

ASHEBORO CITY BOARD OF EDUCATION
February 9, 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. Invocation – Archie Priest
- C. Pledge of Allegiance – Georgia Shipley, 4th Grade Student at Charles W. McCrary Elementary School
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Board Spotlight – Charles W. McCrary Elementary School

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 – January 12, 2012
- B. Personnel
- C. Budget Amendment S-02
- D. Budget Amendment F-03

V. Information, Reports and Recommendations

- A. Policies
 - Policy 3101 – Dual Enrollment
 - Policy 3110 – Innovation in Curriculum and Instruction
 - Policy 7820 – Personnel Files
 - Policy 7930 – Professional Employees: Demotion and Dismissal
 - Policy 7950 – Probationary Teachers: Nonrenewal

VI. Action Items

- *A. Policies
 - Policy 1610/7800 – Professional and Staff Development
 - Policy 4050 – Children of Military Families
 - Policy 7130 – Licensure
 - Policy 7810 – Evaluation of Licensed Employees
 - Policy 7811 – Plans for Growth and Improvement of Licensed Employees
- *B. ECDC Facility Plan

VII. Superintendent's Report/Calendar of Events

- A. Calendar of Events
- B. 2011-12 Board Goals/Annual Milestones

VIII. Board Operations

- A. Important Dates to Remember:
 - March 8, 2012, Board of Education Meeting
 - NSBA Annual Conference – April 21-23, 2012, Boston, MA

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
February 9, 2012
7:30 p.m.
Asheboro High School
Professional Development Center

Addendum

- I. **Opening**
 - B. Moment of Silence

- IV. ***Consent Agenda**
 - A. Approval of Minutes – January 12, 2012, and February 4, 2012
 - B. Personnel

- V. **Information, Reports and Recommendations**
 - B. Advanced Placement Study Team

- VI. **Action Items**
 - *B. ECDC Facility Plan

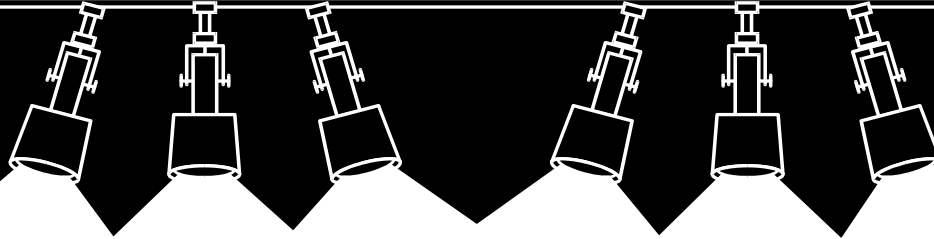
- VII. **Superintendent’s Report/Calendar of Events**
 - C. Points of Pride

- 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 21st century global citizenship.

February 9, 2012



Community Spotlight:

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Board Spotlight:

McCrary 5th graders recently visited The Trinity Center in Salter Path, NC. While there they participated in the “Sound to Sea” program. Students learned about the ecology of the coast, the Underground Railroad and Native Americans. Staff and students will share the impact of this new McCrary tradition.

Special Recognition:

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Minutes of the Asheboro City Board of Education

January 12, 2012

Policy Committee

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

Chris Yow
Phillip Cheek

Gustavo Agudelo
Jane Redding

Committee member absent was Steve Jones.

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 referred to Dr. Allgood to begin review of the agenda.

- Policy 7820 – Personnel Files
 - Additions made to include electronic records as a form of record keeping. Other additions made to the types of records to be maintained, as well as other additions as required by the State Board of Education.
- Policy 7930 – Professional Employees: Demotion and Dismissal
 - Policy has additions regarding dismissal and demotion as required by the mandatory improvement plan legislation
- Policy 7950 – Probationary Teachers: Nonrenewal
 - Section added to policy regarding nonrenewal of probationary teachers due to reduction in force

Ms. Smith completed a review of the following policies with committee members:

- Policy 3101 – Dual Enrollment
 - Recommendation made to adopt the State Board of Education’s version of this policy in place of our current version
 - Addition made to include Career and College Promise program details
- Policy 3110 – Innovation in Curriculum and Instruction
 - Language added to include the high school partnering with local businesses in order to create career development opportunities for students

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

With no further business, the meeting was adjourned at 6:45 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	Gidget Kidd
Linda Cranford	Jane Redding
Joyce Harrington	

Committee member absent was Kyle Lamb.

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

Chairman Harris called the meeting to order and referred to Mr. Blair to begin the meeting. Mr. Blair presented the Budget Calendar for 2012-2013. Next he presented changes to the Asheboro City Schools 457 Plans adding the Life Insurance Company of the Southwest as an additional vendor for annuity options. Mr. Blair then presented the proposal to change the administrative services contract for the 403b/457 Plan Administration Services Agreement from Great American Plan Administrators, Inc. to TSA Consulting Group, Inc.

Following discussions on the meeting agenda items, Mr. Blair presented information about the Audited Financial Statements and about the future implementation of electronic access for employees to their personal pay check information.

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

Board of Education

Opening

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

Jane Redding, Chairman	Steve Jones
Gustavo Agudelo	Gidget Kidd
Phillip Cheek	Kyle Lamb
Linda Cranford	Archie Priest
Joyce Harrington	Chris Yow
Dr. Kelly Harris	
Archie Smith, Jr., Attorney	

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

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

Kyle Lamb gave the invocation and Jace Voss, 5th Grade student at Lindley Park Elementary School, led the pledge of allegiance.

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

Special Recognition and Presentations

Carla Freemyer recognized the Central Boys & Girls Club for its service to the students of Asheboro City. Club staff served 190 youth at three schools in our system for a total of 214 hours during the 2010-11 school year. A certificate of appreciation was presented to Thomas Falgout, President/CEO of Boys & Girls Clubs of Greater High Point, and Elbert Lassiter, Central B & G Club Branch Board Chair.

The Board of Education's spotlight was Lindley Park Elementary whose presentation focused on science instruction and also showcased technology through "Are You Smarter than a Fifth Grader?" using Senteos technology devices. A short video that showed the many uses of technology in the classroom was also presented.

Carla Freemyer recognized Dr. Diane Frost for being selected as one of four finalists for the 2012 National Superintendent of the Year.

In recognition of Board Appreciation Month, Superintendent Diane Frost thanked members of the Board for their dedication and support to the students of Asheboro City Schools. Carla Freemyer also thanked the board members and introduced a "Thank You" video dedicated to the Asheboro City Board of Education.

Public Comments

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

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

Consent Agenda

The following items under the Consent Agenda were approved:

**Approval of Minutes – December 8, 2011, and December 21, 2011*

**Personnel*

RESIGNATIONS/RETIREMENTS/SEPARATIONS

<u>Name</u>	<u>School/Subject</u>	<u>Effective</u>
Craven, Donna	LP/Instructional Asst.	1/6/12
Kite, Janice	CO/Lead Teacher	4/30/12
Malone, Sara	DLL/Kindergarten	12/30/11
Robb, Heather	NAMS/Special Ed.	2/3/12

APPOINTMENTS

<u>Name</u>	<u>School/Subject</u>	<u>Effective</u>
Bunch, Kateland	AHS/Social Studies	2/1/12
Carter, Kevin	NAMS/Custodian	1/9/12
Cox, Forrest	GBT/Head Custodian	1/9/12
Feary, Colleen	DLL/Kindergarten	1/3/12
Smith, Leslie	LP/Instructional Asst.	1/3/12
Varnier, Christina	CO/Benefits/Acct.	1/3/12
Watkins, Donnie	AHS/Grad. Coach	2/6/12
Baxter, Crystal	LP/Instal	1/9/12

Brooks, Vanessa	Sub. - \$90.00 day	1/4/12
Derrick, Patricia	Sub. - \$90.00 day	1/10/12
Mabe, Cynthia	Sub. - \$90.00 day	1/17/12
Church, Mary Ann	Sub. - \$90.00 per day	1/17/12
Craig, Nicole	Sub. - \$69.00 per day	1/17/12
Willett, Ruth	Sub. - \$69.00 per day	1/17/12

LEAVE OF ABSENCE

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Brown, Jessica B.	LP/Instructional Asst.	1/17 – 5/4/12
Steward, Denia	BAL/Instructional Asst.	1/10 – 4/25/12

TRANSERS

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Brewer, Sheila	AHS/Social Studies to BAL/Gifted Education	1/17/12

**City Schools Consortium Acknowledgement and Commitment (A copy of the City Schools Consortium Acknowledgment and Commitment will become a part of these minutes.)*

**Budget Calendar for 2012-13 Budget (A copy of the Budget Calendar will become a part of these minutes)*

**457 Retirement Plan Resolution-Amendment (A copy of the 457 Retirement Plan Resolution Amendment will become a part of these minutes.)*

**403b/457 Plan Administration Services Agreement – Amendment (A copy of the 403b/455 Plan Administration Services Agreement Amendment will become a part of these minutes.)*

Information, Reports and Recommendations

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

- Policy 1610/7800 – Professional and Staff Dev.
- Policy 4050 – Children of Military Families
- Policy 7130 – Licensure
- Policy 7810 – Evaluation of Licensed Employees
- Policy 7811 – Plans for Growth and Improvement of Licensed Employees

Action Items

Following a 30-day review, a motion was made by Ms. Cranford and seconded by Dr. Harris, to approve the following board policies:

- Policy 3300 – School Calendar and Time for Learning
- Policy 3530 – Citizenship and Character Education
- Policy 4100 – Age Requirements for Initial Entry
- Policy 4155 – Assignment to Classes
- Policy 4335 – Criminal Behavior
- Policy 7240 – Drug-Free and Alcohol-Free Workplace

The motion passed unanimously. (A copy of the policies will become a part of these minutes.)

Upon motion by Ms. Kidd and seconded by Ms. Harrington, the Board unanimously approved changing the April Board Meeting from April 12 to April 19, 2012.

Dr. Allgood showed a PowerPoint presentation on Mandatory Improvement Plans as required by Senate Bill 466, effective July 1, 2011. This bill replaces action plans, formerly required for teachers with poor performance in low-performing schools, with Mandatory Improvement Plans. As a part of MIP, a teacher has the right to be observed by a qualified observer who holds an educator's license and is trained in evaluating licensed employees. A list of qualified observers shall be maintained by the Board of Education. Dr. Allgood submitted a list of qualified observers to the board for approval. A motion was made by Mr. Jones and seconded by Mr. Yow, and unanimously approved by the board to accept the Qualified Observers roster as submitted. (A copy of the Qualified Observers list will become a part of these minutes.)

Julie Pack presented a recommendation for 2 new high school courses that are highly rigorous and innovative STEM curricular programs. A motion was made by Mr. Lamb, seconded by Mr. Cheek, and the Board unanimously approved Project Lead the Way: Introduction to Engineering Design and Project Lead the Way: Principles of the Biomedical Sciences to be added to Asheboro High School curriculum for school year 2012-2013. (A copy of the new courses will become a part of these minutes.)

Legislative Committee Chairman, Chris Yow, reviewed the 2012 Legislative Platform highlighting the key priorities as proposed by the Legislative Committee: maintaining local control, adequate funding from the state, and support for public schools. A motion was made by Ms. Kidd and seconded by Mr. Priest to approve the platform as presented. Motion passed unanimously. (A copy of the 2012 Legislative Platform will become a part of these minutes.)

Harold Blair presented a resolution on behalf of the Asheboro City Schools Board of Education to the North Carolina General Assembly to make critical changes to legislation enacted in 2011 that amended and restricted the timing of payments to teachers and 10-month employees. The resolution urges the General Assembly to add an amendment to Section 5 of S.L. 2010-379 (House Bill 720) to correct the language in the bill. A motion was made by Mr. Yow and seconded by Ms. Harrington, and the Board unanimously approved the resolution. It will now be forwarded to the General Assembly and the NC School Boards Association. (A copy of the School Pay Date Resolution will become a part of these minutes.)

Superintendent's Report/Calendar of Events

Carla Freemyer reported on the Calendar of Events noting the following: Board Appreciation Luncheon on January 20; FAN Workshop, February 13; District Spelling Bee, February 21; Evening of Excellence, February 28; and the budget sessions on March 26 and April 26.

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

Board Operations

Board members received an invocation schedule for 2012.

Chairman Redding reported Board Committees for 2012 are as follows:

Finance Committee: Kelly Harris, Chair; Joyce Harrington; Linda Cranford; Gidget Kidd; and Kyle Lamb.

Policy Committee: Chris Yow, Chair; Phillip Cheek; Gustavo Agudelo; and Steve Jones.

Legislative Committee: Linda Cranford, Chair; Steve Jones; and Joyce Harrington.

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

- Board Appreciation Luncheon – January 20, 2012, 11:30 a.m., at AHS/PDC
- Legislative Breakfast – January 27, 2012, 8:00 a.m., at PDC
- Winter Board Retreat – February 4, 2012, at Lindley Park Elementary
- NSBA Annual Conference – April 21-23, 2012, Boston, MA

Adjournment

There being no further business, a motion was made by Mr. Yow, seconded by Mr. Priest, and unanimously approved by the Board, to adjourn at 8:45 p.m.

Chairman

Secretary

**Minutes of the Asheboro City Board of Education
February 4, 2012**

Winter Board Retreat

The Asheboro City Board of Education met in a work session on February 4, at 8:00 a.m., in the Media Center at Lindley Park Elementary School with the following present:

Jane Redding, Chairman	Archie Priest, Jr.
Joyce Harrington	Phillip Cheek
Dr. Kelly Harris	Gustavo Agudelo
Kyle Lamb	Gidget Kidd

Gidget Kidd departed at 9:30 a.m. due to illness. Board members absent were Steve Jones, Linda Cranford, and Chris Yow.

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

Chairman Redding opened the meeting and recognized Dr. Frost who led the agenda.

Dr. Frost welcomed all in attendance and provided an update on Asheboro City Schools' Strategic Plan Goals, specifically Goal 1 – Asheboro City Schools will produce globally competitive students, noting the decrease in the dropout rate, fall EOC scores, and the progress being made in math.

Dr. Brad Rice reported that Asheboro City Schools had the third highest percent decrease in dropout rates in North Carolina. Asheboro High School's dropout rate for 2009-10 was 5.15 percent and decreased to 2.88 percent for 2010-11. Julie Pack presented information on the benchmark assessment, CASE 21, which we are now using and shared how it provides good feedback on student progress. Wendy Rich gave an update on elementary math and reading programs. Asheboro City Schools' students are making progress in math, but there is work to be done in reading.

Dr. Frost introduced Ann McColl, Legislative Director with North Carolina State Board of Education, who talked with us about where we are going in public schooling in North Carolina and the guiding principles for Legislation in the future. Her PowerPoint was entitled "A Conversation on the Shape of Public Education."

Jennifer Smith discussed how the Blue Ribbon Commission Report, Framework for Change, and Response to the Framework for Change led public schools to ACRE, Accountability and Curriculum Reform Effort. A blended approach for the Common Core/Essential Standards Professional Development has been our focus this year. An update on the progress and a calendar for the Professional Development dates were given.

Betsy Hammond, science teacher at South Asheboro Middle, provided an activity with administrators and board member emphasizing the role of inquiry in science and mathematics learning.

Wendy Rich provided an update on mathematical practices and content standards. She also explained the Core Math Grant with UNCG and TAP Math which is a partnership with DPI and

Meredith College. Brian Saunders presented Guy B. Teachey’s plan for TAP math. Their students have embraced the “First in Math” program and teachers have been very pleased with the results.

Janice Kite and Kerri Lamb, literacy lead teachers, gave insight on the six shifts in English Language Arts that the Common Core State Standards require if we are to truly align with CCSS. The six shifts are: 1) PK-5-balancing informational and literary texts; 2) 6-12-knowledge in the disciplines; 3) staircase of complexity; 4) text-based answers; 5) writing from sources; and 6) academic vocabulary.

Kathy Saunders, 12th grade English teacher at Asheboro High, Melissa Belote, 4th grade teacher at Charles W. McCrary, and Martha Spoonamore, ESL teacher at South Asheboro Middle, presented classroom videos that demonstrated Asheboro City Schools’ focus on literacy.

Mike Mize and Harold Blair provided information and requested board feedback on proposals for replacing the 1926 model wooden building that is currently being used for the Early Childhood Developmental Center. The board will take action on the plan at its February board meeting.

Julie Pack gave an update on secondary schools. The topics updated were: Common Core and integrated math; assessments; and Career and College Promises.

Our board attorney, Archie Smith, Jr., led a discussion about prayer before public meetings. The case cited was a suit in Forsyth County against the County Commissioners whose practice was to start their board meetings with an invocation by a local religious leader. At trial, in the US District Court for the Middle District of North Carolina, the Court found the prayers frequently contained references to Jesus Christ and concluded the Board’s policy violated the Establishment Clause by advancing and endorsing Christianity over other faiths. Upon appeal, the US Fourth Circuit Court of Appeals upheld the ruling by the District Court and the US Supreme Court denied to hear the case. The net result of the denial is that the Fourth Circuit ruling in the Forsyth County case is now law.

After much discussion it was decided that Asheboro City Schools’ Board of Education meetings would be opened with a moment of silence led by the chairperson.

Chairman Redding adjourned the meeting at 4:25 pm.

Chairman

Secretary

**Asheboro City Schools
Personnel Transactions
February 9, 2012**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Fitch, William Kemper	AHS/Principal	6/30/12
Grant, Ann Carol	SAMS/Principal	6/30/12

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Carter, Kevin	GBT/Head Custodian	1/23/12
Faircloth, Joshua	SAMS/Social Studies	2/15/12
Hammond, Margaret	CO/Lead Teacher – Secondary Science	TBD
Parrish, David	AHS/English	1/23/12
Husband, Tiffani	CO Substitute Teacher - \$69.00 day	1/30/12
King, Jerry	CO/Substitute Bus Driver	1/27/12

***C. TRANSFERS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Domally, Marc	AHS/English to AHS/Instructional Assistant	1/19/12

**Asheboro City Schools
Personnel Transactions
Addendum
February 9, 2012**

A. RESIGNATIONS/RETIREMENTS/SEPARATIONS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Matthews, Jessie	DLL/Custodian (part-time)	2/10/12

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Davis, Linda	AHS/Custodian (part-time)	2/6/12
Davis, Ronald	NAMS/Custodian	2/13/12
Davis, Lois	Substitute Teacher - \$90.00 day	2/6/12
McIntosh, Cheryl	Substitute Teacher - \$90.00 day	2/6/12

**Asheboro City Schools
Certified Appointments
February 9, 2012**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Parrish, David	UNC - Greensboro B: English Education	English

A native of western North Carolina and resident of Greensboro, David Parrish is recommended to teach English at Asheboro High School. Mr. Parrish graduated from UNC-G in August after completing his student teaching internship with Devan Ward at AHS. As part of his undergraduate program, he studied for a semester in Santiago, Chile. Welcome back to ACS, David Parrish!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Faircloth, Joshua	NC State University B: History and Political Science	Middle Grades Social Studies

A "Blue Comet" graduate of Asheboro High School, Josh Faircloth is recommended to teach social studies at South Asheboro Middle School. After graduating from NC State, Mr. Faircloth worked at the university, providing academic support to student-athletes. For the past year and a half he has served as an instructional assistant at AHS in an online learning lab. He completed the NC Teach Program in May of 2011 to become eligible for teacher licensure. Welcome home, Josh Faircloth!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Hammond, Margaret "Betsy"	Greensboro College B: Elementary Education UNC – Chapel Hill M: Science Education	Science

Betsy Hammond is recommended to serve as Lead Teacher for Secondary Science. Ms. Hammond is a veteran educator who taught for eight years in Moore County Schools before joining the ACS family in 2007. She taught seventh grade science for the past five years at SAMS. Ms. Hammond earned certification by the National Board of Professional Standards in 2006 and is an emerging teacher leader who will work with science teachers to implement Common Core Standards.

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

The Asheboro City Board of Education at a regular meeting on the 9th day of February, 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.

REVENUE

1.3100.000	State Allocation	\$	<u>81,481.00</u>
		\$	<u><u>81,481.00</u></u>

EXPENDITURE

1.5400.003	School Leadership - Office Support	\$	(12,779.00)
1.6400.015	Technology Support - School Technology Fund		54,779.00
1.5110.027	Regular Instruction - Teacher Assistants		(439.00)
1.6550.056	Transportation Services - Transportation of Pupils		(11,552.00)
1.5210.063	Special Instruction - Children with Special Needs		28,000.00
1.6400.073	Technology Support - School Connectivity		<u>23,472.00</u>
		\$	<u><u>81,481.00</u></u>

Total Appropriation in Current Budget	\$	24,330,829.00
Total Increase/Decrease of above amendment		<u>81,481.00</u>
Total Appropriation in Current Amended Budget	\$	<u><u>24,412,310.00</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 9th day of February, 2012.

Chairman, Board of Education

Secretary

**Budget Amendment
Asheboro City Schools Administrative Unit
Federal Funds**

The Asheboro City Board of Education at a regular meeting on the 9th day of February, 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.

Revenue

3.3600.017	VOC ED Program Improvement	\$ 1,220.00
3.3600.023	VOC ED Tech Prep	454.92
3.3600.044	IDEA VI-B Capacity Bldg/Improvement	(1,586.64)
3.3600.049	IDEA Pre-School Handicapped	(1,195.15)
3.3600.050	Title I	36,504.42
3.3600.060	IDEA VI-B Handicapped	(204,462.25)
3.3600.065	Even Start	4,537.06
3.3600.103	Improving Teacher Quality	(1,450.08)
3.3600.104	Language Acquisition	(6,216.03)
3.3600.118	IDEA VI-B Special Needs Targeted Assistance	(17,100.00)
3.3600.119	IDEA Special Needs Targeted Assistance Preschool	24,000.00
3.3600.155	Education Jobs Fund	14,115.51
3.3600.156	Race To The Top Funding	200,000.00
3.3600.158	Race To The Top Recruitment Incentive-Low Achievement	71,557.00
		<u>\$ 120,378.76</u>

Expenditure

3.5120.017	CTE Curricular Services-Computer Equipment	\$ 1,220.00
3.5120.023	CTE Curricular Services-Supplies	454.92
3.5210.044	Children w/ Disabilities Curricular Services	(1,586.64)
3.5230.049	Pre-K Children w/ Disabilities Curricular Services	(1,195.15)
3.5350.050	Remedial and Supplemental K-12 Services	36,504.42
3.5210.060	Children w/ Disabilities Curricular Services	(204,462.25)
3.5340.065	Pre-K Readiness/Remedial and Supplemental Services	4,537.06
3.5110.103	Regular Curricular Services	(1,450.08)
3.5270.104	Limited English Proficiency Services	(6,216.03)
3.5210.118	Children w/ Disabilities Curricular Services	(17,100.00)
3.5230.119	Pre-K Children w/ Disabilities Curricular Services	24,000.00
3.5110.155	Regular Curricular Services	14,115.51
3.5110.156	Regular Curricular Services	200,000.00
3.5110.158	Regular Curricular Services	71,557.00
		<u>\$ 120,378.76</u>

Total Appropriation in Current Budget	\$ 7,253,937.53
Total Increase/Decrease of above amendment	<u>120,378.76</u>
Total Appropriation in Current Amended Budget	<u>\$ 7,374,316.29</u>

Passed by majority vote of the Board of Education of Asheboro City on the 9th day of February, 2012.

Chairman, Board of Education

Secretary

Policy 3101: Dual Enrollment

As recommended to the Board Policy Committee, January 12, 2012

The title of this policy has changed from “Concurrent Enrollment and Other Curriculum Expansions” to “Dual Enrollment.” The language of the policy that was previously used to indicate various types of dual enrollment has been changed to the “Career and College Program.” Additionally, the policy retains the option for students who self-enroll in a college course to request high school credit for that work.

DUAL ENROLLMENT CONCURRENT ENROLLMENT AND OTHER CURRICULUM EXPANSIONS

Policy Code: 3101

In its effort to provide a rigorous expanded curriculum that will adequately prepare students for future educational and workplace endeavors, the board will support high school students who also wish to enroll in classes taught by a college, university, community college or other approved entity in accordance with the requirements of this policy, state law and State Board of Education policy.

A. CAREER AND COLLEGE PROMISE

The Career and College Promise program is designed to offer qualified high school students structured dual enrollment opportunities that provide both entry-level job skills as well as pathways leading to a certificate, diploma or degree.

The board, in collaboration with local community colleges, may provide for dual enrollment of a qualified junior or senior high school student in community college courses through (1) a Career and Technical Education Pathway leading to a certificate or diploma aligned with one or more high school Tech Prep Career Clusters or (2) a College Transfer Pathway leading to a college transfer certificate requiring the successful completion of 30 semester hours of transfer courses.

The board may also partner with institutions of higher education to establish cooperative innovative high school programs that enable a student to concurrently obtain a high school diploma and (1) begin or complete an associate degree program, (2) master a certificate or vocational program or (3) earn up to two years of college credit within five years. Students are eligible for these programs beginning in ninth grade.

The superintendent shall develop procedures consistent with this policy, state law and State Board policies.

B. OTHER COLLEGE COURSES

The superintendent shall develop procedures and requirements for awarding high school credit toward graduation upon request to students who self-enroll in courses taught by a college, university, community college or other approved entity. Credit toward graduation will be granted only for courses that are consistent with the policies and standards of the school system and State Board requirements, including the requirements of State Board of Education Policy GCS-M-001, which defines “Course for Credit.” The principal must approve the course in advance. Prior to granting approval, the principal shall determine whether the course is eligible for credit toward graduation in accordance with the procedures and requirements developed by the superintendent.

The parent or guardian of the student must give permission for the student to take the

course, and the student must complete any forms required by the school system. Enrollment of a student in a course is the responsibility of the student and the student's parent or guardian. Unless otherwise provided, all special fees and charges and any special transportation needs are the responsibility of the student and the student's parent or guardian.

For a student to receive credit toward high school graduation, the school at which the course is offered must provide such essential information as is generally included in official transcripts of school records. This information must include: (1) a description of the content and subject matter covered by the course; (2) the number of clock hours of instruction in the course; and (3) the student's achievement or performance level in the course. In addition, a syllabus that includes course goals, course objectives, course activities and grade requirements must be provided.

The student also must meet any other requirements established by the superintendent.

Legal References: G.S. 115C art. 16 pt. 9; 115C-36, -47, -81; 115D-5(b), -20(4); S.L. 2011-145 sec. 7.1A(a), 7.1A(b), 7.1A(c), 7.1A(k); State Board of Education Policies GCS-L-004,GCS-M-001

Cross References: Curriculum Development (policy 3100)

Adopted:

Policy 3110: Innovation in Curriculum and Instruction

As recommended to the Board Policy Committee, January 12, 2012

As noted in existing policy, administrators are encouraged to pursue innovative programs and to take advantage of community resources to enhance the learning process. One update has been made to this policy that adds requirements for high school-to-work partnerships.

The board welcomes new and innovative ideas in curriculum as additional avenues to achieve the goals and objectives of the educational program. Administrators are encouraged to pursue innovative programs and to take advantage of community resources in order to enhance and enrich the learning process. In addition, the board believes that parental involvement is vital to the development and implementation of new programs and encourages administrators to involve parents in plans for innovative projects.

The board encourages school administrators to use community resources, including businesses that can effectively contribute to the advancement of educational goals. Resource persons in the community may be used in the classroom to help with teaching the prescribed curriculum. High school administrators are encouraged to partner with local businesses to facilitate high school-to-work partnerships for students who have indicated that they are unlikely to seek higher education. The board encourages local businesses to work with high school administrators to create opportunities for students to complete job shadows, internships or apprenticeships. The career and technical education administrator shall designate a career development coordinator at the high school to be the contact person for local businesses.

Other innovative pilot programs may be initiated by the administrators of any school with the approval of the board. Such programs should be included in the proposed school improvement plan. If the program will modify the curriculum, the proposal should first be submitted to the ~~curriculum committee~~ superintendent or designee in accordance with policy 3100, Curriculum Development. If a school improvement plan is already in effect, school administrators may submit a modified plan for board approval. Board approval is required before implementation may take place.

All pilot projects and educational programs must comply with state and federal laws and regulations. Parents and guardians of children in applicable federally funded programs have the right to inspect all instructional materials used in connection with such programs.

The superintendent shall develop administrative regulations, as necessary, to implement this policy.

Legal References: 20 U.S.C. 1232h; G.S. 115C art. 16; 115C-36, -47

Cross References: Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), School Improvement Plan (policy 3430)

Adopted:

Policy 7820: Personnel Files

As recommended to the Board Policy Committee, January 12, 2012

As noted in this policy, personnel files will be maintained in the personnel office for all employees as provided by law. The superintendent and other supervisors will ensure that all appropriate employment-related information is placed in the files. Employees are ensured procedural protections as provided by law. Additions made to this policy include the following: electronic records as a form of record keeping, an addition to the records maintained, and other legal updates.

Personnel files, which may consist of paper or electronic records, will be maintained in the personnel office for all employees as provided by law. The superintendent and all supervisors are directed to ensure that all appropriate employment-related information is submitted to the files. Employees will be provided with all procedural protections as provided by law.

The superintendent has overall responsibility for granting or denying access to personnel records consistent with this policy.

A. RECORDS MAINTAINED

The following records must be maintained in the personnel file:

1. evaluation reports made by the administration;
2. commendations for and complaints against the employee (see Section C);
3. written suggestions for corrections and improvements made by the administration;
4. certificates;
5. employee's standard test scores;
6. employee's academic records;
7. application forms;
8. any request to the State Board of Education to revoke the employee's teaching license; and
9. other pertinent records or reports.

B. CERTAIN EMPLOYEE RECORDS MAINTAINED SEPARATELY

The following employee information must be kept separate from the employee's general personnel information, in accordance with legal and/or board requirements:

1. Pre-Employment Information

Letters of reference about an employee obtained before his or her employment and, for teachers, any other pre-employment information collected, must be filed separately from the employee's general personnel information and must not be made available to the employee.

2. Criminal Record Check

Data from a criminal history check must be maintained in a locked, secure location separate from the employee's personnel file. The superintendent shall designate which school officials have a need to know the results of the criminal history check. Only those officials so designated may obtain access to the records.

3. Medical Information

Employee medical information, including the following, must be kept in a separate confidential file and may be subject to special disclosure rules:

- a. health certificates (see policy 7120, Employee Health Certificate);
- b. drug test results, except that drug use or alcohol use contrary to board policy or law also may be documented in the employee's personnel file (see policy 7241, Drug and Alcohol Testing of Commercial Motor Vehicle Operators);
- c. information related to an employee's communicable disease/condition or possible occupational exposure to bloodborne pathogens (see policies 7260, Occupational Exposure to Bloodborne Pathogens, and 7262, Communicable Diseases – Employees);
- d. medical information related to leave under the Family and Medical Leave Act (see policy 7520, Family and Medical Leave); and
- e. genetic information, as defined by the Genetic Information Nondiscrimination Act of 2008.

4. Complaints/Reports of Harassment or Discrimination

The superintendent or designee shall maintain records of all reports and complaints of harassment and discrimination and the resolution of such complaints. Allegations of harassment or discrimination must be kept confidential to the extent possible. Employees involved in the allegations will be identified only to individuals who need the information to investigate or resolve the matter or to ensure that due process is provided to the accused employee (see policies 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying, and 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure).

If the allegations are substantiated through investigation, the superintendent or designee shall ensure that the provisions of Section C, below, are followed to the extent that they do not conflict with the rights of any individual.

C. PLACEMENT OF RECORDS IN PERSONNEL FILE

All evaluations, commendations, complaints or suggestions for correction or improvement must be placed in the employee's central office personnel file after the following requirements are met:

1. the comment is signed and dated by the person who made the evaluation, commendation, complaint or suggestion;
2. if the comment is a complaint, the employee's supervisor has attempted to resolve the issue raised therein, and documentation of such efforts is attached with the supervisor's recommendation to the superintendent as to whether the complaint contains any invalid, irrelevant, outdated or false information; and
3. the employee has received a copy of the evaluation, commendation, complaint or suggestion five days before it is placed in the file.

All written complaints that are signed and dated must be submitted regardless of whether the supervisor considers the complaint to be resolved.

The supervisor is expected to use good judgment in determining when a document should be submitted to the file immediately and when a delay is justified, such as when there exists a plan of improvement that is frequently revised. However, all evaluations, commendations, complaints or suggestions for correction or improvement should be submitted by the end of the school year or in time to be considered in an evaluation process, whichever is sooner. The supervisor or principal should seek clarification from the associate superintendent of human resources as necessary to comply with this policy.

The employee may offer a denial or explanation of the evaluation, commendation, complaint or suggestion, and any such denial or explanation will become part of his or her personnel file, provided that it is signed and dated.

The superintendent may exercise statutory authority not to place in an employee's file a letter of complaint that contains invalid, irrelevant, outdated or false information, or a letter of complaint when there is no documentation of an attempt to resolve the issue.

As provided in policy 7900, Resignation, if a career employee who has been recommended for dismissal under G.S. 115C-325(e)(1) resigns without the written consent of the superintendent, then: (1) the superintendent shall report the matter to the State Board of Education; (2) the employee shall be deemed to have consented to the placement of the written notice of the superintendent's intention to recommend dismissal in the employee's personnel file; and (3) the employee shall be deemed to have consented to the release to prospective employers, upon request, of the fact that the superintendent has reported this employee to the State Board of Education. For purposes of this provision, "career employee" means (1) a teacher or an administrator with career status,

or (2) an administrator or a probationary teacher during the term of his or her contract.

D. ACCESS TO PERSONNEL FILE

1. Every employee has the right to inspect his or her personnel file, including any portions of the file maintained in electronic format only, during regular working hours, provided that three days' notice is given to the personnel office.
2. The following persons may be permitted to access a personnel file without the consent of the employee about whom the file is maintained:
 - a. school officials involved in the screening, selection or evaluation of the individual for employment or other personnel action;
 - b. members of the board of education, if the examination of the file relates to the duties and responsibilities of the board member;
 - c. the board attorney;
 - d. the superintendent and other supervisory personnel;
 - e. the hearing officer in a demotion or dismissal procedure regarding the employee; and
 - f. law enforcement and the District Attorney to assist in the investigation of a report made to law enforcement pursuant to G.S. 115C-288(g) or regarding an arson; an attempted arson; or the destruction of, theft from, theft of, embezzlement from or embezzlement of any personal or real property owned by the board. Five days' written notice will be given to the employee prior to such disclosure.
3. No other person may have access to a personnel file except under the following circumstances:
 - a. when an employee gives written consent to the release of his or her records, which specifies the records to be released and to whom they are to be released;
 - b. pursuant to a subpoena or court order; or
 - c. when the board has determined and the superintendent has documented that the release or inspection of information is essential to maintaining the integrity of the board or the quality of services provided by the board.
4. Each request for consent to release records must be handled separately.

5. It is a criminal violation for an employee or board member to do either of the following:
 - a. knowingly, willfully and with malice permit any unauthorized person to have access to information contained in a personnel file; or
 - b. knowingly and willfully examine, remove or copy a personnel file that he or she is not specifically authorized to access pursuant to G.S. 115C-321.

E. INFORMATION AVAILABLE TO PARENTS OF STUDENTS ATTENDING TITLE I SCHOOLS

The following information about a student's teacher(s) or paraprofessional(s) providing services to a student must be provided upon request to the parent of a student attending a Title I school:

1. whether the teacher has met North Carolina qualification and licensing criteria for the grade level(s) and subject area(s) in which the teacher provides instruction;
2. the teacher's baccalaureate degree major and any post-graduate certification or degree held;
3. whether the teacher is teaching under emergency or other provisional status through which North Carolina qualification or licensing criteria have been waived; and
4. the qualifications of any paraprofessional providing services to the student.

F. PUBLIC INFORMATION

1. The following information contained in an employee's personnel file must be open to inspection upon request by members of the general public:
 - a. name;
 - b. age;
 - c. the date of original employment or appointment;
 - d. the terms of any past or current contract by which the employee is employed, whether written or oral, to the extent that the board has the written contract or a record of the oral contract in its possession;
 - e. current position;
 - f. title;

- g. current salary (includes pay, benefits, incentives, bonuses, deferred compensation and all other forms of compensation paid to the employee);
 - h. the date and amount of each increase or decrease in salary with the board;
 - i. the date and type of each promotion, demotion, transfer, suspension, separation or other change in position classification with the board;
 - j. the date and general description of the reasons for each promotion with the board;
 - k. the date and type of each dismissal, suspension or demotion for disciplinary reasons taken by the board, and if the disciplinary action was a dismissal, a copy of the written notice of the final decision of the board setting forth the specific acts or omissions that are the basis of the dismissal; and
 - l. the office or station to which the employee is currently assigned.
- 2. The name of a participant in the North Carolina Address Confidentiality Program is not a public record, is not open to inspection, and must be redacted from any records released.
 - 3. Volunteer records are not considered public records.
 - 4. Unless an employee submits a written objection to the personnel office, the board also may make the following information available about each employee as part of an employee directory:
 - a. address;
 - b. telephone number;
 - c. photograph;
 - d. participation in officially recognized activities and sports; and
 - e. degrees and awards received.
 - 5. Employees will be notified of their right to object before any such directory is compiled or revised.
 - 6. Under no circumstances will the following be released pursuant to a public records request or as part of an employee directory:
 - a. personal identifying information, as defined in policy 4705/7825,

Confidentiality of Personal Identifying Information; or

- b. the name, address or telephone number of a participant in the North Carolina Address Confidentiality Program.

G. REMOVAL OF RECORDS

An employee may petition the board to remove any information from his or her personnel file that the employee deems invalid, irrelevant or outdated.

Legal References: Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. 2000ff *et seq.*; No Child Left Behind Act of 2001, 20 U.S.C. 6311(h)(6); G.S. 114-19.2; 115C-36, -47(18), -209.1, -288(g), -319 to -321, -325(b) and (o); 16 N.C.A.C. 6C .0313

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Confidential Information (policy 2125/7315), North Carolina Address Confidentiality Program (policy 4250/5075/7316), Confidentiality of Personal Identifying Information (policy 4705/7825), Public Records – Retention, Release and Disposition (policy 5070/7350), Employee Health Certificate (policy 7120), Drug and Alcohol Testing of Commercial Motor Vehicle Operators (policy 7241), Occupational Exposure to Bloodborne Pathogens (policy 7260), Communicable Diseases – Employees (policy 7262), Family and Medical Leave (policy 7520), Petition for Removal of Personnel Records (policy 7821), Resignation (policy 7900)

Adopted:

Policy 7930: Professional Employees: Demotion and Dismissal

As recommended to the Board Policy Committee, January 12, 2012

This policy emphasizes the importance of an effective professional staff that enables students to be successful. It has been updated to clarify that an employee may be subject to dismissal without first having been placed on a growth plan or mandatory improvement plan. It also adds a reference to the definition of inadequate performance in G.S. 115C-325(e)(3).

PROFESSIONAL EMPLOYEES: DEMOTION AND DISMISSAL

Policy Code:

7930

The board recognizes that an effective professional staff is critical to the smooth operations of the school system and to creating a learning environment where students are able to succeed. When a licensed employee is unable or unwilling to meet performance expectations, the supervisor and superintendent should consider whether dismissal or demotion is appropriate.

Evaluators of licensed employees are expected to follow policy 7810, Evaluation of Licensed Employees, policy 7820, Personnel Files, and policy 7811, Plans for Growth and Improvement of Licensed Employees. Evaluators should provide the superintendent with carefully documented evidence concerning a person's inadequacies and lack of competencies when such deficiencies have led to the recommendation and contemplation of dismissal or demotion. These documents also should show ways in which the evaluator has endeavored to help the employee become a more effective professional. In the interest of students and the welfare of the school system, dismissal or demotion may be pursued regardless of whether the evaluator has met these expectations, and regardless of whether the employee has first been placed on a growth plan or mandatory improvement plan, so long as the legal grounds for seeking dismissal or demotion can be sufficiently demonstrated.

All legally required or contractually agreed-upon procedures, including those prescribed in G.S. 115C-325, will be followed in the dismissal or demotion of employees. Career employees, probationary employees during the term of their contracts, and school administrators during the term of their contracts may be dismissed for the following reasons as outlined in G.S. 115C-325(e)(1):

1. inadequate performance, defined in accordance with G.S. 115C-325(e)(3);
2. immorality;
3. insubordination;
4. neglect of duty;
5. physical or mental incapacity;
6. habitual or excessive use of alcohol or non-medical use of a controlled substance as defined in Article 5, Chapter 90 of the General Statutes;
7. conviction of a felony or a crime involving moral turpitude;
8. advocating the overthrow of the government of the United States or of the state of North Carolina by force, violence or other unlawful means;
9. failure to fulfill the duties and responsibilities imposed upon teachers by the General

Statutes;

10. failure to comply with such reasonable requirements as the board may prescribe;
11. any cause that constitutes grounds for the revocation of a career teacher's teaching license;
12. a justifiable decrease in the number of positions due to school system reorganization or decreased enrollment provided that there is full compliance with other statutory requirements;
13. failure to maintain one's license in current status;
14. failure to repay money owed to the state in accordance with the provisions of Article 60, Chapter 143 of the General Statutes; and
15. providing false information or knowingly omitting a material fact on an application for employment or in response to a pre-employment inquiry.

Resignation by a career employee who has been recommended for dismissal under G.S. 115C-325(e)(1) is subject to the provisions of policy 7900, Resignation.

Legal References: G.S. 90 art. 5; 115C-287.1, -307, -325, -333, -333.1; 143 art. 60; 16 N.C.A.C. 6C .0502

Cross References: Professional and Staff Development (policy 1610/7800), Staff Responsibilities (policy 7300), Job Descriptions (policy 7400), Career Status (policy 7410), Evaluation of Licensed Employees (policy 7810), Plans for Growth and Improvement of Licensed Employees (policy 7811), Personnel Files (policy 7820), Resignation (policy 7900), Probationary Teachers: Nonrenewal (policy 7950)

Adopted:

Policy 7950: Probationary Teachers: Nonrenewal

As recommended to the Board Policy Committee, January 12, 2012

This policy has been updated to include a timeline in Section A for the exchange of information prior to the board's decision on renewal. Section B that relates to non-renewal of probationary teachers due to reduction in force has also been added.

PROBATIONARY TEACHERS: NONRENEWAL

Policy Code:

7950

The board, upon recommendation of the superintendent, may refuse to renew the contract of any probationary teacher or to reemploy any teacher who is not under contract for any cause it deems sufficient, so long as the cause is not arbitrary, capricious or discriminatory or for personal or political reasons. Probationary teachers during the term of their contract will be demoted or dismissed only in accordance with policy 7930, Professional Employees: Demotion and Dismissal.

A. TEACHER RIGHTS UPON NONRENEWAL

By no later than May 15, the superintendent shall provide written notice to the probationary teacher of the superintendent's intent to recommend nonrenewal and the teacher's right, within 10 days of receipt of the superintendent's recommendation, to request and receive written notice of the reasons for the superintendent's recommendation for nonrenewal and the information that the superintendent may share with the board to support the recommendation for nonrenewal. The failure to file a timely request within 10 days shall result in a waiver of the right to this information. If a teacher files a timely request, the superintendent shall provide the requested information, and the teacher shall be permitted to submit supplemental information to the superintendent and board prior to the board's decision.

A probationary teacher, whose contract is not in the final year before the probationary teacher is eligible for career status, has the right to petition the board for a hearing regarding the superintendent's recommendation for nonrenewal. The board will notify the probationary teacher of its decision whether to grant a hearing. For all proceedings initiated after August 31, 2010, teachers eligible for career status have the right to a hearing before the board if the superintendent recommends that the board not grant the teacher career status for any reason other than a reduction in force (see policy 7410, Career Status).

The board will notify the probationary teacher whose contract will not be renewed for the next school year of its decision by June 15. If, however, a teacher submitted a request for information or a hearing, the board shall provide the nonrenewal notification by July 1 or a later date upon the written consent of the superintendent and teacher.

B. NONRENEWAL DUE TO REDUCTION IN FORCE: PROBATIONARY STATUS

The provisions in this section apply to full-time permanent probationary teachers who (1) are non-renewed because of a decrease in the number of school system positions resulting from decreased funding, decreased enrollment or school system reorganization and (2) are subsequently rehired by the board within three years of their nonrenewal.

The provisions in this section also apply to full-time permanent probationary teachers

who (1) resign in good standing effective at the end of the school year after receiving documentation that their position may be eliminated because of a decrease in the number of school system positions resulting from decreased funding, decreased enrollment or school system reorganization and (2) are subsequently rehired by the board.

1. Teachers Not Eligible for Career Status at the Time of Nonrenewal

The intervening years when the teacher was not employed by the board shall not be deemed to constitute either a break in continuity of years of service or a consecutive year of service for purposes of determining eligibility for career status, provided the teacher gives notice as required in subsection B.3, below.

2. Teachers Eligible for Career Status at the Time of Nonrenewal

Teachers who have met all service requirements to be eligible for career status pursuant to policy 7410 at the time of their nonrenewal shall be eligible for a career status decision after one additional year of employment upon being rehired, provided the teacher gives notice as required in subsection B.3, below.

3. Required Notice

a. Within 60 calendar days of the teacher's first day of employment upon being rehired, the teacher must:

(1) give written notice to the assistant superintendent for human resources that the teacher's nonrenewal did not constitute a break in service because it was pursuant to policy 7920, Professional Personnel Reduction in Force; and

(2) provide information establishing to the satisfaction of the superintendent that the teacher was non-renewed because of a decrease in the number of positions triggered by decreased funding or enrollment or due to school system reorganization.

b. The superintendent or designee shall notify the teacher of the 60-day deadline using a method reasonably calculated to provide actual notice. If the superintendent or designee fails to provide notice within 30 calendar days after the teacher's first day of employment upon rehiring, the teacher's obligation to provide notice shall not commence until such time that the teacher is notified by the superintendent or designee of the 60-day deadline.

c. The superintendent is not authorized to waive the notice required from the teacher by this subsection without the prior approval of the board.

4. Superintendent's Decision and Board Review

- a. The superintendent shall issue a written decision to the teacher within a reasonable period of time upon receiving the information required by this section.
- b. Within 10 calendar days of receipt, the teacher may petition the board in writing for review of the superintendent's decision.
- c. The board will review the matter on the record and issue a written decision.

Legal References: G.S. 115C-45(c), -325

Cross References: Career Status (policy 7410), Professional Personnel Reduction in Force (policy 7920), Professional Employees: Demotion and Dismissal (policy 7930)

Adopted:

AP Program Study Team

- September 2011 AP Exam Report to the BOE
- AP Study Team Created



Draft Recommendations So Far...

- Implement an AP Summer Institute
- Institute teacher recommendation as addition part of enrollment process
- Utilize PLAN & PSAT data for enrollment & recruitment purposes
- Students pay for exam fees upfront (half within first 10 days of course) and district would reimburse all students who scored a 3 or better
- Move courses so that AP Content Course with extra GPA point is tied to exam semester (currently not)
- Informational meeting for all parents and students registered for AP classes Spring 2012

Policy 1610/7800: Professional and Staff Development

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

The North Carolina School Boards Association revision of this policy is recommended to replace current ACS Board policy. There are two primary updates to the policy: (1) A more specific statement of the purpose of professional development, and (2) the use of new terminology found in Section C that includes mandatory improvement plans established by state law, and individual monitored and/or directed growth plans established by the State Board of Education for professional growth and improving performance as described in policy 7811, Plans for Growth and Improvement of Licensed Employees.

PROFESSIONAL AND STAFF DEVELOPMENT ASSISTANCE

Policy Code: **1610/7800**

The board believes a strong relationship exists between the quality of education provided to students and the competency and training of all personnel employed by the school system. The board places a high priority on securing the most competent personnel available and, once they are employed, providing them with opportunities for professional growth and development throughout their careers. The goal of professional and staff development programs and opportunities for licensed professional employees and support staff is to improve the instructional program and create a safe learning environment for all students by improving and expanding the skills of the professional staff and support personnel.

A. PROFESSIONAL AND STAFF DEVELOPMENT

The superintendent shall provide ongoing development opportunities for licensed and support staff and shall require participation by such personnel as appropriate. The superintendent shall seek input from employees when developing system-wide programs. The principal shall seek input from school personnel when planning professional and staff development programs for his or her school.

Professional and staff development must be provided, at the system or school level, on the effective delivery of the required curriculum and the incorporation of technology into the student learning process.

B. SELF-IMPROVEMENT

Licensed employees are expected to engage in self-directed activities to improve their professional skills. These employees are encouraged to seek information and training through professional development programs as well as other opportunities in order to meet this responsibility.

C. PLANS FOR GROWTH AND IMPROVEMENT

Supervisors and principals also may require licensed employees to enter into plans, including mandatory improvement plans established by state law and individual, monitored and/or directed growth plans established by the State Board of Education, for professional growth and improving performance. (See policy 7811, Plans for Growth and Improvement of Licensed Employees.) A performance improvement plan could involve participation in a professional development program or encompass a variety of strategies that are related to professional growth or improving performance.

D. PAYMENT OF COSTS

The school system will consider paying reasonable costs, within budget limits, for any courses, workshops, seminars, conferences, in-service training sessions or other sessions

an employee is required to attend by the local administration. The employee must seek prior approval for payments.

The school system will not bear the responsibility of the cost of training taken solely for the purposes of licensure renewal.

Legal References: Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; G.S. 115C-105.47(b)(9), -333, -333.1; State Board of Education Policy TCP-C-004

Cross References: Grievance Procedure for Employees (policy 1750/7220), Plans for Growth and Improvement of Licensed Employees (policy 7811)

Adopted:

Policy 4050: Children of Military Families

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

An addition has been made to this policy that satisfies a new two-part reporting requirement noted in G.S. 115C-47(60). This includes a report of the following to the State Board of Education: (1) the number of children within the district who have immediate family members who have served in the reserve or have been on active duty in the armed forces since September 1, 2011, and (2) whether the school district employs at least one person trained to provide specific support services to meet the unique needs of these children, and if so, the frequency and number of school personnel who have been trained by this individual employee.

The board recognizes the unique circumstances faced by children of military families who are often required to transfer to a new school system because their parents or guardians have a new military assignment. In order to promote flexibility and cooperation between the school system, parents and guardians, and the student and to assist the student to achieve educational success in his or her new school, the superintendent shall adopt procedures necessary to ensure compliance with the Interstate Compact on Educational Opportunity for Military Children (hereinafter "Compact") and to educate employees about the unique needs of these children.

The board will collect information and annually report to the State Board of Education in accordance with G.S. 115C-47(60) regarding (1) the number of students residing in the school system who have immediate family members who have served in the reserve or active components of the uniformed services since September 1, 2011; and (2) whether the school system employs at least one person trained to provide specific support services to meet the unique needs of these children, and if so, the frequency and number of school personnel who have been subsequently trained by that employee(s).

A. DEFINITIONS

The following definitions apply to all policies and procedures adopted in compliance with the Compact.

1. Active Duty

Active duty is full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. 12301, et seq. and 10 U.S.C. 12401, et seq.

2. Children of Military Families

Children of military families are school-aged children, enrolled in kindergarten through twelfth grade, in the household of an active duty member.

3. Deployment

Deployment is the period one month prior to the service members' departure from their home station on military orders though six months after their return to their home station.

4. Education Records

Education Records are those official records, files and data directly related to a student and maintained by the school or school system, including but not limited to records encompassing all the material kept in the student's cumulative folder,

such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.

5. Extracurricular Activities

Extracurricular activities are voluntary activities sponsored by the school or school system or an organization sanctioned by the school system. Extracurricular activities include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.

6. Member State

A member state is a state that has enacted the Compact.

7. Non-Member State

A non-member state is a state that has not enacted the Compact.

8. Receiving State

The receiving state is the state to which a child of a military family is sent, brought, or caused to be sent or brought.

9. Rule

A rule is a written statement by the Interstate Commission promulgated pursuant to Article XII of the Compact that is of general applicability, implements, interprets or prescribes a policy or provision of the Compact, or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of rules promulgated under the Administrative Procedures Act as found in Chapter 150B of the North Carolina General Statutes, and includes the amendment, repeal, or suspension of an existing rule.

10. Sending State

The sending state is the state from which a child of a military family is sent, brought, or caused to be sent or brought.

11. Student

The student is the child of a military family for whom the school system receives public funding and who is formally enrolled in kindergarten through twelfth grade.

12. Transition

The transition is (1) the formal and physical process of transferring from school to school or (2) the period of time in which a student moves from one school in the sending state to another school in the receiving state.

13. Uniformed Services

The uniformed services are the Army, Navy, Air Force, Marine Corps, and Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration and the Public Health Services.

14. Veteran

A veteran is a person who served in the uniformed services and who was discharged or released therefrom under conditions other than dishonorable.

B. THOSE TO WHOM ADOPTED POLICIES AND PROCEDURES APPLY

Policies and procedures that are adopted to comply with the Compact apply to the children of:

1. Active duty members of the uniformed services as defined in Section A of this policy, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. 12301, et seq. and 10 U.S.C. 12401, et seq.;
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
3. Members of uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

C. THOSE TO WHOM ADOPTED POLICIES AND PROCEDURES DO NOT APPLY

The policies and procedures adopted to comply with the Compact do not apply to the children of:

1. Inactive members of the National Guard and Military Reserves;
2. Members of the uniformed services now retired, except as provided in Section B of this policy;
3. Veterans of the uniform services, except as provided in Section B of this policy, and other U.S. Department of Defense personnel and other federal agency

civilians and contract employees not defined as active duty members of the uniformed services.

Legal References: G.S. 115C-47(60), -407.5

Cross References: Student Promotion and Accountability (policy 3420), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620), Immunization and Health Requirements for School Admission (policy 4110), Domicile or Residence Requirements (policy 4120), Assignment to Classes (policy 4155), Attendance (policy 4400), Student Records (policy 4700)

Adopted: May 14, 2009

Policy 7130: Licensure

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

This policy provides a basic description of how the Board will insure that all professional North Carolina licensure requirements are met. More specifically, Section A includes the requirement to develop a plan and comprehensive program for beginning teacher support. This plan must be approved by the board, and the superintendent or designee will submit an annual report on the Beginning Teachers Support Program to the Department of Public Instruction by October 1 of each year. Included in the report must be evidence of demonstrated proficiency on the standards along with mentor success in meeting mentor standards. The school district will also participate in implementing an annual peer review and support system.

The board intends to comply fully with all licensure requirements of the No Child Left Behind Act of 2001 (NCLB), state law and State Board of Education policies. Except as provided below, a professional employee must hold at all times a valid North Carolina license appropriate to the position in which he or she is employed. To the extent possible, all professional teaching assignments will be in the area of the professional employee's license except as may be otherwise allowed by state and federal law and State Board policy. In addition, all professional teachers employed to teach core academic subjects must be "highly qualified" as required by NCLB. Core academic subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography.

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

A. BEGINNING TEACHER SUPPORT PROGRAM

The superintendent or designee shall develop a plan and a comprehensive program for beginning teacher support. The plan must be approved by the board and kept on file for review. The superintendent or designee shall submit an annual report on the Beginning Teacher Support Program to the Department of Public Instruction (DPI) by October 1 of each year. The report must include evidence of demonstrated proficiency on the Beginning Teachers Support Program Standards and evidence of mentor success in meeting Mentor Standards. The school system will also participate in implementing a regionally-based annual peer review and support system.

B. LICENSE RENEWAL

Licensure renewal is the responsibility of the individual, not of the school system. Any employee who allows a license to expire must have it reinstated prior to the beginning of the next school year. A teacher whose license has expired is subject to dismissal.

The school system may offer courses, workshops and independent study activities to help school personnel meet license renewal requirements. Any renewal activity offered must be consistent with State Board of Education policy. In addition, the superintendent or designee shall develop a procedure to determine the appropriateness of any credit offered in advance of renewal activities.

C. PARENTAL NOTIFICATION

At the beginning of each school year, the school system shall notify the parents or guardians of each student attending a Title I school or participating in a Title I program of their right to request the following information about qualifications of their child's teacher: whether the teacher has met NC licensing requirements; whether the teacher has had any licensure requirements waived; what the teacher's bachelor degree major(s)

is/are; what other degrees and teaching license area(s) the teacher holds; and whether the child is provided services by a paraprofessional, and if so, the paraprofessional's qualifications.

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

D. EQUITABLE DISTRIBUTION OF HIGHLY QUALIFIED TEACHERS

The superintendent shall develop a plan in accordance with DPI requirements to ensure that low-wealth, minority, learning disabled and/or English language learners are taught by experienced and highly qualified teachers to the same extent as are students who do not fall into these categories. If DPI does not require such plan of the LEA, the superintendent is not required to develop a plan under this subsection unless he or she determines that one is needed to address inequities within the school system.

Legal References: No Child Left Behind Act, 20 U.S.C. 6301 *et seq.*; 34 C.F.R. 200.55-57, 200.61; 20 U.S.C. 6319; 20 U.S.C. 7801(11); G.S. 115C-296, -333, -333.1, -325(e)(1)(m); State Board of Education Policies TCP-A-000, -001, -004, - 016, -018, -021

Cross References:

Adopted:

Policy 7810: Evaluation of Licensed Employees

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

A required update to this policy adds information regarding the evaluation of career teachers using the abbreviated process established by the State Board of Education. The policy states, "All licensed personnel must be evaluated at least annually using state-approved evaluation instruments in conformance with any processes established by the State Board for that class of personnel." Overall, it is the responsibility of the superintendent to develop and implement an effective evaluation system for licensed personnel that is consistent with State Board of Education policies.

The board places a high priority on securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. An effective evaluation program that clearly describes an employee's performance is a critical aspect of professional growth and assistance.

The superintendent is directed to develop and implement an effective evaluation system for licensed personnel that is consistent with State Board of Education policies. School administrators who are responsible for conducting evaluations shall comply with all state requirements with regard to the type and frequency of evaluation. The school principal shall evaluate teachers and may incorporate any guidelines or strategies developed by the State Board to assist in the evaluations. The superintendent or designee shall evaluate principals and assistant principals.

All licensed personnel must be evaluated at least annually using state-approved evaluation instruments in conformance with any processes established by the State Board for that class of personnel. For a career teacher who is in his or her license renewal year, the teacher must be evaluated by using the formal teacher evaluation process as set forth in State Board Policy TCP-C-004. For a career teacher who is not in his or her license renewal year, the abbreviated evaluation process established in State Board Policy TCP-C-004 is sufficient to satisfy the annual evaluation requirement; however, in any given year, the principal may use the formal evaluation process to evaluate a career teacher. The annual evaluation of principals and assistant principals must include a mid-year review.

The evaluation system must incorporate the following directives.

1. Evaluators must clearly identify exemplary performance as well as deficiencies in performance.
2. Evaluators are encouraged to use supplementary means of assessing and documenting performance in addition to the state performance standards, assessment rubrics and evaluation instruments, including, but not limited to, additional formal observations, informal observations, conferences, reviews of lesson plans and grade books, interactions with the employee, plans of growth or improvement and any other accurate indicators of performance.
3. Student performance and other student outcome data will be considered as a part of the evaluation of licensed personnel, as provided in the assessment rubric for the class of employees under evaluation. Multiple means of assessing student performance must be used whenever possible. If only one method is used to measure student performance, it must be a clearly valid tool for evaluating an employee's impact on student performance.
4. Peer observations of probationary teachers must be conducted as required by law using the evaluation instrument and process established by the State Board and must be

considered by the school administrator in evaluating teacher performance.

5. Supervisors and principals should facilitate open communication with employees about performance expectations.
6. An employee who is unclear about how performance is being assessed or who desires additional evaluation opportunities should address these issues with his or her immediate supervisor.
7. Evaluators will be held accountable for following the evaluation system and all applicable state guidelines on the evaluation of employees.
8. Evaluation data will be submitted to the central office personnel file in accordance with state law and policy 7820, Personnel Files.
9. Evaluation data will be used in making employment decisions, including decisions related to professional and staff development (see policy 1610/7800, Professional and Staff Development), career status (see policy 7410, Career Status) and suspension, demotion and dismissal of employees (see policy 7930, Professional Employees: Demotion and Dismissal, and policy 7940, Classified Personnel: Suspension and Dismissal). Employment decisions may be made by the board and administrators regardless of whether evaluators have followed the evaluation system, so long as there is a legally sufficient basis for the decisions.
10. The superintendent and all evaluators are encouraged to develop ways to recognize distinguished performance and to capitalize on the abilities of such exemplary employees in helping other employees. The superintendent and evaluators are encouraged to involve employees in developing these processes.

The superintendent shall develop any other necessary procedures and shall provide training, as necessary, to carry out the board's directives and to meet state requirements.

Legal References: G.S. 115C-47(18), -286.1, -325, -333, -333.1; State Board of Education Policies TCP-C-004, -005, -006, -022

Cross References: Professional and Staff Development (policy 1610/7800), Career Status (policy 7410), School Administrator Contracts (policy 7425), Plans for Growth and Improvement of Licensed Employees (policy 7811), Personnel Files (policy 7820), Professional Employees: Demotion and Dismissal (policy 7930), Classified Personnel: Suspension and Dismissal (policy 7940)

Adopted:

Policy 7811: Plans for Growth and Improvement of Licensed Employees

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

This policy has been updated to reflect changes made by the State Board of Education to reflect revisions to the law that replaced “action plans” with “mandatory improvement plans” for employees in low-performing schools. It also added rules regarding the use of “qualified observers” in the evaluation process for teachers not in low-performing schools. The ultimate aim of this policy is toward teacher improvement.

ACTION PLANS FOR GROWTH AND IMPROVEMENT OF LICENSED EMPLOYEES

Policy Code:

7811

The board expects all professionally licensed employees to maintain high levels of performance. If an employee does not meet this standard, the superintendent and administrative staff shall address any identified performance or other deficiencies through appropriate means, including by placing the employee on a monitored growth, directed growth or mandatory improvement plan when required by state law, State Board policy or this policy or when otherwise deemed necessary.

Growth and mandatory improvement plans as defined by law and this policy are valuable tools to promote the professional development of licensed employees. The board recognizes, however, that not all conduct and performance issues require the development of a plan. Administrators and supervisory personnel are authorized to address inappropriate conduct and/or inadequate performance using such other lawful means as they may deem appropriate. This policy shall not be interpreted to limit in any way the authority of administrators or other supervisory personnel to direct and reprimand licensed employees for inappropriate conduct or inadequate performance.

The superintendent shall develop procedures in accordance with state law, State Board guidelines and this policy as necessary to carry out the board's directives.

A. DEFINITIONS

1. As used in this policy, "teacher" means an individual defined as a teacher in G.S. 115C-325(a)(6).
2. As used in this policy, "licensed employee(s)" includes school administrators as defined in G.S. 115C-325(a)(5b) and teachers.

B. INDIVIDUAL, MONITORED AND DIRECTED GROWTH PLANS

1. Use of Growth Plans
 - a. Teachers

Teachers who receive an overall rating of at least "proficient" on all standards on the North Carolina Teacher Evaluation Rubric as indicated on the Teacher Summary Rating Form shall develop an individual growth plan designed to improve performance on specifically identified standards and elements.

A teacher who is performing below a proficient level on the Teacher Summary Rating Form shall be placed on a monitored growth plan or a directed growth plan unless dismissal, demotion, nonrenewal or placement

on a mandatory improvement plan (see Section C, below) is warranted. A monitored growth plan developed in accordance with State Board policy is required for a teacher who is rated “developing” on one or more standards of the North Carolina Teacher Evaluation Rubric. State Board policy also requires that a teacher who is rated “not demonstrated” on any standard or who is rated “developing” on any standard for two sequential years be placed on a directed growth plan. The superintendent may establish other criteria that will be deemed evidence that performance is below a proficient level or otherwise represents unsatisfactory or below standard performance and warrants placement on either a monitored growth plan or a directed growth plan.

Unless otherwise limited by state law or State Board policy, the principal is authorized to place a teacher on a monitored or directed growth plan or other plan of improvement at any point during the school year if the principal determines that the teacher is performing below the expected level.

b. School Administrators

Professional growth plans will be developed for school administrators as provided in State Board policy. A professional growth plan will include mutually agreed upon performance goals and recommendations based upon the school administrator’s self-assessment, the consolidated assessment and the summary evaluation using the *North Carolina School Executive; Principal and Assistant Principal Evaluation Process*. Development of the professional growth plan will be discussed at a meeting between the school administrator and the superintendent or designee when completing the annual evaluation process.

The superintendent may move to dismiss or demote a licensed employee whether or not the employee has been first placed on a growth or other improvement plan. See policy 7930, Professional Employees: Demotion and Dismissal.

2. Components of Growth Plans

Individual growth plans may contain, but are not limited to, any of the components listed below. However, monitored or directed growth plans must include at least the following components.

a. Identification of Deficiencies

All performance deficiencies, including all specific standards and elements of the Teacher Evaluation Rubric identified for improvement during the teacher’s evaluation, must be identified and addressed in the growth plan.

b. Performance Expectations and Goals

For each problem identified, the growth plan must include a statement of the expected level of performance and/or other goals to be accomplished.

c. Strategies

The growth plan must set forth a strategy or strategies designed to correct each identified deficiency. The strategies should be specific and clearly state the activities the teacher should undertake to achieve the expected level of performance. The strategies also should identify all individuals responsible for implementing the plan.

d. Dates for Monitoring and Completion

The growth plan must include dates upon which the teacher's progress under the plan will be reviewed and the date by which performance is to be improved to the expected level. Under a monitored growth plan, the teacher must achieve proficiency within one school year. A directed growth plan may provide for a shorter period to achieve proficiency, not to exceed one school year.

3. Review of Growth Plans

Individual and professional growth plans should be reviewed at least annually with the licensed employee's supervisor and/or the principal, the superintendent, or their designees, as applicable.

In the case of a teacher's monitored or directed growth plan, once the designated time period for completion of a plan has elapsed, the principal or supervisor shall review the teacher's performance, including the results of any subsequent evaluation and determine whether the teacher continues to perform below the expected level in any area or whether the teacher's performance has improved sufficiently. If the teacher's performance remains below proficient, the principal or supervisor shall recommend to the superintendent one of the following:

- a. the board dismiss the teacher or demote or transfer the teacher to a position in which the teacher can be successful;
- b. the teacher be placed on a mandatory improvement plan in accordance with the provisions of Section C below; or
- c. the teacher be moved to a new monitored or directed growth plan or continue on a previous growth plan that has been revised as necessary, provided the principal or supervisor determines that:

- 1) the teacher's continuing performance problems are not having an adverse impact on student learning or the school environment, or
- 2) the teacher is making good progress toward improvement in deficient areas and is likely to improve to an acceptable level within a reasonable, additional time period.

C. MANDATORY IMPROVEMENT PLANS

A mandatory improvement plan is an instrument designed to improve a licensed employee's performance by providing the employee with notice of specific performance areas that have substantial deficiencies and a set of strategies, including the specific support to be provided to the employee, so that he or she may satisfactorily resolve such deficiencies within a reasonable timeframe.

The use of mandatory improvement plans as provided in this policy is discretionary and will be determined on a case-by-case basis. Nothing in this policy will be interpreted so as to require the use of mandatory improvement plans in addition to, or in lieu of, growth plans or other disciplinary action, including dismissal from employment as provided by law.

1. Initiating a Mandatory Improvement Plan

a. Licensed Employees in Low-Performing Schools

If a licensed employee in a low-performing school receives a rating on any standard on an evaluation that is below proficient or otherwise represents unsatisfactory or below standard performance in an area that the licensed employee was expected to demonstrate, the individual or team that conducted the evaluation shall recommend to the superintendent that (i) the employee receive a mandatory improvement plan designed to improve the employee's performance or (ii) the superintendent recommend to the board that the employee be dismissed or demoted. If the individual or team that conducted the evaluation elects not to make either of the above recommendations, the said individual or team shall notify the superintendent of this decision. The superintendent shall determine whether to develop a mandatory improvement plan or to recommend a dismissal proceeding.

b. Teachers in Schools Not Identified as Low-Performing

If, in an observation report or year-end evaluation, a teacher in a school not identified as low-performing receives a rating that is below proficient or otherwise represents unsatisfactory or below standard performance on any standard that the teacher was expected to demonstrate, the principal

may place the employee on a mandatory improvement plan. The mandatory improvement plan will be utilized only if the superintendent or designee determines that an individual, monitored or directed growth plan would not satisfactorily address the deficiencies.

c. Any Licensed Employees Engaging in Inappropriate Conduct or Performance

A principal may recommend to the superintendent or designee that a licensed employee be placed immediately on a mandatory improvement plan if the employee engages in inappropriate conduct or performs inadequately to such a degree that the conduct or performance causes substantial harm to the educational environment, but immediate dismissal or demotion of the employee is not appropriate. The principal must document the exigent reason for immediately instituting such a plan.

2. Components of the Plan

A mandatory improvement plan for any licensed employee must include the following components.

a. Identification of Deficiencies

The performance areas in which the employee is deficient must be identified and addressed in the mandatory improvement plan.

b. Performance Expectations

For each problem identified, the plan must include a statement of the expected level of performance.

c. Strategies

The plan must establish a strategy or strategies designed to correct each identified deficiency. The strategies should be specific and clearly state the activities the employee should undertake to achieve the expected level of performance and the specific support to be provided to the employee. The strategies also should identify all individuals responsible for implementing the plan.

d. Dates for Monitoring and Completion

The plan must include dates upon which the employee's progress under the plan will be reviewed and the date by which performance is to be improved to the expected level.

3. Development and Implementation of the Plan

a. Licensed Employees in Low-Performing Schools

When directed by the superintendent, a mandatory improvement plan to improve the performance of a licensed employee will be developed by the person who evaluated the licensed employee or the employee's supervisor, unless the evaluation was conducted by an assistance team. If the evaluation was conducted by an assistance team, that team shall develop the mandatory improvement plan in collaboration with the employee's supervisor. Mandatory improvement plans will be designed to be completed within 90 instructional days or before the beginning of the next school year.

b. Teachers in Schools Not Identified As Low-Performing

When a principal decides to put a teacher on a mandatory improvement plan, the principal shall develop the plan in consultation with the teacher. The teacher shall have five instructional days after receiving the plan to request a modification to the plan before it is implemented. The principal must consider the requested modification before finalizing the plan. The teacher shall have at least 60 instructional days to complete the mandatory improvement plan.

A teacher has five workdays after finalization of the mandatory improvement plan within which to submit a request to the principal for a qualified observer, as defined in G.S. 115C-333.1(c)(1), to observe the teacher in the area or areas of concern identified in the plan. In accordance with G.S. 115C-333.1(c)(2), the board will create and maintain a list of qualified observers who are employed by the board and available to conduct observations. The board will strive to limit the list to administrators and teachers who have excellent reputations for competence and fairness. Selection of the qualified observer and submission of the qualified observer's report to the principal will be in accordance with G.S. 115C-333.1(c)(3).

4. Reassessment

a. Licensed Employees in Low-Performing Schools

After the expiration of the time period for the mandatory improvement plan, the superintendent or designee or the assistance team shall assess the employee's performance. If the assessor determines that the employee has failed to become proficient in any of the performance standards articulated in the mandatory improvement plan or to demonstrate sufficient improvement toward such standards, the superintendent shall recommend

that the employee be dismissed or demoted under G.S. 115C-325.

b. Teachers in Schools Not Identified As Low-Performing

Upon completion of a mandatory improvement plan, the principal or supervisor shall assess the performance of the employee. For teachers, the principal shall also review and consider any report provided by the qualified observer if one has been submitted before the end of the mandatory improvement plan period. If, after the assessment of the employee and consideration of any report from the qualified observer, the superintendent or designee determines that the teacher has failed to become proficient in any of the performance standards identified as deficient in the mandatory improvement plan or demonstrate sufficient improvement toward such standards, the superintendent may recommend that the employee be dismissed or demoted under G.S. 115C-325.

Legal References: G.S. 115C-325, -333, -333.1; State Board of Education Policy TCP-C-004, TCP-C-005

Cross References: Professional and Staff Development (policy 1610/7800), Evaluation of Licensed Employees (policy 7810), Professional Employees: Demotion and Dismissal (policy 7930)

Adopted:

Asheboro City Schools

ECDC Facility Needs and Issues

February 4, 2012

Old Balfour School

Building Code and Structural Reuse Assessment

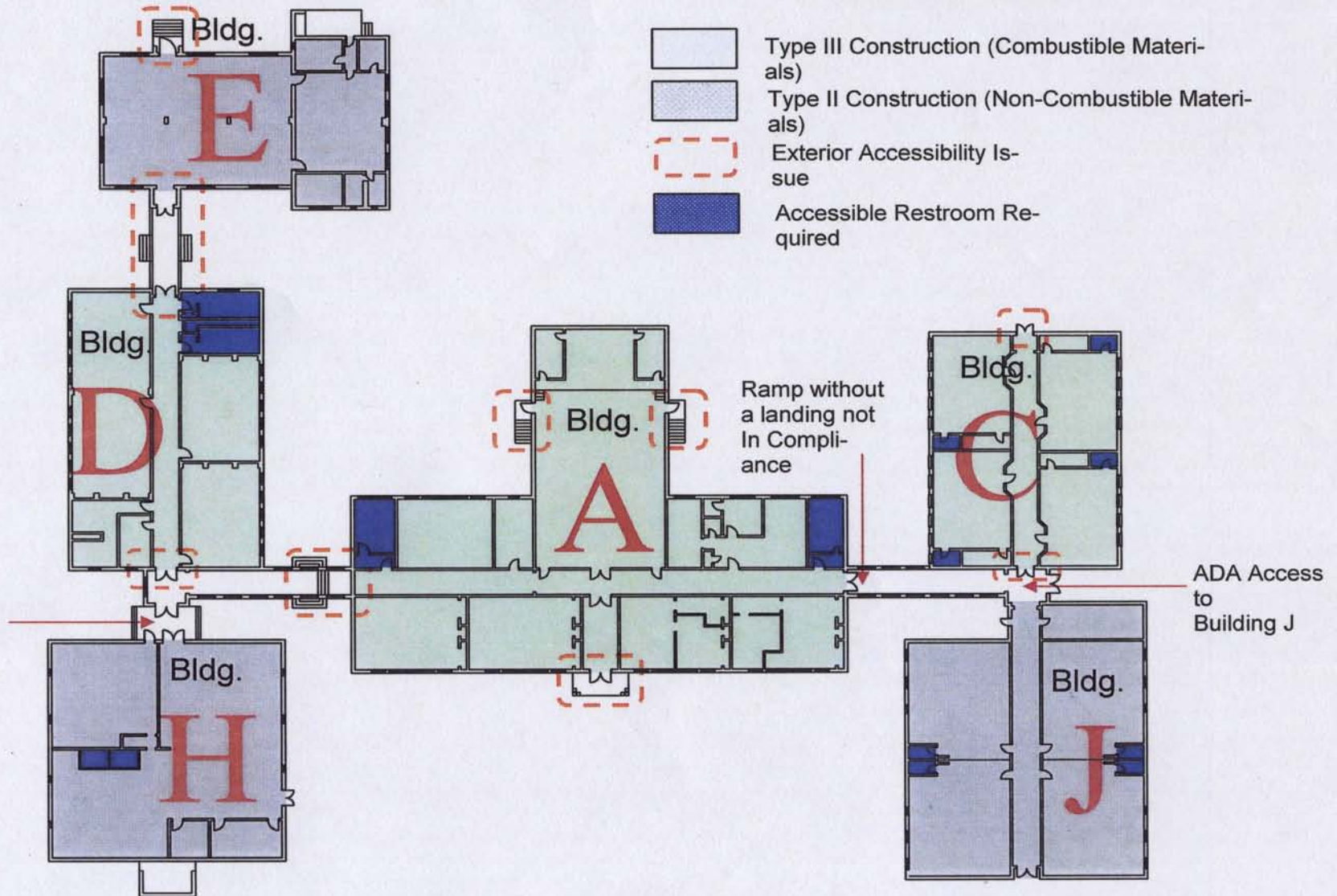


Figure 1

Space Profile for Renovation Projects Based on NC School Planning Recommendations

Early Childhood Development Center

2011

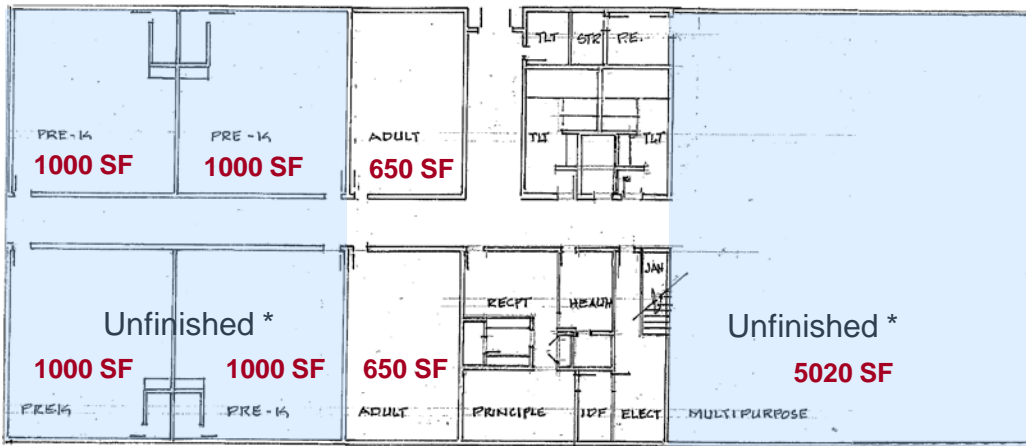
Proposed Future Plan



Balfour Early Childhood Center Conventional Construction (14,880sf)

Brick and Block Walls with Slab	\$ 230,200
Steel Structure, Metal Roof & Steel Stud Interior	\$ 515,124
Entry 240sf at \$120/sf	\$ 28,800
Canopy 1	\$ 69,000
Canopy 2	\$ 56,000
Partial Interior Upfit (4800sf)	\$ 432,000
Lighting, Floor Treatment and Perimeter Wall Finishes for Unfinished Spaces.	\$ 70,000
Asbestos Removal (allowance)	\$ 80,000
Demolition (allowance)	\$ 80,000
Site Repairs, Grading, & Utilities	\$ 85,000
Survey, Testing, Inspections, and Fees	\$ 261,151
Contingencies	<u>\$ 100,000</u>

|←----- Finished -----→|



Estimated Cost 14,880sf shell with 4800sf finished space \$2,007,275

Cost to Finish entire facility
14,880sf – 4800sf = 10,080sf x \$70/sf \$ 705,600

Full Build Out \$2,712,875

*** Exterior walls only need to be painted and the larger multipurpose requires no finishes or interior subdivision.**

**** All unfinished spaces are sized for conversion to future Classrooms.**

Space Profile for Renovation Projects Based on NC School Planning Recommendations

Early Childhood Development Center

2011

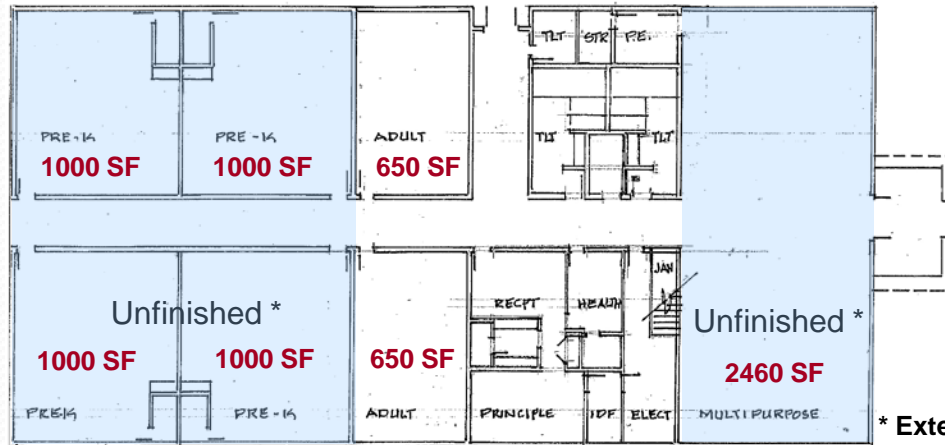
Proposed Future Plan



Balfour Early Childhood Center Conventional Construction (12,320sf)

Brick & Block wall with Slab	\$ 197,920
Steel Structure, Metal Roof & Steel Stud Interior	\$ 426,501
Entry 240sf at \$120/sf	\$ 28,800
Canopy 1	\$ 69,000
Canopy 2	\$ 73,000
Partial Interior Upfit (4800sf)	\$ 432,000
Lighting, Floor Treatment and Perimeter Wall Finishes for Unfinished Spaces.	\$ 70,000
Asbestos Removal (allowance)	\$ 80,000
Demolition (allowance)	\$ 80,000
Site Repairs, Grading, & Utilities	\$ 85,000
Survey, Testing, Inspections, and Fees	\$ 251,800
Contingencies	<u>\$ 100,000</u>

|←----- Finished -----→|



Estimated Cost 12,320sf shell with 4800sf finished space \$1,894,021

Cost to Finish entire facility
12,320sf – 4800sf = 7,520sf x \$80/sf \$ 601,600*

Full Build Out \$2,495,621**

* Exterior wall only need to be painted.

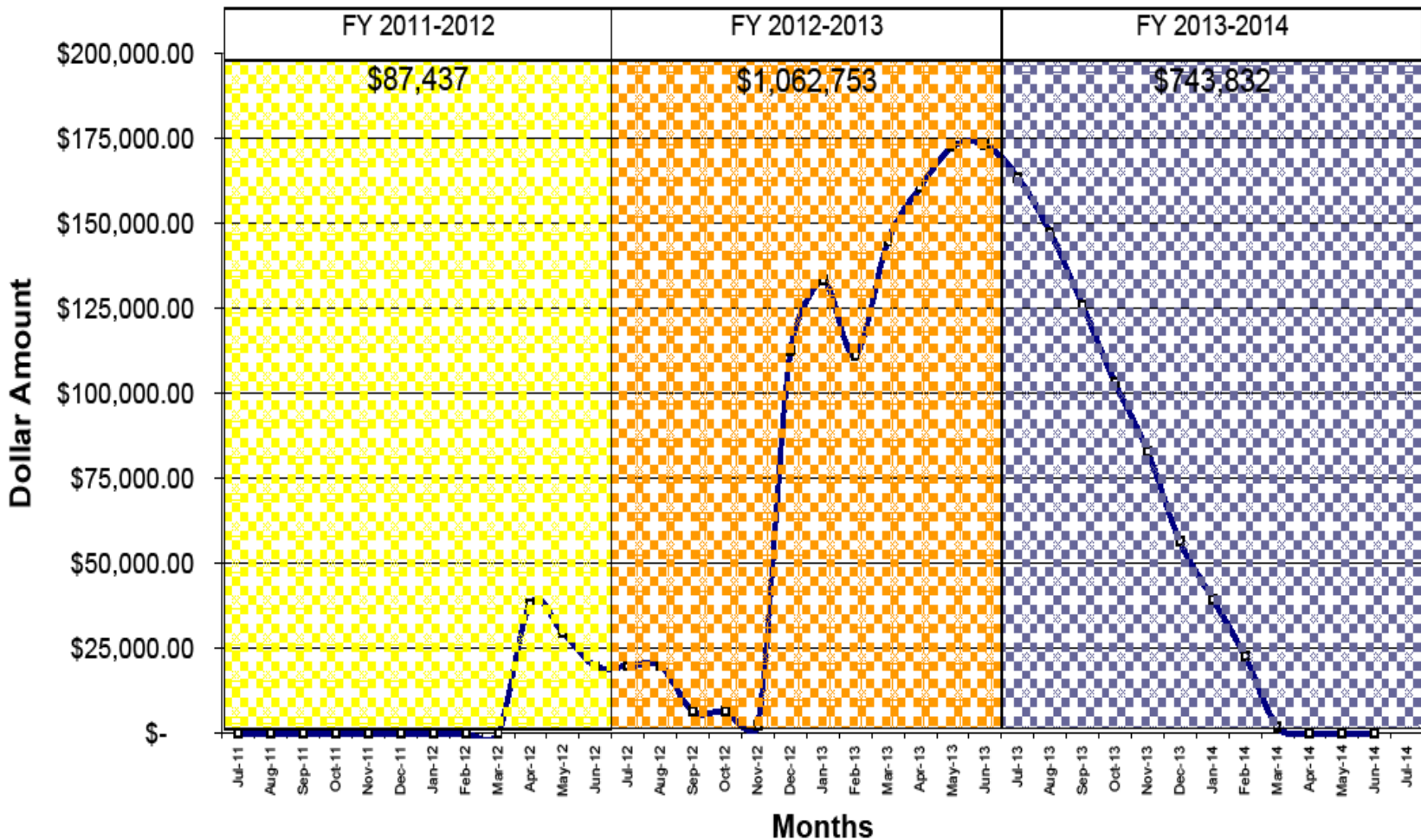
** All unfinished spaces are sized for conversion to future classrooms.

Annex Cost Summary

1/19/2012

Option	Building Type	Square Foot	Shell/Adm./Adult Estimated Cost	Full Build out Estimated Cost
1	Metal Building/ No Veneer	12,320 sf	1,582,840	2,259,640
2	Metal Building/ No Veneer	14,880 sf	1,639,160	2,445,560
3	Metal Building With Brick Veneer	12,320 sf	1,668,954	2,345,754
4	Metal Building With Brick Veneer	14,880 sf	1,736,726	2,543,126
5	Conventional Construction	12,320 sf	1,894,021	2,495,621
6	Conventional Construction	14,880 sf	2,007,275	2,712,875

ASHEBORO CITY SCHOOLS CASH FLOW PROJECTIONS

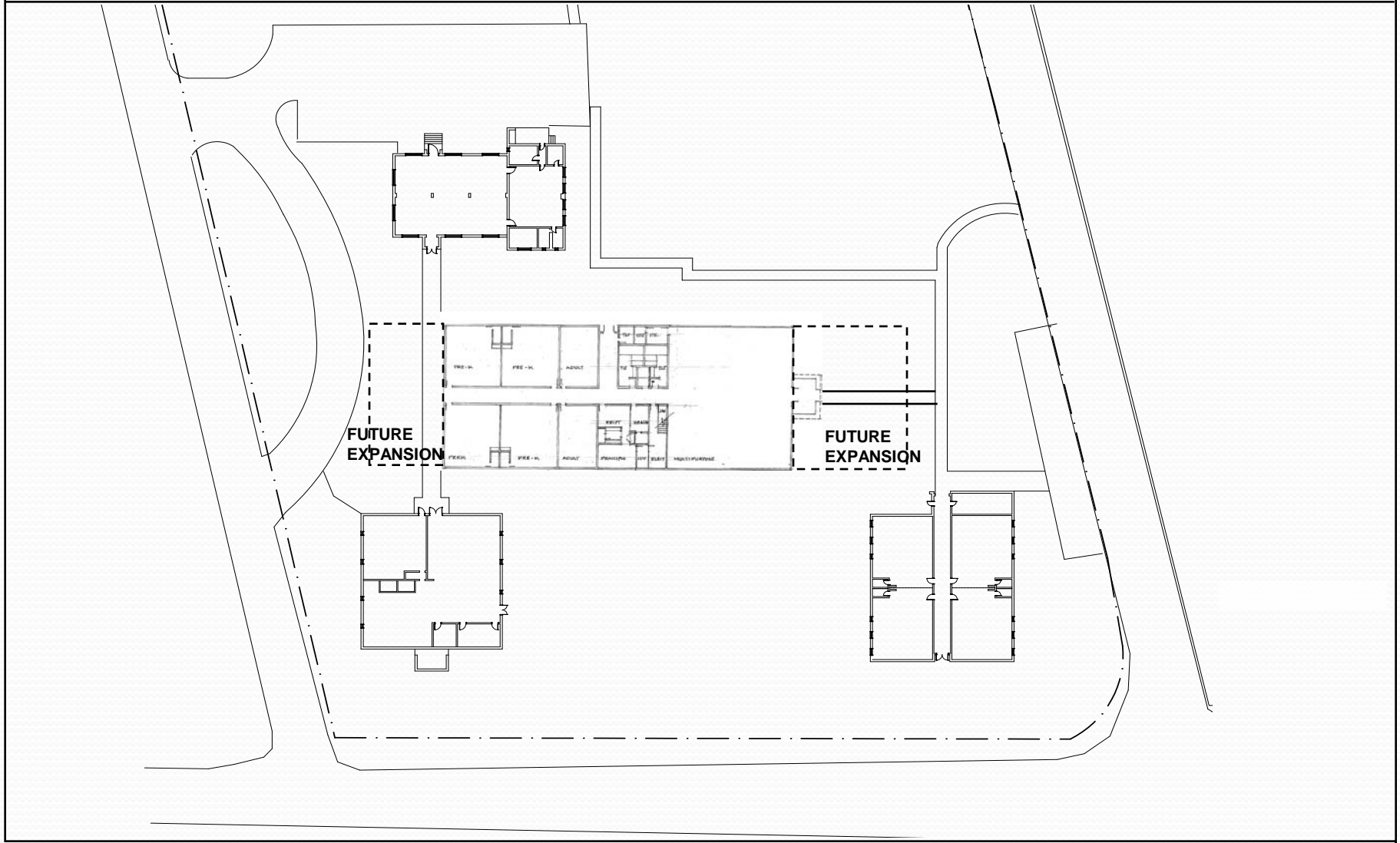


Space Profile for Renovation Projects Based on NC School Planning Recommendations

Early Childhood Development Center

2011

Proposed Future Site Plan





Asheboro City Schools

...the subject is excellence

School/Location	Date	Event	Time
LP	Saturday, February 04, 2012	Winter Board Retreat	8:00am to 4:00pm
PDC	Thursday, February 09, 2012	Board of Education Meeting	7:30pm
PDC	Monday, February 13, 2012	FAN workshop - preparing for high school registration (8th grade parents)	6:30pm
LP	Tuesday, February 14, 2012	Lunch of Love for Dads	
PDC	Tuesday, February 21, 2012	District Spelling Bee	7:00pm
PDC	Wednesday, February 22, 2012	Superintendent's Student Advisory Council Breakfast	7:30am
LP	Thursday, February 23, 2012	Science and Social Studies Night	5:30-7:00pm
AHS/PAC	February 23-24, 2012	All Randolph County Honor Band	
AHS/PAC	Tuesday, February 28, 2012	Children's Theatre - Magical Pinata (grades 3-5)	9am, 10:30am, 12:30pm
The Exchange	Tuesday, February 28, 2012	Evening of Excellence - honoring new National Board teachers	5:30pm
AHS/PAC	Thursday, March 01, 2012	Children's Theatre - The Fisherman and his wife (grades preK-2)	9am, 10:30am, 12:30pm
	Thursday, March 01, 2012	4th grading period ends	
AHS/PAC	Tuesday, March 06, 2012	Middle School Contest Band Concert	7:30pm
Randolph Arts Guild	Wednesday, March 07, 2012	Youth Art Month Reception	4:30pm to 6:00pm
AHS/PAC	Thursday, March 08, 2012	AHS Chorus Concert	7:30pm
PDC	Thursday, March 08, 2012	Board of Education Meeting	7:30pm
	Monday, March 12, 2012	4th grading period report cards go home	
Historic Courthouse	Monday, March 12, 2012	Randolph County Commissioner Meeting (preK presentation/request)	6:00pm
PDC	Monday, March 12, 2012	FAN workshop - preparing for middle school (5th grade parents)	6:30pm
AHS/PAC	Thursday, March 15, 2012	AHS Band Concert	7:30pm
PDC	Monday, March 26, 2012	Budget Work Session	7:00pm
AHS/PAC	Friday, March 30, 2012	cARTwheels Performance (5 grade students)	9:30am
PDC	Tuesday, April 03, 2012	ACS Digital Learning Expo	2:00 - 6:00pm
All Elementary Schools	Tuesday, April 03, 2012	Kindergarten Orientation	7:00pm
PDC	Wednesday, April 04, 2012	Superintendent's Student Advisory Council Breakfast	7:30am
AHS/PAC	Thursday, April 05, 2012	Greensboro Symphony (4th and 5th grade students)	9:45am
CO	Monday, April 16, 2012	PTO/PTA President's Round Table	6:30pm

GBT	Wednesday, April 18, 2012	District Expert Project Fair	5:00 to 6:00pm
PDC	Thursday, April 19, 2012	Board of Education Meeting	7:30pm
1st Presbyterian Church	Friday, April 20, 2012	ACS Elementary Choral Festival Concert	7:00pm
PDC	Thursday, April 26, 2012	Budget Work Session	7:00pm
AHS/PAC	Thursday, April 26, 2012	Park Street Players present "The Secret Garden"	7:30pm
AHS/PAC	Friday, April 27, 2012	Park Street Players present "The Secret Garden"	7:30pm
Sunset Theatre	Saturday, April 28, 2012	Asheboro Alive & Well Student Video presentations	TBA
AHS/PAC	Saturday, April 28, 2012	Park Street Players present "The Secret Garden"	7:30pm
DLL	Sunday, April 29, 2012	Donna Lee Loflin 75th Anniversary Celebration	2:00 to 5:00pm
AHS/PAC	Sunday, April 29, 2012	Park Street Players present "The Secret Garden"	2:30pm



Points of Pride

February 9, 2012



Student Achievements:

- Geography Bee winners, NAMS and SAMS
- First semester Senior Project night held at AHS
- Seven students selected to All District Band
- NAMS and SAMS held science fairs in preparation for the district fair

Staff Recognitions:

- Dr. Frost, finalist, national Superintendent of the Year
- District-wide Common Core professional development
- School nurses (Stutts, Bullins) earned National Certification for School Nursing
- Lowe's Education Grant awarded to AHS Kamikaze Comets

Parent Involvement:

- Loflin parents attend workshops on reading and math
- NAMS report card pick up help at McDonald's
- PTO/PTA President's Round Table

Events bringing community into our schools:

- Guest reader at McCrary
- Various band and chorus concerts
- Board Appreciation Luncheon
- Legislative Breakfast