been misapplied, misinterpreted or violated, then the procedure established in policy 1742/5060 is appropriate, and the principal shall address the concern following that policy.
- d. Even if the principal is the employee whose decision or action is at issue, the student must submit the grievance first to the principal in order for the principal to address the issue within the formal process. If, however, the grievance claims that a state or federal law has been misapplied, misinterpreted or violated, the student may submit the grievance directly to the superintendent or designee.
- e. If a student wants to initiate a formal grievance regarding a decision by the superintendent that directly and specifically affects the student, the general process described in this policy will be used, except that the grievance will be

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submitted to the assistant superintendent of human resources, who shall forward the grievance to the board chairperson.

2. Investigation

- a. The principal shall schedule and hold a meeting with the student and/or parent or guardian within five school days after the grievance has been filed with the principal. The student may be accompanied by a parent, legal guardian or other person who is in a position of *loco parentis* to the student.
- b. The principal shall conduct any investigation of the facts necessary before rendering a decision.

3. Response by Principal

- a. The principal shall provide a written response to the written grievance within 10 days of the meeting. The response will include the principal's decision regarding resolution of the grievance and the basis for the decision. In responding, the principal may not disclose information about other students or employees that is considered confidential by law.
- b. A copy of the grievance and the principal's response will be filed with the superintendent.

4. Response by Superintendent

- a. If the grievant is dissatisfied with the principal's decision, the grievant may appeal the decision to the superintendent. The appeal must be made in writing within five days of receiving the principal's decision.
- b. The superintendent may review the written documents and respond or the superintendent may schedule and hold a conference with the grievant, principal and any other individuals the superintendent determines to be appropriate within five school days after receiving the appeal. The student may be accompanied by a parent, legal guardian or other person who is in a position of *loco parentis* to the student.
- c. The superintendent shall provide a written response within 10 days after receiving the appeal. In responding, the superintendent may not disclose information about other students or employees that is considered confidential by law.

5. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of

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education policy or procedure, the grievant will have the right to appeal a final administrative decision to the board of education (see subsection E.5.a, Mandatory Appeals, below). If a grievant has not alleged such specific violations, he or she may request a board hearing, which the board may grant at its discretion (see subsection E.5.b, Discretionary Appeals, below).

a. Mandatory Appeals

- 1) If the grievant is dissatisfied with the superintendent's response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant may appeal the decision to the board within five days of receiving the superintendent's response.
- 2) A hearing will be conducted pursuant to policy 2500, Hearings Before the Board.
- 3) The board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

b. Discretionary Appeals

- 1) If the grievant is dissatisfied with the superintendent's response to his or her grievance but has *not* alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, then within five days of receiving the superintendent's response, the grievant may submit to the superintendent a written request for a hearing before the board of education.
- 2) The board chairperson will appoint a three-person panel to review the request and determine if a hearing should be granted. The panel will report the decision to the board. The board may modify the decision of the panel upon majority vote at the next board meeting.
- 3) If the board decides to grant a hearing, the hearing will be conducted pursuant to policy 2500.
- 4) The board will provide a final written decision within 30 days of the decision to grant a hearing, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

**F. NOTICE**

The superintendent or designee is responsible for providing effective notice to students, parents and school system employees of the procedures for reporting and investigating grievances.

**G. RECORDS**

Appropriate records shall be maintained in accordance with state and federal law.

Legal References: G.S. 115C-45(c); 126-16; 150B-43 *et seq.*

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Responding to Complaints (policy 1742/5060), Hearings Before the Board (policy 2500), Student Behavior Policies (4300 series)

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

Revised: April 14, 2005

Administrative Procedure: None

Reviewed by Policy Committee: October 11, 2007

Policy 1750/7220: Grievance Procedure for Employees

**As recommended to the Board Policy Committee, May 10, 2012**

This policy has been reviewed and updated to provide clarification of the grievance procedure for employees. The only revision, other than minor edits, describes the process by which the board will consider requests for discretionary appeals and determine if a hearing should be granted. This process will be carried out by a three-person panel that is appointed by the board chairperson.

It is the policy of the board, in keeping with the ultimate goal of serving the educational welfare of children, to develop and practice reasonable and effective methods of resolving difficulties that may arise among employees. The intent is to reduce potential areas of grievances and to establish and maintain recognized channels of communications between staff and administration. The purpose of this procedure is to secure, at the lowest possible level, equitable solutions to the problems that arise from time to time and affect employees.

**A. INFORMAL RESOLUTION**

It is desirable for an employee and his or her immediate supervisor to resolve problems through free and informal communication. When informal procedures fail or are inappropriate or when the employee requests formal procedures, a grievance will be processed pursuant to the steps set forth in this policy.

**B. DEFINITIONS****1. Days**

Days are the working days, exclusive of Saturdays, Sundays, vacation days or holidays, as set forth in the aggrieved employee's employment calendar. In counting days, the first day will be the first full working day following receipt of the grievance. When a grievance is submitted on or after May 1, time limits will consist of all weekdays (Monday–Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

**2. Final Administrative Decision**

A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.

**3. Grievance**

A grievance is a formal written claim by an employee regarding specific decision(s) made by another employee and alleging that such decision(s) have adversely affected the person making the claim. A grievance may include, but is not limited to, the following allegations:

- a. that there has been a violation, misapplication or misinterpretation of state or federal law or regulations, school board policy or administrative procedure;
- b. that an ~~employee has been subject to discrimination on the basis of race, religion, sex, national origin, age or disability~~ employee's employment

status or the terms or conditions of his or her employment have been adversely affected; or

- c. that there exists a physical condition that jeopardizes an employee's health or safety or that interferes with an employee's ability to discharge his or her responsibilities properly and effectively.

The term "grievance" does not apply to any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board of education is without authority to act. Claims of discrimination, harassment or bullying must be processed under policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure.

4. Grievant

The grievant is the employee(s) making the claim.

5. Official

The official is the person hearing and responding to the grievant.

6. Parties in Interest

“Parties in interest” refers to the grievant and the person against whom the grievance is filed.

**C. TIMELINESS OF PROCESS**

Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays may not impermissibly interfere with the exercise of the grievant’s legal rights.

Failure by the grievant at any step to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at that step, unless the grievant has notified the official of a delay and the reason for the delay and the official has consented in writing to the delay.

**D. GENERAL REQUIREMENTS**

1. All parties in interest and their representatives in any grievance filed pursuant to this policy shall conduct themselves in a professional manner at all times during the investigation and hearing of the grievance.

2. The board or an employee of the school system will take no reprisals of any kind against any party in interest or other employee on account of his or her participation in a grievance filed and decided pursuant to this policy.
3. Each decision will be in writing, setting forth the decision and reasons therefore, and will be transmitted promptly to all parties in interest.
4. All meetings and hearings conducted pursuant to this policy will be private.
5. The board and school system will consider requests to hear grievances from a group of grievants, but the board and officials have the discretion to hear and respond to grievants individually.
6. The board and administration will cooperate with the employee and representative in the investigation of any grievance and will furnish the employee or representative information pertinent to the grievance without cost to the grievant employee or the employee against whom the grievance is filed.
7. The employee may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel.
8. Should, in the judgment of the superintendent or designee, the investigation or processing of any grievance require the absence of the grievant and/or representative from regular work assignments, such absences will be excused without loss of pay or benefits.

**E. PROCESS FOR GRIEVANCE**

1. Filing a Grievance
  - a. A grievance must be filed as soon as possible but no longer than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after 30 days that claims a violation, misapplication or misinterpretation of state or federal law, the superintendent or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, employees should recognize that delays in filing a grievance may significantly impair the ability of the school system to investigate and respond effectively to such complaints.



- b. All grievances must be in writing, and the written statement of grievance must remain the same throughout all steps of the grievance procedure. The written grievance must include the following information: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s), action(s) or physical condition at issue; (3) any local board policy, state or federal law, state or federal regulation or State Board of Education policy or procedure that the grievant believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired. If there is not a specific decision, action or physical condition at issue or no concern that federal or state law, federal or state regulation, State Board of Education policy or procedure, or board policy or procedure has been misapplied, misinterpreted or violated, then the procedure established in policy 1742/5060, Responding to Complaints, is appropriate, and the principal or immediate supervisor shall address the concern following that policy.
  - c. The employee(s) shall present the grievance in writing to his or her immediate supervisor or the supervisor's designee, unless the grievance alleges that a state or federal law has been misapplied, misinterpreted or violated, in which case the grievance may be presented instead to the assistant superintendent for human resources (or to the superintendent if the grievant's supervisor is the assistant superintendent for human resources). The person receiving the grievance hereinafter will be referred to as "official."
2. Response by Official
- a. The official shall arrange for a grievance file number to be assigned by the personnel office.
  - b. In the event the official determines at the outset that review by the official is inappropriate, the official shall forward the formal grievance to the superintendent who will investigate and respond as provided below in subsection E.3.
  - c. A meeting will take place at a mutually agreed-upon time within five days after receipt of the grievance.
  - d. The official shall conduct any investigation of the facts necessary before rendering a decision.
  - e. The official shall provide the aggrieved employee(s) with a written response to the grievance within 10 days after the meeting.
3. Response by Superintendent

- a. If the grievant is dissatisfied with the official's response, the grievant may appeal in writing the decision to the superintendent for review by the superintendent or designee within five days of receipt of the official's response.
  - b. The superintendent or designee shall arrange for a meeting with the employee(s) to take place within five days of the receipt of the appeal.
  - c. The superintendent or designee shall conduct any investigation necessary before arriving at a decision. The superintendent or designee shall provide the aggrieved employee(s) with a written decision within 10 days after the meeting.
4. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or board policy or procedure or has alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his or her employment, the grievant shall have a right to appeal a final administrative decision to the board of education (see subsection E.4.a, Mandatory Appeals, below). If the grievant has not alleged such specific violations, he or she may request a board hearing, which the board may grant at its discretion (see subsection E.4.b, Discretionary Appeals, below).

a. Mandatory Appeals

- 1) If the grievant is not satisfied with the superintendent's response and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board policy or procedure or has alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his or her employment, the grievant may appeal in writing the decision to the board within 10 days of receiving the superintendent's response.
- 2) A hearing will be conducted pursuant to policy 2500, Hearings Before the Board.
- 3) The board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

b. Discretionary Appeals

- 1) If the grievant is not satisfied with the superintendent's response but has not alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board policy or procedure or has not alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his or her employment, the grievant may submit to the superintendent a written request for a hearing before the board of education within 10 days of receiving the superintendent's response.
- 2) The board chairperson will appoint a three-person panel to review the request and determine if a hearing should be granted. The panel will report the decision to the board. The board may modify the decision of the panel upon majority vote at the next board meeting.
- 3) If the board decides to grant a hearing, the hearing will be conducted pursuant to policy 2500. Notwithstanding the provisions of policy 2500, the board may choose to review discretionary appeals on the record only, without allowing oral presentations.
- 4) The board will provide a final written decision within 30 days of the decision to grant a hearing unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

#### **F. RECORDS**

Appropriate records shall be maintained in accordance with state and federal law.

Legal References: G.S. 115C-45(c); 126-16

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Responding to Complaints (policy 1742/5060), Hearings Before the Board (policy 2500)

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

Revised: April 14, 2005, August 14, 2008, February 12, 2009

## Policy 1760/7280: Prohibition Against Retaliation

**As recommended to the Board Policy Committee, May 10, 2012**

The first paragraph of this policy states that the board of education will not allow any type of reprisal, retaliation or discrimination against an employee under two basic conditions, the second of which has been added to the current policy. Additionally, when an employee believes that a violation of this policy exists s/he may file a grievance in accordance with policy 1750/7220, Grievance Procedure for Employees, or a complaint in accordance with policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure. Each employee will receive a copy of this policy that includes a signed statement that s/he has received and understands the terms of the policy.

## PROHIBITION AGAINST RETALIATION

Policy Code: 1760/7280

The board of education prohibits and will not tolerate any form of reprisal, retaliation or discrimination against any employee who (1) in good faith, has made or intends to make a report that there has been a violation of federal, state or local law, regulation or public policy due to a practice, policy, act or omission of the board of education, of a school system employee or of an entity/person with whom the school system has a business relationship; or (2) has refused to carry out a directive which may constitute a violation of state or federal law, rule or regulation or poses a substantial or specific danger to public health and safety.

An employee who reasonably believes that any such violation exists ~~shall file a written complaint with the superintendent. Once a complaint is filed, the superintendent or his/her designee will conduct a prompt and thorough investigation of the complaint. Any complaint alleging inappropriate conduct by the superintendent should be filed with the board chair for investigation. The board chair will report any such complaint to the board, and the board will authorize a prompt and thorough investigation.~~ may file a grievance in accordance with policy 1750/7220, Grievance Procedure for Employees, or a complaint in accordance with policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure.

The provisions of this policy apply only to those situations in which an employee brings the alleged unlawful activity, policy or practice to the attention of ~~the superintendent~~ school officials or the board and provides ~~the superintendent~~ school officials or the board with a reasonable opportunity to investigate and correct the alleged unlawful activity. If necessary, ~~the superintendent~~ school officials or the board may specify reasonable steps to protect the complaining employee from retaliation.

~~The superintendent will ensure that each employee receives a copy of this policy and signs~~ Each employee will receive a copy of this policy and sign a statement verifying his or her receipt and understanding of this policy.

Legal References: Sarbanes-Oxley Act, 18 U.S.C. 1513(e); G.S. 115C-335.5; 126-5(c5), -84, -85, -86, -87, -88

Cross References: Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Grievance Procedure for Employees (policy 1750/7220)

Adopted: October 9, 2008

Revised:

## Policy 3430: School Improvement Plan

**As recommended to the Board Policy Committee, April 19, 2012**

This policy establishes the basis for the school improvement plan and sets forth requirements that must be followed in the development of the plan. Included are mandatory and optional components along with the process to be followed. Specifically, it further emphasizes the importance of using data to establish targets, indicators, measures, and specific time frames within the plan. It also includes a duty-free lunch and planning time for every teacher. The plan must be reviewed at least annually.

**A. PRINCIPLES**

Principals, assistant principals, teachers and other instructional staff are responsible for 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 in its policies its vision, standards and means of accountability for the educational program. The superintendent shall provide guidance and establish any other standards necessary for effective implementation of the board's policies. Principals shall lead each school in implementing the policies. The school improvement plan is one tool that school administrators should use to draw upon the creativity and innovation of the staff and the community. This plan, in its two parts, should identify the school's efforts 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, all schools should ensure, to the extent possible, that sufficient resources and curricula are directed toward 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.

**1. School Improvement Team**

Each school must have a school improvement team that develops the school improvement plan. The school improvement team will consist of the principal, representatives of the assistant principals, instructional personnel, instructional support personnel, teacher assistants and parents of students attending the school. Each group of school personnel will elect representatives from their respective group 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, especially at the middle and high schools, also is encouraged to seek input from students. The superintendent shall 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 and obtaining school approval of the school improvement plan. As a public body, the school improvement team will comply with the Open Meetings Law in regard to its meetings.

## 2. Mandatory Components of the State Plan

A school improvement plan must include the following components.

- 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 and the goals set out in the mission statement for public schools adopted by the State Board of Education.
- c. The plan must be, to the greatest extent possible, data driven. ~~The team shall use the Education Value Added Assessment System (EVAAS) or a compatible and comparable system approved by the State Board of Education to analyze student data to identify root causes for problems and determine actions to address them.~~ The plan must contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious time frames for meeting measurement standards.
- d. The plan of a school that serves students in kindergarten or first grade must determine how to prepare those students to read at grade level by the time they enter second grade. The plan also must require that kindergarten and first grade teachers notify parents or guardians when their child is not reading at grade level and is at risk of not reading at grade level by the time the child enters second grade.
- e. ~~The plan must identify how professional development is clearly matched to the goals and objectives of the safe school plan.~~
- e. The plan must identify how staff development funds allocated to the school will be used.
- f. The plan must provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team.
- g. The plan must provide duty-free instructional planning time for every full-time assigned classroom teacher, with the goal of providing an average of



at least five hours of planning time per week.

- h. As part of the school system's efforts to maintain safe and orderly schools, the school improvement plan must address safety and discipline concerns. These concerns include any special conditions at the school, ~~and any requirements in the local level safe school plan for school level objectives or strategies.~~ The plan should include the components of any positive behavior management or positive behavior support programs that have been adopted at the school. ~~The safe school plan should be integrated into the school improvement plan.~~
- i. In accordance with policy 1310/4002, Parental Involvement, the plan must identify the goals and strategies for parents to be involved in their child's education and in the educational program of the school.
- j. The plan must include a process by which the school improvement team will review the school improvement plan at least once a year. The annual review process must include (1) a review of student scores on all state- and board-mandated tests and (2) 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.
- k. The plan must require the principal to notify the superintendent if the school improvement team modifies a board-accepted school improvement plan.

3. Optional Components of the ~~State~~ Plan

~~Part One~~ of The school improvement plan may include any or all of the following components.

- a. a request for waivers of state laws, rules or policies. Any waiver request must (1) identify the school making the request; (2) identify the particular state 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 on the availability of data and when specific school standards are established by the State Board, the superintendent shall 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 that a plan be rejected, the superintendent shall notify the principal of the school and explain the reasons for the decision. The school improvement team may then submit a modified plan to the superintendent. The superintendent should submit all school improvement plans to the board at the earliest possible date.

After review, the board will accept or reject each school improvement plan. If a plan is rejected, the board will explain the reason(s) for the 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 resubmit the modified plan to the board with his or her recommendations as soon as is 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). Alternatively, if the dispute resolution process is not utilized, the board may develop a school improvement plan for the school.

A school improvement plan may be in effect for no more than two years. The plan must be reviewed at least annually by the school improvement team in accordance with the review process established in the school's plan. ~~If a school does not meet its expected growth standard as established by the State Board or if more than 25% of the students performed below grade level, the principal must submit to the superintendent and the board a report of the school improvement team. The report must explain the reasons for the standard(s) not being met and describe any modifications that will be made in the school improvement plan. After considering any recommendations of the superintendent, if the board is not satisfied with the response of the school improvement team, the board may suggest modifications to the plan or may vacate those portions of the plan that impede student performance and require the school improvement team to revise the plan.~~

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**C. ~~PART TWO OF THE SCHOOL IMPROVEMENT PLAN: LOCAL EDUCATION REFORM INITIATIVES~~**

~~In addition to the basics emphasized in the state testing program, the board expects schools to be guided by the educational goals of the board. The board encourages the schools to consider innovative means of educating students to meet these educational goals. The board has established a vision, standards and means of accountability in its educational policies to provide guidance to the schools. Many of these policies provide an opportunity for schools to develop innovative plans as a part of their school improvement plan. Part Two of the school improvement plan should reflect the school's efforts to meet the educational goals of the board.~~

~~1. **Mandatory Components of the Local Plan**~~

~~Part Two of the school improvement plan must include the following:~~

- ~~a. **strategies for meeting the educational objectives of the board (policy 3000, Goals and Objectives of the Educational Program); and**~~
- ~~b. **intervention strategies for students who are not at grade level proficiency or who are not likely to meet standards of promotion measured by other means (policy 3420, Student Promotion and Accountability).**~~

~~2. **Optional Components of the Local Plan**~~

~~The board strongly encourages school employees to be innovative in their efforts to meet local educational goals. Although not limited to these options, the board has encouraged innovation specifically through its policies on the following issues:~~

- ~~a. **modifying the school calendar (so long as there are at least 185 days of instruction) (policy 3300, School Calendar and Time for Learning);**~~
- ~~b. **implementing alternative scheduling of classes or other strategies intended to reduce transitional time and limit interference from non-instructional activities (policy 3300);**~~
- ~~e. **adding hours of instructional time (policy 3300);**~~
- ~~d. **providing additional means for evaluating instructional programs (policy 3140, Evaluation of Instructional Programs);**~~
- ~~e. **developing and implementing pilot programs (policy 3110, Innovation in Curriculum and Instruction);**~~
- ~~f. **expanding the subject areas or objectives of the curriculum (policy 3100,**~~

Curriculum Development); and

~~g. eliminating curricula on subject areas or objectives that are not state-required (policy 3100).~~

~~A school also may submit a request to the board for a waiver of board policies. Any waiver request must identify the particular board policy that inhibits the school's ability to improve student performance, set out with specificity the circumstances under which the waiver may be used, and explain how the requested waiver will permit the school to improve student performance.~~

### ~~3. Process~~

~~Part Two of the plan should be submitted at the same time as Part One of the plan. However, a school improvement team may submit a request to the superintendent for an additional month to complete Part Two of the plan. The superintendent may approve the request if the school is working in good faith to complete the plan.~~

~~The board will act on the plan at the first meeting in which it is presented, unless further time for review is necessary. The board may accept the plan, with or without modifications, or reject the plan and provide an explanation of deficiencies of the plan. If modifications are required for board approval, the board may either make the modifications or request that the school improvement team make the modifications and resubmit the plan.~~

~~If a school improvement team is not satisfied with any modifications made by the board, it may submit to the board alternative modifications for consideration. Until the board acts on the school improvement team's alternative modifications, the modifications made by the board will be in effect.~~

~~Part Two of the plan may be in effect for no more than two years. The board encourages the school to evaluate the plan continually. At any time during the two-year period, a school improvement team may submit an expanded or modified school improvement plan for board consideration. Furthermore, at any time during the two-year period, the superintendent and the board may review the plan and the board may take any actions provided in this subsection.~~

## C. STAFF DEVELOPMENT

The superintendent shall develop a process by which schools can learn from other schools' improvement plans. The superintendent and the schools are encouraged to use staff development resources to provide training to staff on the development, implementation and evaluation of school improvement plans.

School administrators must be evaluated by their supervisors on the school-based

management process as required by board policy and state law and on the effectiveness of the school improvement plan.

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, -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:

**As recommended to the Board Policy Committee, April 19, 2012**

Minor changes to wording along with legal/cross references have been updated in the following policies:

- Policy 1010 – Board Authority and Duties
- Policy 2123 – Board Member Opportunities for Development
- Policy 4150 – School Assignment
- Policy 4155 – Assignment to Classes
- Policy 4600 – Student Fees
- Policy 5030 – Community Use of Facilities
- Policy 7100 – Recruitment and Selection of Personnel
- Policy 7425 – School Administrator Contracts
- Policy 7500 – Workday and Overtime
- Policy 7540 – Voluntary Shared Leave
- Policy 8000 – Fiscal Goals
- Policy 8340 – Insurance
- Policy 9000 – Planning to Address Facility Needs

The board of education is a body corporate and has general control and supervision of all matters pertaining to the public schools of the school district and the authority to enforce the school law. All powers and duties conferred and imposed by law respecting public schools, which are not expressly conferred and imposed upon some other official, are conferred and imposed by law upon the board.

The board will provide a system of schools and establish general policies in keeping with the needs of the community and the requirements of state law and perform all specific duties imposed by law. The board considers some of its most significant duties to be the following:

1. providing leadership and direction through the formulation of goals and objectives, especially in defining and setting high academic standards for student success;
2. creating policies that establish standards, accountability and evaluation of essential operations of the school district;
3. taking steps necessary to help ensure legal compliance of board and school district functions;
4. performing judicial functions by conducting hearings as appropriate or required by law regarding decisions of school district personnel or the board;
5. hiring a superintendent, supporting the superintendent in his or her administration, and evaluating and responding to recommendations made by the superintendent, including recommendations pertaining to the educational program and facility needs;
6. considering the budget recommended by the superintendent, presenting the budget to the county commissioners and adopting a budget after evaluating whether the county commissioners' appropriation is sufficient to support a system of free public schools; and
7. to be an advocate for the school district, staff and especially for students, in all interactions with other governmental entities and the public.

Legal References: G.S. 115C-36, -40, -44, -47

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

Updated:

## **BOARD MEMBER OPPORTUNITIES FOR DEVELOPMENT**

*Policy Code:*

**2123**

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Board members are encouraged to participate in professional development activities designed for them. New board members will have the opportunity and will be encouraged to attend orientation programs for new board members sponsored by the state and national school board associations. It is the responsibility of the board to provide new board members a thorough orientation to board policies, practices and duties.

Each board member must fulfill the legal requirement to receive a minimum of 12 hours of training annually.

All board members must receive a minimum of two hours of ethics education within 12 months after initial election or appointment to office and again within 12 months after each subsequent election or appointment to office. This education must address the laws and principles that govern conflicts of interest and ethical standards for local government officials. The superintendent shall maintain records verifying that each board member has participated in the required ethics education. The ethics education required under this paragraph may be counted towards the annual 12-hour training requirement.

Unless otherwise approved by the board, such training must be provided by the following entities: the school district; the North Carolina School Boards Association; the National School Boards Association; the School/Institute of Government; or the Department of Public Instruction. If a board member wishes to receive training credit for or be reimbursed for attending training offered by another entity, he/she must obtain approval from the board.

Funds for participation will be budgeted annually and reimbursement for expenses will be made in accordance with law and applicable board policy.

Legal References: G.S. 115C-50; 160A-86, -87

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

Revised: November 14, 2002, June 10, 2010



The Asheboro City Board of Education believes that in almost all cases the child should attend the school that serves his/her domicile. Exceptions to this will be made in limited circumstances within the criteria provided below and any administrative procedures established by the superintendent.

**A. ASSIGNMENT AREAS**

The superintendent will recommend to the board school assignment areas for the schools in the district. The assignment areas will be developed in accordance with state requirements and court rulings; the need to serve all school-age children who live in the school district; and the effective use of each school. Assignments will be made in a non-discriminatory manner. The superintendent will review periodically the attendance areas and submit recommendations for revisions to the board when necessary.

**B. ASSIGNMENT OF STUDENTS**

The superintendent will assign students to particular schools based upon the established assignment areas.

**C. APPLICATIONS FOR REASSIGNMENT**

The parent, legal guardian, or legal custodian may request reassignment to a school outside of their regular attendance area. Such an application must be submitted in writing to the office of the superintendent by June 1. A decision will be made and notice mailed by June 30. In instances where there are extraordinary, compelling and specific circumstances that make the June 1 deadline impossible to comply with, the superintendent may accept the application after June 1. In such cases, a decision will be made and notice mailed within 20 working days. The superintendent or designee may approve the application if space is available and one or more of the following criteria are met:

1. Employee of a Public School System

A student whose parent, legal guardian, or legal custodian is a permanent employee of the Asheboro City Schools may be reassigned.

2. Change of Domicile

A student whose parent, legal guardian, or legal custodian plan to move within 90 days of the beginning of the school year may be reassigned at the beginning of the school year to the school serving the student's new domicile. A student who

changes his/her domicile during the course of the school year may be reassigned to the school previously attended for the remainder of the school year. However, the student will be assigned according to the area in which they live at the beginning of the next school year.

3. Exceptional Student Program Transfers

A student in the exceptional student program may be reassigned upon the recommendation of the IEP Team.

4. Hardship

A student may be reassigned because of undue hardship, or extraordinary, compelling, specific circumstances.

5. School Utilization

A student may be reassigned when it would provide for the more orderly and efficient administration and operation of the schools in the district.

**D. CONDITIONS FOR REASSIGNMENT**

Any reassignment granted pursuant to this policy will be for one school year and a written application for renewal must be made annually.

The superintendent may issue administrative regulations necessary for the implementation of this policy.

Domiciled students who are reassigned based upon false or misleading information on their application will have their reassignment voided and rescinded immediately.

Domiciled students who are reassigned to another school in the Asheboro City Schools will be responsible for their own transportation.

**E. ASSIGNMENT TO ALTERNATIVE SCHOOL**

Students will be assigned to the alternative school in accordance with board policy 3470/4305, Alternative Schools.

**F. APPEAL OF REASSIGNMENT DECISIONS**

A decision of the superintendent's designee may be appealed to the superintendent. An appeal to the superintendent must be received in writing no later than five working days following receipt of the decision of the superintendent's designee. The superintendent will review the appeal and make a written determination within 30 days of receiving the appeal.

A final decision regarding reassignment may be appealed to the board of education. An appeal to the board of education must be received in writing no later than five working days following receipt of the decision of the superintendent. The board or a panel of the board will hear the appeal. If a panel hears the appeal, the panel's recommendation will be submitted to the full board for a final determination. The board will make a written determination within 30 days of receiving the appeal.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 et seq.; No Child Left Behind Act, 20 U.S.C. 6301 et seq.; Unsafe School Choice Option Non-Regulatory Guidance, U.S. Department of Education (May 2004); G.S. 15C-8; 115C-36, -366, -367, -369; State Board of Education Policy SS-A-006

Cross References: Alternative Schools (policy 3470/4305)

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

Revised: April 12, 2001, November 10, 2005, March 12, 2009

Administrative Procedure: Yes

Reviewed by Policy Committee: October 11, 2007

**A. GENERAL AUTHORITY**

The principal has the authority to assign students to classes. The principal is encouraged to seek input from the professional staff in making these decisions. Parents may submit to the principal written requests for assignment or reassignment of their children so long as the parents provide a compelling reason for the request. The principal shall consider parental requests in assigning students to classes. Unless otherwise required by the special circumstances described below, the principal shall balance any individual request for assignment or reassignment against the welfare of other students and the efficient operation of the school.

**B. SPECIAL CIRCUMSTANCES****1. Multiple Birth Siblings**

School officials will defer to parental preference in making the initial classroom assignment of multiple birth siblings to the extent provided in this section and applicable state law. "Multiple birth siblings" means twins, triplets, quadruplets or other siblings resulting from a multiple birth.

**a. Consultative Meeting with the School Principal**

The parent or guardian of multiple birth siblings who are assigned to the same grade level and school may request a consultative meeting with the principal to consider whether to initially place the siblings into the same classroom or into separate classrooms. The request must be made no later than five days before the first day of each school year or, if the students are enrolled after the school year starts, five days after their first day of attendance.

At the meeting, the parent may request either that the students be placed (1) into the same classroom; or (2) into separate classrooms. School officials may offer professional educational advice to the parent or guardian and may recommend an appropriate classroom placement for the students.

**b. Initial Classroom Placement**

Following the meeting, the principal shall place the students in accordance with the parent or guardian's request unless doing so would require adding an additional class at the students' grade level.

This section shall not otherwise limit the principal's authority to determine

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the specific classroom assignment(s) for multiple birth siblings, including the students' assignment to a specific teacher or team.

c. Change to Initial Classroom Placement

The principal may change the initial classroom assignment of one or more multiple birth siblings in the following circumstances:

- 1) the principal, in consultation with the students' classroom teacher(s), determines at the end of the first grading period that the requested placement is disruptive to the school; or
- 2) the principal determines that one or more of the multiple birth siblings must be removed from a classroom pursuant to any board discipline policy, school rule and/or the Code of Student Conduct.

2. Newly Enrolled Children of Military Families

The principal shall comply with the requirements of the Interstate Compact for Military Children (G.S. 115C-407.5) when making class assignments for children of military families, as defined in policy 4050, Children of Military Families.

a. Course Placement

When a student transfers before or during the school year, school administrators shall initially honor placement in educational courses based on the student's enrollment in his or her sending school and/or educational assessments conducted at the sending school if the courses are offered. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses is to be a primary concern when considering the student's course placement.

b. Educational Program Placement

For a newly enrolled student, school administrators shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in similar programs in the sending state. Such programs include, but are not limited to, gifted and talented programs and English as a Second Language programs.

c. Special Education Services

In compliance with the Individuals with Disabilities Education Act, school administrators shall initially provide comparable services to a student with disabilities based on his or her current Individualized Education Program (IEP). In compliance with the requirements of Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities ~~Education~~ Act, school administrators shall make reasonable accommodations and modifications to address the needs of an incoming student with disabilities, subject to an existing 504 or Title II Plan, in order to provide the student with equal access to education. This accommodation does not preclude school administrators from performing subsequent evaluations to ensure appropriate placement of the student.

d. Placement Flexibility

The board authorizes and directs the superintendent and school administrators to be flexible in waiving course or program prerequisites or other preconditions for placement in courses or programs offered by the school system.

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; G.S. 115C-36, -288, -366.3, -407.5

Cross References: Children of Military Families (policy 4050)

Adopted: January 12, 2012

Updated:

The board will hold student fees to a minimum. No fee will be charged for required courses or activities.

Any fees imposed will be waived or reduced for students who demonstrate real economic hardship. The superintendent will be responsible for establishing procedures to review requests for fee waivers or reductions.

As provided in board policy 1310/4002, Parental Involvement, each principal will publish or post the schedule of fees and notify students and parents of the availability of and the process for requesting a fee waiver or reduction.

Legal References: N.C. Const. art. IX, § 2(1); G.S. 115C-47(6), -216(g) -384

Cross References: Parental Involvement (policy 1310/4002)

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

Updated:

**A. GENERAL PRINCIPLES**

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

Priority for facility use will be given to community groups whose mission is similar or complimentary to that of the school district. For-profit groups are not permitted to use school facilities.

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

- violate federal, state or local laws;
- violate board of education policies or regulations;
- advocate imminent violence;
- damage or have the potential to damage school buildings, grounds or equipment; or
- conflict with school activities

The district may sponsor non-profit community groups that serve the essential mission of the school district and help it meet its goals. Sponsorship decisions will be made on a case-by-case basis. The district shall not sponsor community groups that discriminate on the basis of the proscribed criteria in Policy 1710, Prohibition against Discrimination and Harassment, including Bullying and Hazing. A decision to sponsor a community group is in the sole discretion of the superintendent.

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

**B. PRIORITY IN USE/FEE STRUCTURE**

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



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

1. School sponsored groups, including student organizations; and one-time meetings for local governmental agencies supported by tax funds of the community (Asheboro City Council, Randolph Board of County Commissioners).  
Fees: None
2. School related groups (organizations formed to support the school in some manner, such as the PTA, PTO, teachers' and principals' organizations and booster clubs)  
Fees: Fees for providing use of kitchens will be charged to cover costs. Custodial or other supervisory services may be charged.
3. Local government and youth organizations (includes but is not limited to scouts, 4-H)  
Fees: Rental fees for the use of facilities may be charged. Custodial, kitchen, and supervisory fees will be charged.
4. All other non-profit groups (all groups not included in the other categories)  
Fees: Rental, custodial, kitchen and supervisory fees will be charged.

The superintendent will submit changes in the amount or method of calculating fees to be charged in accordance with this fee structure to the board for approval. The fee schedule will be made available for inspection at the superintendent's office as well as the office at each school or other facility.

**C. REQUESTS FOR USE OF FACILITIES**

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

**D. FACILITIES AVAILABLE FOR USE**

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

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

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

**E. RULES GOVERNING USE OF SCHOOL FACILITIES**

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

1. Groups and individuals that use school facilities must comply with all federal, state and local laws and any additional rules required by the board, superintendent or his/her designee, or the principal.
2. Users must comply with the requirements of the Americans with Disabilities Act (ADA) (particularly Subchapter III pertaining to Public Accommodations and Services Operated by Private Entities) and the federal regulations that have been adopted for the implementation of the ADA.
3. Users must comply with board policy and legal requirements regarding the use of tobacco products in school facilities and on school grounds (see policy 5026/7250), Smoking and Tobacco Products.
4. Users shall not consume or possess alcohol or drugs on school grounds (see policy 5025) Prohibition of Alcoholic Beverages.
5. Users shall not possess weapons or explosives while on school grounds (see policy 5027/7275, Weapons and explosives Prohibited).
6. Users are responsible for the supervision of the activity they sponsor including the maintenance of order and the safety and supervision of all people present.

7. Any violation by a user of the provisions of this policy or any applicable regulations will be grounds for the suspension of the user's privilege to use school facilities for such period of time deemed appropriate by the principal, subject to the review of the superintendent and board of education.

**F. DAMAGES AND Liability Insurance**

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

All users groups except school-sponsored groups must furnish a certificate of insurance for general liability coverage with a total limit coverage of \$1,000,000 per occurrence.

**G. TERM AND ACCEPTANCE OF LEASE**

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

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

**H. REVIEW OF DECISIONS CONCERNING USE OF SCHOOL FACILITIES**

Any person or organization may request a review of any decision made by staff pursuant to this policy in accordance with policy 1740/4010, Parent and Student Grievance Procedure.

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

Cross References: Prohibition Against Discrimination and Harassment including Bullying and Hazing (1710/4021/7230), Parent and Student Grievance Procedure (1740/4010), Prohibition of Alcoholic Beverages (5025), Smoking and Tobacco Products (policy 5026/7250), Weapons and Explosives Prohibited (5027/7275)

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

Revised: February 12, 2009

## **RECRUITMENT AND SELECTION OF PERSONNEL**

*Policy Code:*

**7100**

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### **A. GENERAL PRINCIPLES**

It is the policy of the board to provide all applicants for employment with equal employment opportunities and to provide current employees with training, compensation, promotion and other benefits of employment without regard to race, color, religion, national origin, sex, age or handicap, except where sex, age or physical requirements are essential occupational qualifications. All candidates will be evaluated on their merits and qualifications for positions.

The board also is committed to diversity throughout the programs and practices of the school district. To further this goal, the recruitment and employment program should be designed to encourage a diverse pool of qualified applicants.

### **B. RECRUITMENT**

Recruitment for a specific vacancy will be undertaken only after the need and qualifications for the position are established and proper authorization is obtained.

All vacancies will be adequately publicized within the school district so that employees may learn of promotional opportunities. Vacancies also may be publicized externally to attract qualified applicants.

### **C. CRIMINAL HISTORY**

Applicants shall notify the assistant superintendent ~~for~~ of human resources if they are arrested, charged with or convicted of a criminal offense (including entering a plea of guilty or *nolo contendere*) other than a minor traffic violation (i.e., speeding, parking or a lesser violation). Notice shall be in writing, shall include all pertinent facts and shall be delivered to the assistant superintendent ~~for~~ of human resources no later than the next scheduled business day following the arrest, charge or conviction, unless the applicant is hospitalized or incarcerated, in which case the applicant shall report the alleged violation within 24 hours after his or her release. Upon judicial action in the matter, the applicant must report the disposition and pertinent facts in writing to the assistant superintendent for human resources no later than the next business day following adjudication.

A criminal history check shall be conducted on all final candidates for all positions. Criminal history checks shall be conducted in accordance with state law and any

procedures established by the superintendent.

If a final candidate for employment or hiring as an independent contractor is found to have a criminal history, other than for minor traffic offenses, the superintendent shall determine whether the individual poses a threat to the safety of students or personnel or has demonstrated that he or she does not have the integrity or honesty to fulfill the duties of the position. If the superintendent recommends such a candidate to the board for employment, the board must be notified of the criminal history and the basis for the superintendent's determination.

#### D. SELECTION

Candidates for employment will be selected based upon their likely ability to fulfill duties identified in the job description as well as performance standards established by the board. In making the determination, the following information will be considered:

1. application;
2. education and training;
3. licensure and certification (when applicable);
4. relevant experience;
5. personal interviews; and
6. references and/or background checks.

Qualifications and suitability for the job being equal, personnel within the district will be given priority.

In making recommendations for the selection of personnel, the superintendent will give every consideration to conditions which could result in the employment of two members of an immediate family where one member would occupy a position which has influence over the other's employment, promotion, salary or other related management and personnel considerations. No administrative or supervisory personnel will directly supervise a member of his or her immediate family defined as spouse, children or parents.

All personnel selected for employment must be recommended by the superintendent and approved by the board.

State guidelines will be followed in the selection and employment procedure. The superintendent will develop any other procedures necessary to carry out this policy.

The superintendent shall develop procedures for verifying new employees' legal status or authorization to work in the United States as required by law.

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 et seq.; Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq.; Equal Educational Opportunities Act of 1974, 20 U.S.C. 1703; Equal Pay Act of 1963, 29 U.S.C. 206; Fair Credit Reporting Act, 15 U.S.C. 1681 et seq.; Military Selective Service Act, 550 U.S.C. Appx. 453; Rehabilitation Act of 1973, 29 U.S.C. 794; Title VII of the Civil Rights Acts of 1964, 42 U.S.C. 2000e et seq.; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq.; Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. 4301 et seq.; 8 U.S.C. 1101 et seq.; G.S. 14-208.18; 114-19.2; 115C-36, -47, -332; 126-7.1(f), -16; 127A-202.1; 127B-10, -12, -14; 143B-421.1; 16 N.C.A.C. 6C.0313

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

Administrative Procedure: Yes

Revised: April 8, 1998, August 14, 2008

The board recognizes that an effective staff is critical to the smooth operations of the school district and to creating a learning environment in which students can succeed. The board further believes that students will not excel in performance unless those who most directly affect students, including school administrators, teachers and other licensed professionals, excel in their performance. For the purposes of this policy, the term “school administrator” is defined as a principal, assistant principal, supervisor or director whose major function includes the supervision of teaching or any other part of the instructional program. For the purposes of this policy, the term “school-based administrator” refers only to principals and assistant principals.

School administrator contracts will be granted, extended or renewed only for individuals of proven ability who strive for excellence. School administrators should be able to demonstrate student learning, effectiveness in carrying out the responsibility of providing for school safety, and enforcing student discipline. The superintendent is expected to be able to substantiate any recommendation for granting a new contract, extending a current contract or renewing a contract with evaluation data, as described in board policy 7810, or with regard to applicants, with data from the selection process as provided in board policy 7100. If the board is not satisfied that an applicant or employee has met the standards established by the board, employment will be denied, following statutorily prescribed procedures.

Initial contracts between a school administrator and the board shall be for a term of two to four years. Four year contracts will be granted only to exemplary school administrators. Absent unusual circumstances, two year contracts will be granted for individuals who do not have experience as a school administrator. In addition, one-year contracts may be granted to individuals who hold a provisional assistant principal’s certificate license. Subsequent contracts between a principal or assistant principal and the board will be granted for a term of four years.

An employee who has a school administrator contract with the school district is expected to continue to strive for excellence, meet all performance standards established by the board, and pursue professional development as provided in board policy 1610/7800. Any employee who is unable or unwilling to meet reasonable standards of the board may be subject to demotion or dismissal, as provided in board policy 7930 and in accordance with statutorily prescribed procedures.

If the superintendent decides not to recommend that the board offer a school administrator a new, renewed or extended contract, the employee has all procedural rights accorded by G.S. 115C-287.1.

Legal References: G.S. 115C-36, -47(18), -284(c), -287.1, -289, -325, ~~-326~~

Cross References: Recruitment and Selection of Personnel (policy 7100), Professional Development and Assistance (policy 1610/7800), Evaluation (policy 7815), Career Employees: Demotion and Dismissal (policy 7930)

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

Updated: May 11, 2000, November 10, 2005

**A. WORK SCHEDULES**

The length of the school day for licensed and professional staff will be a minimum of eight hours and will continue until professional responsibilities to the student, school, and school district are completed. Administrative meetings, curriculum development, pupil supervision, assigned duties, parent conferences, group or individual planning and extracurricular activities, professional development, tutoring, assisting students with assignments, and providing extra help may require hours beyond the stated minimum. Work schedules for other employees will be defined by the superintendent or designee, consistent with the Fair Labor Standards Act and the provisions of this policy.

**B. WORKWEEK DEFINED**

Working hours for all employees not exempted under the Fair Labor Standards Act (FLSA), including teacher assistants, secretarial, cafeteria, janitorial and maintenance personnel, will conform to federal and state regulations. The superintendent shall ensure that job positions are classified as exempt or non-exempt and that employees are made aware of such classifications. Supervisors will make every effort to avoid circumstances which require non-exempt employees to work more than 40 hours each week. Employees not exempted under the Fair Labor Standards Act may be granted compensatory time off in lieu of overtime pay for time worked in excess of 40 hours in any workweek. For purposes of Fair Labor Standards Act compliance, the workweek for school district employees will be 12:00 a.m. Saturday until 11:59 p.m. Friday. A copy of the Fair Labor Standards Act and any administrative procedures established by the superintendent will be available to employees in the ~~personnel~~ human resources office.

**C. OVERTIME AND COMPENSATORY TIME**

The board of education discourages overtime work by non-exempt employees. A non-exempt employee may not work overtime without the express prior approval of his or her supervisor. All overtime work must be approved by the superintendent or designee. All supervisory personnel shall monitor overtime use on a monthly basis and report such use to the superintendent or designee. Principals and supervisors shall monitor employees' work, shall ensure that overtime provisions of this policy and the FLSA are followed, and shall ensure that all employees are compensated for any overtime worked. Principals or supervisors may need to adjust daily schedules to prevent non-exempt employees from working more than 40 hours in a workweek. Accurate and complete timesheets of actual hours worked during the workweek must be signed by each employee and submitted to their supervisor. The finance officer shall review work records of employees on a regular basis to make an assessment of overtime use.

In lieu of overtime compensation, non-exempt employees may receive compensatory time off at a rate of not less than one and one-half hours for each one hour of overtime



worked, if such compensatory time (1) is agreed to by the employee before the overtime work is performed and (2) is authorized by the immediate supervisor. Employees must be allowed to use compensatory time within a reasonable period after requesting such use (see policy 7510, ~~Leave of Absence~~). Once an employee reaches a comp-time balance of 40 hours, their supervisor must meet with the finance officer to develop a plan to reduce the comp-time balance. Employees may accrue a maximum of 240 compensatory time hours before they must be provided overtime pay at the appropriate rate. In addition, upon leaving the school system, an employee must be paid for any unused compensatory time at the rate of not less than the higher of (1) the average regular rate received by the employee during his or her last three years of employment or (2) the final regular rate received by the employee.

Non-exempt employees whose workweek is less than 40 hours will be paid at the regular rate of pay for time worked up to 40 hours. Such employees will be provided overtime pay or compensatory time as provided above for working more than 40 hours in a workweek.

Employees will be provided a copy of this policy and will be required to sign this policy to acknowledge their understanding of overtime and compensatory time provisions. Such signed policy will constitute the written agreement required in this section.

**D. ATTENDANCE EXPECTATIONS**

All employees are expected to be present during all working hours. It is expected that all employees will notify their immediate supervisor on days when they will be absent or tardy. Absence without prior approval, chronic absences, habitual tardiness or abuses of designated working hours are all considered neglect of duty and will result in disciplinary action up to and including dismissal.

Legal References: The Fair Labor Standards Act of 1938, as amended, 29 U.S.C. 201, *et seq.*; G.S. 115C-47(18), -288, -307; *North Carolina Public School Personnel Employee Salary and Benefits Manual (most current version)*, North Carolina Department of Public Instruction, Division of School Business

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

Updated: April 8, 1999; December 11, 2003, April, 15, 2010

The purpose of voluntary shared leave is to enable employees to donate earned leave to a fellow employee who has exhausted all earned leave and continues to be absent due to serious medical conditions.

Donations made pursuant to this policy are voluntary. No employee should feel pressured or coerced to participate. The donating employee may not receive compensation in any form for the donation of leave. Any employee found guilty of giving or receiving compensation may be subject to dismissal as outlined in G.S. 115C-325.

Administrative procedures in conformance with State Board of Education policies will be developed and made available in the ~~personnel~~ human resources office.

Legal References: G.S. 115C-12.2, -47, -325, -336; 16 NCAC 6C.0402

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

The board is committed to obtaining, managing and using financial resources to further the goals of supporting a system of free public schools and to further the educational goals of the board and the State.

Legal References: G.S. 115C-36, -47, -427, -431, -432

Cross References: Goals and Objectives of the Educational Program (policy 3000)

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

The board will maintain insurance adequate to safeguard the school district's property and assets. Each fiscal year, the finance officer will report to the board on the amounts and types of insurance policies which are being carried, including general liability, boiler & machinery, real and personal property, auto liability and workers' compensation.

Insurance premiums will be included in the budget as a necessary expense.

The finance officer will maintain custody of insurance policies and insurance programs.

If the board requires school social workers to increase their private automobile liability coverage and/or add a business use rider, in order to transport students in their private vehicles, the school will reimburse the social worker for the additional premium charged, and/or for the increased liability limits or the added rider.

Legal References: G.S. 115C-36, -47, -317.1, -435, -534

Cross References: Insurance for Student Transportation Services (policy 6330), Defense of Board Employees (policy 7610)

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

Revised: January 11, 2007

**PRINCIPLES**

The board strives to provide safe, orderly and inviting schools for students and staff. The board also strives to provide other facilities needed to support the educational program. Long-range planning by the board and superintendent is essential for providing an educational environment where students can succeed.

**LONG-RANGE PLAN**

The long-range plan will identify facility needs of the school district. The plan will consider whether to renovate existing facilities or build new facilities. The plan also may consider creative options for meeting the needs of the educational program such as expansion or reduction through modular construction, future alternative uses of space, the availability of community facilities, the use of temporary facilities or leasing arrangements, and sharing facilities with other school districts.

**PROCESS**

The following information will be considered in long-range planning efforts.

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

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

Legal References: G.S. 115C-47, -204, -276, -426.2, -521, -524, -530, -531, -532; 143-129;  
153A-164

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

**Professional and Certified Personnel  
Recommendations for 2010-2011 Academic Year  
Asheboro City Board of Education  
June 14, 2012**

**Teachers Eligible for Career Status Consideration – June 2012**

<b><u>Name</u></b>	<b><u>Subject Area</u></b>
<b><u>Balfour School</u></b>	
Dillion, Stacey	2 <sup>nd</sup> Grade
Hyatt, Pamela	5 <sup>th</sup> Grade
Hynd, Lesley	3 <sup>rd</sup> Grade
McCann, Ashley	Kindergarten
Tonkin, Sarah	5 <sup>th</sup> Grade
<b><u>Charles W. McCrary School</u></b>	
Chriscoe, Charity	3 <sup>rd</sup> Grade
Johnson, Kristin	4 <sup>th</sup> Grade
Soto, Emily	3 <sup>rd</sup> Grade
<b><u>Guy B. Teachey School</u></b>	
Havens, Ashley	1 <sup>st</sup> Grade
McBride, Julia Katherine	4 <sup>th</sup> Grade
Norris, Sammie	2 <sup>nd</sup> Grade
Prichard, Pamela	1 <sup>st</sup> Grade
<b><u>Lindley Park School</u></b>	
Burden, David	4 <sup>th</sup> Grade
Harvey, Katie	Kindergarten
Kearns, Beth	5 <sup>th</sup> Grade
Myers, Cynthia	1 <sup>st</sup> Grade
<b><u>Early Childhood Development Center</u></b>	
Federhart, Stacey	Pre-Kindergarten
Kidd, Amy	Hearing Impaired
<b><u>North Asheboro Middle School</u></b>	
Hussey, Makenzie	Language Arts

**Page 2**

**South Asheboro Middle School**

Hynd, Michael

Landis-Mullins, Kathleen

Mathematics

Science

**Asheboro High School**

Hoover, Jennifer

Luck, Elizabeth

Saunders, Kathleen

Stanich, Martin

Tune, D'Vera

English

Special Education

English

ESL

Guidance



**Asheboro City Schools**  
**Application for Career and Technical Education (CTE)**  
**State/Federal Funding**  
**Fiscal Year 2012-2013**

**Executive Summary**

**PURPOSE OF THE APPLICATION:** The Local Planning System (LPS) is the vehicle for strategic planning, managing performance, and assuring accountability for CTE. Part I of the LPS is a system overview and strategic planning tool. Part II is designed to attain and maintain performance excellence, as defined by the Carl D. Perkins Career and Technical Education Act of 2006. LEAs can analyze measurable performance based on trend information; analyze system and subsystem performance based on relevant subcategories crucial to stakeholders and customers; set rational short and long-term benchmarks; develop strategies based on the greatest opportunities for improvement (OFIs); and allocate resources based on the greatest OFIs. Finally, the LPS incorporates the requirements of all applicable state and federal laws which govern CTE in North Carolina. This application must be submitted to the Department of Public Instruction in order to receive and use state and federal funds for career and technical education programs and services in grades 6-12 for the 2012-2013 fiscal year. The application describes the manner in which we propose to use these funds in accord with the purposes mandated by state and federal legislation.

**PROGRAMS AND SERVICES OFFERED THROUGH THESE FUNDS:** Career and technical education (CTE) is conducted in both middle schools and the high school in Asheboro City Schools. Supporting Asheboro City Schools' strong academic foundation is a diverse career and technical curriculum in which students are provided opportunities to make classroom instruction relevant to real world situations. Asheboro City Schools' career and technical education courses provide students with a variety of options to fulfill the requirements for College Tech Prep, College Prep/College Tech Prep, Occupational Course of Study, the North Carolina Academic Scholars Program and the Future-Ready graduation requirements. Student credentialing and certification opportunities as well as work-based learning opportunities are available in selected program areas. Career and technical education student organizations are an integral part of CTE programs. The ultimate goal of CTE is for our graduates to become successful in a career and contributing members in society. CTE serves middle school students in a career and technical education program that includes biotechnology, business education, technology, and career development courses. CTE offers 39 high school course offerings in 13 career clusters. New courses and certifications are being implemented in 2012-13, and a marketing campaign has been developed. Selected CTE courses are eligible for honors credit for students who are on the standard course of study and meet the NC Honors Course Standards. Expanded course offerings are available through a partnership with Randolph Community College under the Career and College Promise, which include an additional 50 courses. Articulation agreements exist between the two institutions that allow certain high school Career and Technical Education courses to also qualify for college credit.

**PROJECTED ACTIVITIES AND PRIORITIES:** The major thrusts for CTE in Asheboro City Schools include providing appropriate high-demand career clusters opportunities for our region; offering credentialing for students and staff; meeting ESEA requirements; providing appropriate CTE courses for high school students from the North Carolina Standard Course of Study; and supporting high school reform. We will be continuing our commitment to monitor student progress and achievement in technical competency and academic attainment within our career and technical education programs through our Instructional Management System. We will also be working to improve our performance relative to all state Performance Indicators adopted for career and technical education programs by the NC State Board of Education. We will continue to provide opportunities for professional growth for CTE staff and encourage and support National Board certification. Career and technical education will continue to support the Asheboro City Schools' Strategic Plan in our pursuit of excellence. Activities and priorities will support the mission of CTE which is to help empower students for effective participation in an international economy as world-class workers and citizens.

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

The plan in its entirety can be found at:

<http://ctelps.dpi.state.nc.us/>

Login as guest, password is guest

**2012-2013 LOCAL PLAN  
APPLICATION FOR CAREER AND TECHNICAL EDUCATION (CTE)\*  
STATE/FEDERAL FUNDING**

**FISCAL YEAR 2012-2013  
FINAL SUBMISSION FOR OVERALL APPROVAL**

All programs, services and activities administered through this local plan will be in accord with the assurances listed in Part IV of this application. The development of this application for state/federal aid for secondary career and technical education was coordinated by the director for career and technical education. This plan and the programs, services and activities offered are in accord with State and Federal guidelines. The information, data, and certifications included are accurate to the best of our knowledge and belief. The Assurances in Part IV will be carried out.

<u>Asheboro City Schools</u>	<u>761</u>	<u>June 14, 2012</u>
Local Education Agency (LEA)	Number	Date

**APPROVED BY:**

**Superintendent of Schools**

**Board of Education**

Dr. Diane Frost  
Name

Jane Redding  
Name of Chairperson

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Signature**

This Annual Application, when completed, approved by the local board of education and the superintendent of schools, becomes an agreement between the local board of education and the State Board of Education. This Annual Application is a necessary part of the State Board of Education's accountability to the General Assembly of North Carolina and the US Department of Education.

**PREPARED BY:**

**Director, Career and Technical Education**

Julie Pack  
Name

336-625-5104  
Telephone Number

\_\_\_\_\_  
**Signature**

\*Career and Technical Education is the administrative name which encompasses vocational and technical education in North Carolina. In state and federal laws, however, the terms vocational and technical education are used. For the purposes of this plan, these terms are synonymous.

## Proposed Course for Asheboro City Schools for 2012-2013

### Exploring Biotechnology in Health Science

<b>Course Number:</b>	7205
<b>Recommended Maximum Enrollment:</b>	30
<b>Hours of Instruction:</b>	Local Decision, Middle School
<b>Prerequisite:</b>	None

This course introduces students to biotechnology. Topics include medical math, safety issues, cellular design, biomedical research, bioethics, and careers in biotechnology. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

# VoCATS

## Course Blueprints

### **Agricultural Education** **Health Occupations Education**

### *6828 Exploring Biotechnology*

*Public Schools of North Carolina  
State Board of Education • Department of Public Instruction  
Office of Instructional and Accountability Services  
Division of Instructional Services*

*Raleigh, North Carolina  
May 2004*

*For a list of educators and business people who reviewed and approved this blueprint for technical content and appropriateness for the industry, contact:*

*David Harris – Western Region Agriculture Education  
Coordinator, NC State University, at  
[david\\_e\\_harris@ncsu.edu](mailto:david_e_harris@ncsu.edu)*

*Kathy Turner – Education Consultant, NCDPI, HOE, at  
[kturner@dpi.state.nc.us](mailto:kturner@dpi.state.nc.us)*

12/1/98

## VoCATS Course Blueprint

A course blueprint is a document laying out the framework of the curriculum for a given course.

Shown on the blueprint are the units of instruction, the core competencies in each unit, and the specific objectives for each competency. The blueprint illustrates the recommended sequence of units and competencies and the cognitive and performance weight of the objective within the course.

The blueprint is intended to be used by teachers in planning the course of work for the year, preparing daily lesson plans, and constructing instructionally valid assessments.

For additional information about this blueprint, contact program area staff. For additional information about the VoCATS Competency Achievement Tracking System, contact program area staff or VoCATS, Workforce Development, Division of Instructional Services, North Carolina Department of Public Instruction, 301 North Wilmington Street, Raleigh, North Carolina 27601-2825, 919/715-1674, email: [rwelfare@dpi.state.nc.us](mailto:rwelfare@dpi.state.nc.us).

### Interpretation of Columns on VoCATS Course Blueprints

No.	Heading	Column information
1	Comp# Obj.#	Comp=Competency number (three digits); Obj.=Objective number (competency number plus two-digit objective number).
2	Unit Titles/Competency and Objective Statements	Statements of unit titles, competencies per unit, and specific objectives per competency. Each competency statement or specific objective begins with an action verb and makes a complete sentence when combined with the stem "The learner will be able to. . ." (The stem appears once in Column 2.) Outcome behavior in each competency/objective statement is denoted by the verb plus its object.
3	Time Hrs	Space for teachers to calculate time to be spent on each objective based on the course blueprint, their individual school schedule, and the students' performance on preassessments.
4&5	<u>Course Weight</u>  Cognitive  Performance	Shows the relative importance of each objective, competency, and unit. Weight is broken down into two components: cognitive and performance. Add the cognitive and performance weights shown for an objective in columns 4 and 5 to determine its total course weight. Course weight is used to help determine the percentage of total class time that is spent on each objective. The VoCATS Annual Planning Calendar shows how to use the course weight to determine the approximate number of days to be devoted to each objective.  The breakdown in columns 4 and 5 indicates the relative amount of class time that should be devoted to cognitive and performance activities as part of the instruction and assessment of each objective. Objectives with performance weight should include performance activities as part of instruction and/or assessment.
6	Type Behavior	Classification of outcome behavior in competency and objective statements. (C=Cognitive; P=Performance)
7	Integrated Skill Area	Shows links to other academic areas. Integrated skills codes: A=Arts; E= English Language Arts; CD=Career Development; CS=Information/Computer Skills; H=Healthful Living; M=Math; SC=Science; SS=Social Studies.
8	Core Supp	Designation of the competencies and objectives as Core or Supplemental. Competencies and objectives designated "Core" must be included in the Annual Planning Calendar and are assessed on the statewide assessments..

*Workforce Development 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.*

**Agricultural Education and Health Occupations Education**  
**COURSE BLUEPRINT for 6828 Exploring Biotechnology**  
 (Recommended hours of instruction: 68 - 82 hours)

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Student will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive	Performance			
1	2		4	5	6	7 8	
			<b>100%</b>				
	<b>Total Course Weight</b>		<b>80%</b>	<b>20%</b>			
<b>A</b>	<b>INTRODUCTION TO BIOTECHNOLOGY</b>						
<b>EB01.</b>	<b>Analyze basic concepts and historical development of biotechnology.</b>		<b>4%</b>	<b>1%</b>	<b>C3</b>	<b>SC/SS/H</b>	<b>Core</b>
EB01.01	<i>Describe concepts and examples of biotechnology.</i>		1%		C1	SC/SS/H	Core
EB01.02	<i>Discuss historical applications of biotechnology.</i>		1%		C2	SS	Core
EB01.03	<i>Analyze specific contributions to biotechnology by notable figures in history.</i>		2%	1%	C3	SC/SS/H	Core
<b>B</b>	<b>BIOTECH TERMINOLOGY AND MATH</b>						
<b>EB02.</b>	<b>Analyze the language and math of biotechnology.</b>		<b>5%</b>		<b>C3</b>	<b>H/SC/M</b>	<b>Core</b>
EB02.01	<i>Define terms common to the field of biotechnology.</i>		2%		C1	H/SC	Core
EB02.02	<i>Identify roots, prefixes and suffixes used in biotechnology.</i>		1%		C1	H/SC	Core
EB02.03	<i>Use metric math and the 24 hour clock.</i>		2%		C3	M	Core
<b>C</b>	<b>LABORATORY SAFETY AND INFECTION CONTROL</b>						
<b>EB03.</b>	<b>Analyze methods for protecting the safety of biotech workers and the public.</b>		<b>5%</b>	<b>3%</b>	<b>C3</b>	<b>SC/SS/H</b>	<b>Core</b>
EB03.01	<i>Analyze the use of equipment and materials and apply rules for safety in the laboratory.</i>		2%	1%	C3	SC	Core
EB03.02	<i>Use correct body mechanics.</i>		1%	1%	C3	H/SC	Core
EB03.03	<i>Analyze methods of infection control.</i>		2%	1%	C3	H/SC	Core
<b>D</b>	<b>CELLULAR DESIGN AND DNA</b>						
<b>EB04.</b>	<b>Investigate cellular design and DNA.</b>		<b>10%</b>	<b>4%</b>	<b>C3</b>	<b>SC/SS/H</b>	<b>Core</b>
EB04.01	<i>Discuss the nature of science, scientific inquiry and problem solving.</i>		2%	1%	C2	SC/SS	Core
EB04.02	<i>Analyze cellular design and function in plant, animal and bacterial cells.</i>		2%	1%	C3	SC	Core
EB04.03	<i>Explore the structure of DNA and its relationship to the cell.</i>		4%	1%	C3	SC	Core
EB04.04	<i>Evaluate forensic techniques.</i>		2%	1%	C3	SC/SS/H	Core

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Student will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive 4	Performance 5			
1	2				6	7 8	
<b>E</b>	<b>AGRICULTURAL BIOTECHNOLOGY</b>						
<b>EB05.</b>	<b>Analyze the science of plants, food and animals in agricultural biotechnology.</b>		<b>11%</b>	<b>2%</b>	<b>C3</b>	<b>M/SC/SS</b>	<b>Core</b>
<i>EB05.01</i>	<i>Discuss the fundamentals of biotechnology in agriculture.</i>		2%		C2	M/SC	Core
<i>EB05.02</i>	<i>Analyze biotechnology and plants.</i>		4%	2%	C3	SC	Core
<i>EB05.03</i>	<i>Investigate when various techniques of food biotechnology were introduced.</i>		1%		C3	SC/SS	Core
<i>EB05.04</i>	<i>Analyze the production and processing of genetically modified foods.</i>		3%		C3	SC	Core
<i>EB05.05</i>	<i>Discuss the use of transgenic farm animals.</i>		1%		C2	SC	Core
<b>F</b>	<b>BIOTECHNOLOGY IN HEALTH CARE</b>						
<b>EB06.</b>	<b>Analyze biotechnology in health care.</b>		<b>9%</b>	<b>2%</b>	<b>C3</b>	<b>H/SC/CS</b>	<b>Core</b>
<i>EB06.01</i>	<i>Describe computer applications and biomedical devices in health care.</i>		2%		C2	H/SC/CS	Core
<i>EB06.02</i>	<i>Discuss the human genome project and genetic engineering.</i>		2%	1%	C2	H/SC	Core
<i>EB06.03</i>	<i>Analyze genes and disease.</i>		3%	1%	C3	H/SC	Core
<i>EB06.04</i>	<i>Describe the use of recombinantly produced drugs and pharmacogenomics.</i>		1%		C2	H/SC	Core
<b>G</b>	<b>INDUSTRIAL AND ENVIRONMENTAL BIOTECHNOLOGY</b>						
<b>EB07.</b>	<b>Analyze the use of biotechnology applications in industry and the environment.</b>		<b>7%</b>	<b>2%</b>	<b>C3</b>	<b>SC</b>	<b>Core</b>
<i>EB07.01</i>	<i>Discuss industrial and environmental biotechnology.</i>		2%		C2	SC	Core
<i>EB07.02</i>	<i>Analyze components of industrial biotechnology.</i>		2%	1%	C3	SC	Core
<i>EB07.03</i>	<i>Evaluate environmental biotechnology applications.</i>		3%	1%	C3	SC	Core
<b>H</b>	<b>BIOMEDICAL RESEARCH</b>						
<b>EB08</b>	<b>Analyze biomedical research methods.</b>		<b>9%</b>	<b>1%</b>	<b>C3</b>	<b>SC/SS/H</b>	<b>Core</b>
<i>EB08.01</i>	<i>Identify components of biomedical research.</i>		3%		C1	H/SC	Core
<i>EB08.02</i>	<i>Discuss biomedical research methods.</i>		3%		C2	H/SC	Core
<i>EB08.03</i>	<i>Analyze the benefits of biomedical research.</i>		3%	1%	C3	H/SC/SS	Core
<b>I</b>	<b>BIOETHICS</b>						
<b>EB9.</b>	<b>Analyze ethical and professional standards in health care and biotechnology.</b>		<b>7%</b>	<b>1%</b>	<b>C3</b>	<b>H/SC/SS</b>	<b>Core</b>
<i>EB9.01</i>	<i>Discuss basic rules of ethics and patient rights.</i>		2%		C2	H/SS	Core
<i>EB9.02</i>	<i>Analyze professional standards in health care and biotechnology.</i>		2%		C3	H/SC	Core
<i>EB9.03</i>	<i>Research and debate selected bioethical issues.</i>		3%	1%	C3	H/SC/SS	Core



Comp # Obj #	Unit Titles/Competency and Objective Statements (The Student will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive 4	Performance 5			
1	2				6	7 8	
<b>J</b>	<b>CAREERS IN BIOTECHNOLOGY</b>						
<b>EB10.</b>	<b>Analyze careers in biotechnology, bioinformatics, biomanufacturing, agriculture and health care.</b>		<b>13%</b>	<b>4%</b>	<b>C3</b>	<b>CD/SC/H</b>	<b>Core</b>
<i>EB10.01</i>	<i>Describe careers in biotechnology.</i>		<i>3%</i>		<i>C2</i>	<i>CD/SC</i>	<i>Core</i>
<i>EB10.02</i>	<i>Discuss bioinformatics and biomanufacturing careers.</i>		<i>2%</i>		<i>C2</i>	<i>CD/CS</i>	<i>Core</i>
<i>EB10.03</i>	<i>Analyze careers in agriculture that support biotechnology.</i>		<i>3%</i>	<i>1%</i>	<i>C3</i>	<i>CD/SC</i>	<i>Core</i>
<i>EB10.04</i>	<i>Analyze careers in health care that support biotechnology.</i>		<i>3%</i>	<i>1%</i>	<i>C3</i>	<i>CD/SC/H</i>	<i>Core</i>
<i>EB10.05</i>	<i>Create a personal Career Development Plan.</i>			<i>1%</i>	<i>C3</i>	<i>CD</i>	<i>Core</i>
<i>EB10.06</i>	<i>Demonstrate professional qualities and leadership skills.</i>		<i>2%</i>	<i>1%</i>	<i>C3</i>	<i>CD</i>	<i>Core</i>

# COMMITMENT TO ACCOMPLISHMENT

*Asheboro's graduates are guaranteed!*

## Resolution

June 14, 2012

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

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

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

NOW, THEREFORE, BE IT RESOLVED the Asheboro City Board of Education hereby offers this guarantee to Randolph County employers until June 1, 2013:

**If you hire a 2012 graduate of Asheboro High School and find that he or she lacks the basic skills in reading or mathematics needed to learn and perform satisfactorily on the job, we will take that graduate back.**

If you are not satisfied with one of our 2012 graduates' basic skills in reading or mathematics, please call the superintendent at (336)625-5104. The graduate will be contacted and offered free additional coursework.

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Diane L. Frost, Ph.D.  
Superintendent

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Jane H. Redding  
Board of Education, Chair

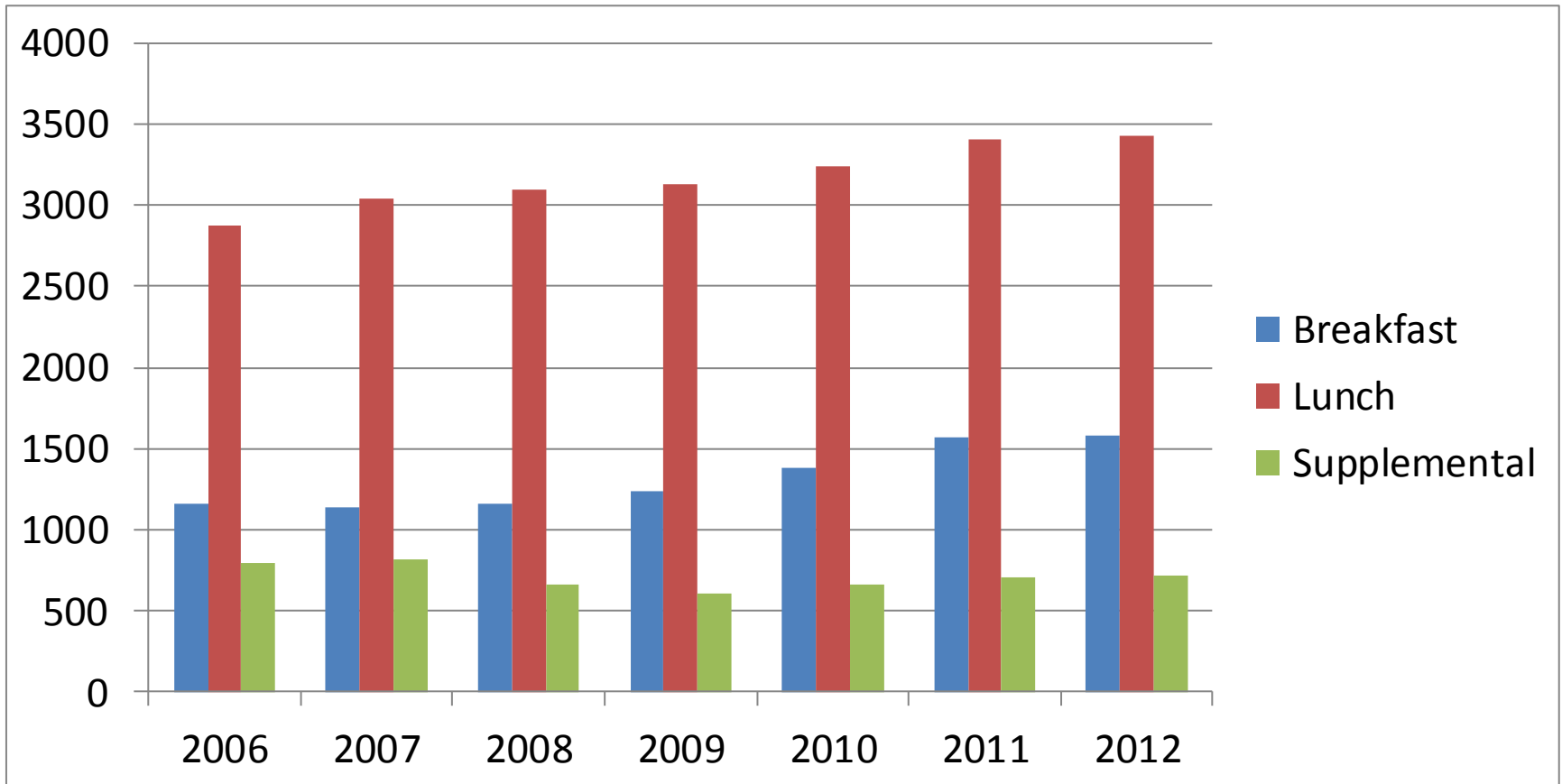


**Asheboro City Schools**

*...the subject is excellence!*

Asheboro City Schools  
Child Nutrition Update  
Spring 2012

# Daily Participation 2006-2012



What we need to



Know for 2012-2013?

# Proposed New Nutrition Standards



New 2012-2013 Standards	Asheboro City Schools Status
<p>New meal pattern requirements based on age/grade group</p>	<p>Grade groups are:</p> <ul style="list-style-type: none"> <li>• K-5 Calorie range 550-650</li> <li>• 6-8 Calorie range 600-700</li> <li>• 9-12 Calorie range 750-850</li> </ul>
<p>Fruits and vegetables will be separated into two components</p>	<p>We currently offer a large variety of fruits and vegetable choices daily to all students.</p> <p><b>Starting in 2012-2013 a student must take a fruit or vegetable at lunch for their meal to be reimbursable</b></p>
<p>Daily servings of vegetables must reflect variety over the week:</p> <ul style="list-style-type: none"> <li>• Dark Green</li> <li>• Red/Orange</li> <li>• Beans/Peas</li> <li>• Starchy</li> <li>• Other</li> </ul>	<p>We have been offering these choices for the past 2 years and based on current menus we are compliant</p>

# Proposed New Nutrition Standards (continued)



New 2012-2013 Standards	Asheboro City Schools Status
<p>Must offer a daily minimum requirement of 1 serving of grain to all grades &amp; not exceed the maximum number of servings weekly</p>	<p>Maximum weekly grain servings :</p> <ul style="list-style-type: none"> <li>• Grades K-5      8-9 servings</li> <li>• Grades 6-8      8-10 servings</li> <li>• Grades 9-12    10-12 servings</li> </ul>
<p>At least <u>HALF</u> grains offered at lunch must be whole grain-rich for SY' 12-13 &amp; SY' 13-14</p> <p>By SY' 14-15 <u>ALL</u> grains offered at LUNCH must be whole-grain rich</p>	<p>Currently offering many whole grain products such as breads, pastas, pizzas, &amp; other breaded type products</p> <p>We will be working to increase the number of these choices; while increasing the whole grain aspect</p>
<p>Fat-free &amp; low-fat fluid milk with school meals</p>	<p>We have been offering 1% or skim milk for at least 3-4 years</p> <p><b>Whole &amp; 2% milk no longer allowed even for 3 &amp; 4 year olds</b></p>

# Proposed New Nutrition Standards (continued)



New 2012-2013 Standards	Asheboro City Schools Status
<p>Free potable water for consumption where meals are served</p>	<p>Students are to have access to free potable water during meal periods. Access to water fountains in the cafeteria or just outside must be allowed or ice/water dispensers on the serving line.</p>
<p>State agencies to certify participating SFA's that are in compliance with meal patterns and nutrition standards beginning October 1, 2012</p>	<p>We are awaiting the ruling on how the certification will be determined. When we are deemed certified we will be eligible to receive the performance-based cash assistance for each reimbursable lunch served (\$.06). This cash assistance will adjusted annually thereafter</p>



# Paid Lunch Equity Requirement

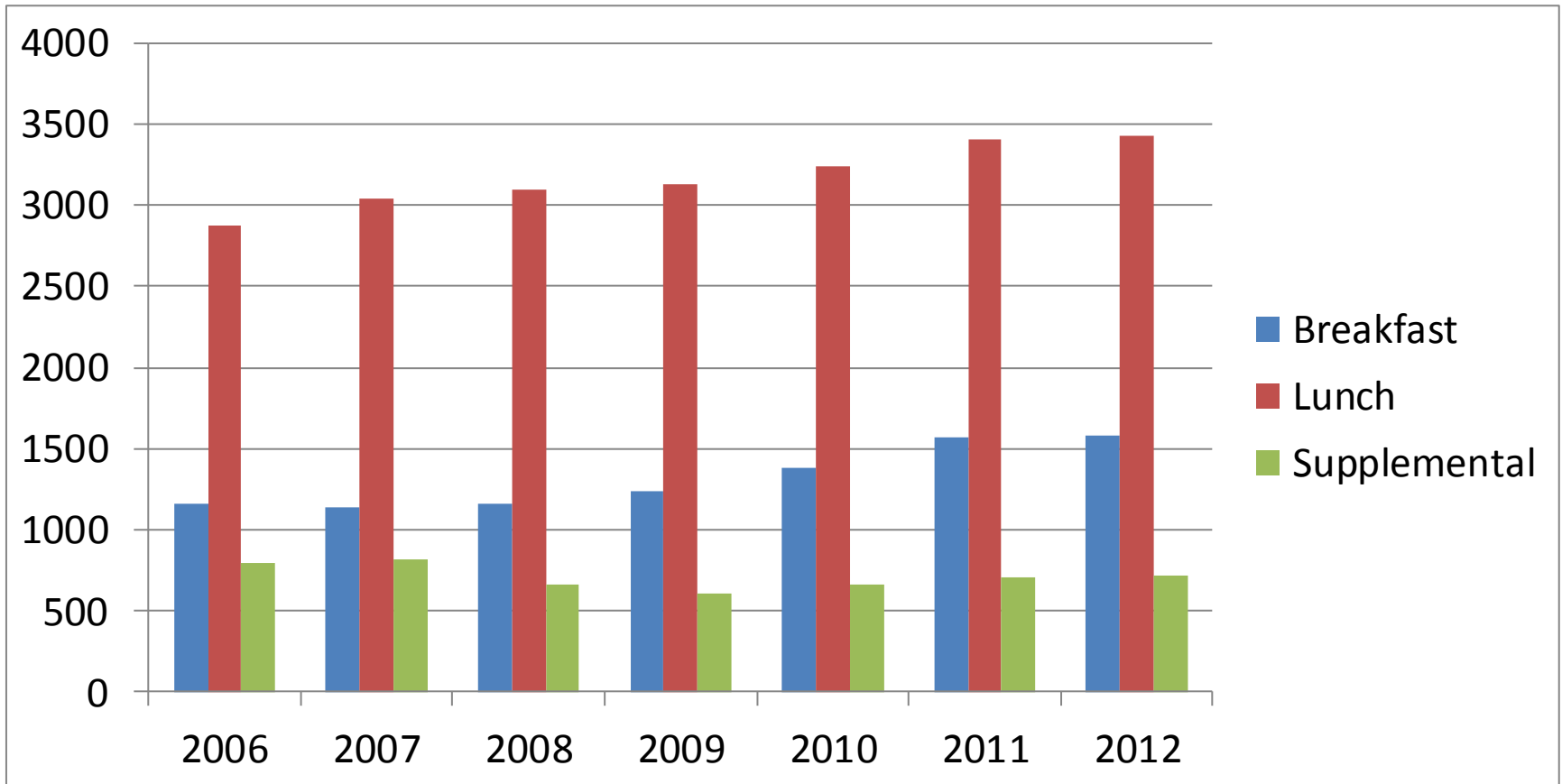


<p><b>SY' 2012-2013 Paid Lunch Equity</b></p>	<p><b>The PLE Tool was created to help SFA's calculate their paid lunch price increase requirement to meet the requirements in Section 205 of Healthy, Hunger-Free Kids Act of 2010</b></p> <p><b>Will require a minimum increase of \$.05</b></p> <p><b>Elementary \$2.00          Secondary \$2.05</b></p>
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Questions??

Asheboro City Schools  
Child Nutrition Update  
Spring 2012

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Questions??

<b>School/Location</b>	<b>Date</b>	<b>Event</b>	<b>Time</b>
AHS	Monday, June 11, 2012	Retirement and Service Award Breakfast	7:30am
Historic Court House	Monday, June 11, 2012	Randolph County Commissioners - Public Hearing	6:30pm
PDC	Thursday, June 14, 2012	Board of Education Meeting	7:30pm
Historic Court House	Monday, June 18, 2012	RC Commissioners Budget Discussion and Adoption	6:00pm
PDC	Thursday, June 21, 2012	BOE Legislative Update	5:30-8:30pm
PDC	Monday, June 25, 2012	BOE Retreat	5:30-8:30pm
PDC	Thursday, July 12, 2012	Board of Education Meeting	7:30pm
PDC	Thursday, August 09, 2012	Board of Education Meeting	7:30pm
	Wednesday, August 15, 2012	Teachers Return	
AHS	Friday, August 17, 2012	Convocation	7:30am
AHS	Friday, August 17, 2012	AHS vs. Providence Grove HS (endowment game)	7:30pm
AHS Zoo School	Monday, August 20, 2012	AHS Zoo School Orientation	9:00 to 11:00am
Elementary Schools	Monday, August 20, 2012	Elementary Open House	4:00 to 6:00pm
NAMS & SAMS	Monday, August 20, 2012	Grade 6 Open House	6:30 to 8:00pm
AHS	Tuesday, August 21, 2012	Grades 10 - 12 Open House	5:00 to 7:00pm
NAMS & SAMS	Tuesday, August 21, 2012	Grades 7 - 8 Open House	6:30 to 8:00pm
	Wednesday, August 22, 2012	First Day of School	
AHS	Friday, August 31, 2012	AHS vs. Randleman HS	7:30pm
AHS	Friday, September 07, 2012	AHS vs. Eastern Randolph HS (middle school night)	7:30pm
PDC	Thursday, September 13, 2012	Board of Education Meeting	7:30pm



# Points of Pride

June 14, 2012



## Student Achievements:

- AHS Students win first and second place at the Sunset Film Festival
- Graduation Projects completed
- Class of 2012 has earned (to date) **\$3,221,671** in academic/athletic scholarships, grants, and other monetary awards
- Six AHS seniors earn Superintendent's Academic Achievement Award
- Award ceremonies across the district
- 285 members of the Class of 2012 (NC Scholars, 42; Distinguished Graduates, 72; Honor Graduates, 46)

## Staff Recognitions:

- Valerie Campbell, GBT, Apple of Excellence
- Susan Butler, SAMS, 2012-2013 ACS Teacher of the Year
- Michael Hynd, SAMS, ACS NCCTM Math Teacher of the Year
- Suzanne Benhart, AHS, Central District Band Director of the Year

## Parent Involvement:

- Student Art Show held at McCrary
- PTO/PTA events
- AVID parent meetings
- Various award ceremonies throughout the district

## Events bringing community into our schools:

- Various concerts across district
- AHS Showcase
- Award ceremonies
- Baccalaureate
- Graduation

# Asheboro City Schools Strategic Plan Milestones

**2011-2012**

June 2012

Full update will be provided at the June 25 Board Retreat to review annual goals and student performance data.

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.
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%.
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.
  - 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.

GOAL 2: Asheboro City Schools will be led by 21<sup>st</sup> century professionals.

1. Every teacher and administrator will have the skills to deliver 21<sup>st</sup> century content in a 21<sup>st</sup> century context with 21<sup>st</sup> century tools and technology that guarantee student learning.

- Professional development focus areas: Literacy across the curriculum; Common Core state standards

2. Every teacher and administrator will use a 21<sup>st</sup> century assessment system to guide instruction and measure 21<sup>st</sup> 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.
- 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.

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.

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.