

ASHEBORO CITY BOARD OF EDUCATION
September 8, 2011
7:30 p.m.
Asheboro High School
Professional Development Center

***6:00 p.m. – Policy Committee**

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

- I. **Opening**
 - A. Call to Order
 - B. Invocation and Pledge of Allegiance– Dr. Kelly Harris
 - *C. Approval of Agenda

- II. **Special Recognition and Presentations**
 - A. Community Partner Spotlight – Carter’s Pharmacy
 - B. Board Spotlight – Early Childhood Development Center

- 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 – August 11, 2011
 - B. Personnel
 - C. Seamless Summer Sodexo Agreement

- V. **Information, Reports and Recommendations**
 - A. Parent Assistant Portal
 - B. Policies
 - C. Concussion Safety Requirements in Athletics
 - D. Advanced Placement Exams Update

- VI. **Action Items**
 - *A. 2011-2012 Budget

- VII. **Superintendent’s Report/Calendar of Events**
 - A. Race to the Top-Detailed Scope of Work
 - B. Calendar of Events
 - C. 2011-12 Board Goals/Annual Milestones

- VIII. **Board Operations**
 - A. Important Dates to Remember:
 - NCSBA District V Meeting – September 21, 2011, Caswell County

- Hall of Fame Night at AHS – September 23, 2011, Concession Stand
- NCSBA Fall Law Conference – October 19-21, 2011, Renaissance, Asheville
- NCSBA Annual Conference – November 14-16, 2011, Greensboro

IX. Executive Session

X. 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
September 8, 2011
7:30 p.m.
Asheboro High School
Professional Development Center

Addendum

- I. **Opening**

- III. ***Consent Agenda**
 - B. Personnel

- V. **Information, Reports, and Recommendations**
 - A. Parent Assistant Portal/Module
 - D. Advanced Placement Exams Update

- VII. **Superintendent's Report/Calendar of Events**
 - A. Race to the Top-Detailed Scope of Work/Budget
 - D. Membership and Class Sizes

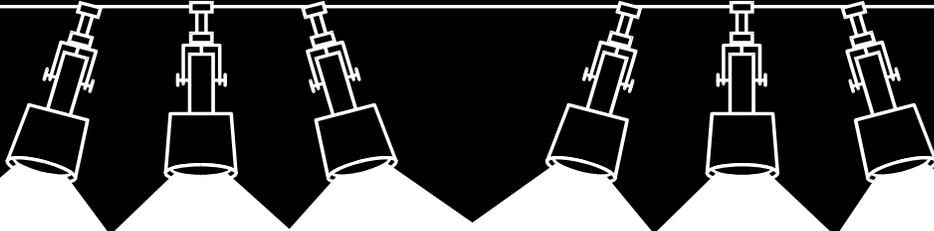
- VIII. **Board Operations**
 - *B. Raleigh Dingman Award

- X. **Adjournment**

Mission Statement

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

September 8, 2011



Community Spotlight: Tonight we recognize Cathy Clark and her staff at Carter's Pharmacy for their support of our students through donating 500 brightly colored back packs with supplies to our K-3 students. Their generosity made a huge impact on our students and helped many families in our school community prepare for the new school year.

Board Spotlight:

Through this initiative, NC TAPP supports the implementation of the Center on the Social Emotional Foundation for Early Learning (CSEFEL) Teaching Pyramid Model in selected NC public school preschool programs. This research-based framework promotes the healthy social emotional development of young children and helps to reduce challenging behaviors. When implemented consistently over time this model ultimately improves child outcomes and helps to facilitate the inclusion.

Participating LEAs agree to implement the model to fidelity in at least one classroom and then expand to other classrooms, with the long term goal of system wide implementation. NC TAPP consultants provide ongoing training and support to trainers and coaches who work at their local level to ensure the model is implemented to fidelity.

Special Recognition:

**Minutes of the Asheboro City Board of Education
August 11, 2011**

Policy Committee

The Policy Committee convened at 6:00 p.m. in the media center at Lindley Park Elementary with the following members present:

Jane Redding
Phillip Cheek

Gidget Kidd
Linda Cranford

Committee members absent were Archie Priest and Dr. Kelly Harris.

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

Ms. Kidd called the meeting to order and referred to Dr. Allgood to begin the meeting. Dr. Allgood went over Policy 7920 – Professional Personnel Reductions in Force. Changes were needed due to session law 2011-145.

Dr. Rice reviewed the following policies with committee members:

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

Committee agreed for all thirteen policies to go for 30-day review at September board meeting.

There being no further business, the meeting adjourned at 6:25 p.m.

Finance Committee

The Finance Committee convened at 6:45 p.m. at Lindley Park Elementary School with the following board members present:

Kyle Lamb, Chairman
Gidget Kidd
Jane Redding

Joyce Harrington
Steve Jones
Chris Yow

Staff members present were: Dr. Diane Frost and Harold Blair. Mr. Blair presented information regarding the 2011-2012 Sodexo Contract addenda and the signature card update for the Child Nutrition bank account. Dr. Frost and Mr. Blair shared information regarding the budget status as well as some of the financial implications from the 2011 legislative session.

There being no further business, the meeting adjourned at 7:00 p.m.

Board of Education

Opening

The Asheboro City Board of Education met in regular session at 7:30 p.m. in the Multi-Purpose Room at Lindley Park Elementary School with the following members present:

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

Archie Smith, Jr., Attorney

Board member absent was Derek Robbins.

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

Chairman Kidd called the meeting to order. Ms. Harrington gave the invocation and led the pledge of allegiance.

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

Special Recognition and Presentations

Lindley Park Elementary School's faculty and staff were recognized for making 21 of 21 AYP targets. In addition to making AYP, Lindley Park's ABC Status was also a point of celebration. With a performance composite of 81.4%, the school met High Growth and is also a School of Distinction.

Carla Freemyer recognized First Evangelical and Reformed Untied Church of Christ (Pastor Dale Kennedy) for their on-going support of Lindley Park School. Annually this congregation donates school supplies for students along with several faithful volunteers who help pack Back Pack Kids bags weekly for students.

Public Comments

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

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

Consent Agenda

The following Consent Agenda items were approved:

Approval of Minutes – July 14, 2011

Personnel

Resignations/Retirements/Separations

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Bean, Meghan	ECDC/Psychologist	8/2/11
Brown, Ashley	CWM/5 th Grade	8/2/11
Harris, Ronald	AHS/GEAR-UP Coordinator	7/31/11
Kern, Angela	LP/Gifted Education	7/27/11
Muse, Trisha	BAL/4 th Grade	7/27/11
Watkins, Donnie	AHS/Short & Long-Term Intervention	8/2/11
Wenger, Erin	DLL/2 nd Grade	7/18/11
Wright, Paul	AHS/Instructional Assistant	7/22/11
Bare, David	GBT/Instructional Assistant	8/8/11
Hernandez, Nichole	SAMS/Language Arts	9/9/11

APPOINTMENTS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Brewer, Jordan	AHS/Short & Long-Term Intervention	8/17/11
Campbell, Valerie	GBT/2 nd Grade	8/17/11
Clow, Kristin	SAMS/Language Arts	8/17/11
Grady, Natalie	DLL/2 nd Grade	8/17/11
Gravett, Jaclyn	DLL/1 st Grade	8/17/11
Hardin, Kristen	CWM/1 st Grade	8/17/11
Jones, Brenda	NAMS/Language Arts	8/17/11
Saunders, Kathleen	AHS/English	8/17/11
Singleton, Megan	DLL/4 th Grade	8/17/11
Baker, Steven	CO/Bus Driver (substitute)	
Trogon, Quenton	CO/Bus Driver (substitute)	
Hatcher, Julie	CWM/5 th Grade	8/17/11
Lawton, Hannah	GBT/4 th Grade	8/17/11
Watson, Toshia	BAL/Kindergarten	8/17/11

TRANSFERS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Isley, Phillip	GBT/4th Grade to BAL/4th Grade	8/17/11
McClosky, Kristen	BAL/4 th Grade to LP/Gifted Ed	8/17/11

2011-2012 Sodexo Contract (A copy of the contract will become a part of these minutes.)

Executive Summary for Title I Application 2011-12 (A copy of the plan will become a part of these minutes.)

Executive Summary for Title II-A Application 2011-12 (A copy of the plan will become a part of these minutes.)

Executive Summary for Title III Application 2011-12 (A copy of the plan will become a part of these minutes.)

Signature Card for Bank Account Resolution, Child Nutrition (A copy of the signature card will become a part of these minutes.)

Charter Bus Approval (A copy of the Charter Bus Approval will become a part of these minutes.)

Information, Reports and Recommendations

Dr. Brad Rice and Lead Nurse, Lois Bagley, presented the Nurses' Report for School Year 2010-2011. He went over the many health initiatives that have been accomplished through the School Health Program. The School Nurse Team for Asheboro City Schools strives to improve the health of all of our students so that health related absences will be reduced and health barriers can be removed or reduced to improve learning.

Jennifer Smith reported on procedures for Asheboro City Schools' *No Child Left Behind* School Choice/SES Plan for the 2011-2012 School year and presented public school choice options. The three schools offering school choice will be McCrary Elementary, Donna L. Loflin Elementary, and Guy B. Teachey Elementary. The choice transfer schools will be Balfour Elementary and Lindley Park Elementary.

Dr. Hazel Frick reviewed the Adequate Yearly Progress Report (AYP) school status results and ABC results for 2010-2011. Two out of eight schools met adequate yearly progress: McCrary and Lindley Park. Seven out of eight schools made expected or high growth.

Dr. Tim Allgood gave the Teacher Turnover Report. The teacher turnover rate for the period of March 2010 to March 2011 was 10.1%, or 34 teachers. Seven of those teachers were retirees; twenty-seven teachers resigned for various reasons.

Dr. Allgood reported on the 2010-2011 athletic program as follows: Fifteen of the twenty varsity teams qualified for the North Carolina High School Athletic Association's Scholar Athletic Team Award with a 3.10 average or better; Asheboro High School varsity teams earned a 3.25 GPA; and 278 varsity students/athletes qualified for the North Carolina High School Athletic Association's Scholar Athlete Award with a 3.50 (weighted) GPA during the 2010-2011 school year. Asheboro High School earned the 2010-2011 Wachovia Cup for the outstanding athletic program in the conference.

Action Items

Following a 30-day review, a motion was made by Ms. Redding and seconded by Ms. Harrington to approve the following policies: Policy 3405-Students At-Risk of Academic Failure; Policy 3420 – Student Promotion and Accountability; and Policy 3460 – Graduation Requirements. The motion passed unanimously. (A copy of the policies will become a part of these minutes.)

Superintendent's Report/Calendar of Events

Carla Freemyer shared the details of the Food Drive Football Jamboree that will be taking place on Saturday, August 13, at Lee J. Stone Stadium to support local food banks. Admission is \$5.00; however, if you donate canned or dry food items you will receive \$1.00 off admission.

Ms. Freemyer shared the Calendar of Events highlighting the following dates: Convocation, August 19, 2011, at 7:30 a.m.; New Employee Reception, September 7, 2011 at 4:00 p.m.; NCSBA 5th District Meeting, September 21, 2011; and is in the process of scheduling parent meetings in the fall.

Superintendent Frost presented the 2011-2012 Board Goals Update.

Board Operations

The Schools Assignments for the board for 2011-2012 were presented by Chairman Kidd.

Reminders for the following events:

NCSBA District V Meeting – September 21, 2011, Caswell County
Hall of Fame Night at AHS – September 23, 2011, Concession Stand
NCSBA Fall Law Conference – October 19-21, 2011, Renaissance, Asheville
NCSBA Annual Conference – November 14-16, 2011, Greensboro

A motion was made by Mr. Lamb, seconded by Dr. Harris, and unanimously approved by the Board, to adjourn from open session and enter closed session under Statute 143-318.11(a)(1) for the purpose to discuss the Superintendent’s Annual Performance Evaluation.

Executive Session

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

Open Session

A motion was made by Ms. Cranford, seconded by Dr. Harris to reconvene open session, unanimously approved by the board.

Adjournment

There being no further business, a motion was made by Ms. Cranford, seconded by Dr. Harris, and unanimously approved by the Board, to adjourn at 9:25 p.m.

Chairman

Secretary

**Asheboro City Schools
Personnel Transactions
September 8, 2011**

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

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

***B. APPOINTMENTS**

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

C. TRANSFERS

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

**Asheboro City Schools
Certified Appointments
September 8, 2011**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Domally, Marc	Elon University B: English	English

Marc Domally is recommended to teach English at Asheboro High School. A graduate of Elon in 2006, Mr. Domally worked in retail sales before joining the ACS family last year. He worked last year as an instructional assistant in the In-School Suspension classroom at AHS, where his interest in becoming a teacher grew. He is anxious to share his love for reading and writing with his students.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Kemp, Caroline	Guilford College B: English NC A & T State University M: Reading	Reading

Recommended to teach reading at Charles W. McCrary School is Caroline Kemp. Mrs. Kemp is a resident of Asheboro whose children attended our schools. She has experience as a teacher assistant and for the last eighteen years, taught in Randolph County Schools, most recently at Randleman Elementary. She earned a Master's degree in Reading Education and is trained in Reading Recovery.

**Asheboro City Schools
Personnel Transactions
September 8, 2011**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
New, Beverly	AHS/Custodian	5/31/12
Sellman, Barbara	CO/Payroll Assistant	12/30/11

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Watson, Christopher	AHS/Instructional Assistant (ISS)	9/6/11

AMENDMENT

ASHEBORO CITY SCHOOL DISTRICT

AND

SODEXO MANAGEMENT, INC.

THIS AMENDMENT, dated April 18, 2011, is between ASHEBORO CITY SCHOOL DISTRICT ("SFA" or "District") and SODEXO MANAGEMENT, INC. ("FSMC" or "Sodexo").

W I T N E S S E T H:

WHEREAS, FSMC submitted a proposal on May 12, 2009 ("Proposal") in response to SFA's Request for Proposal ("RFP") dated April 7, 2009; and

WHEREAS, SFA and FSMC entered into a certain Management Agreement, dated July 1, 2009 as amended ("Agreement"), whereby FSMC manages and operates SFA's Food Services operation in Asheboro, North Carolina;

WHEREAS, the parties now desire to further amend the aforesaid Agreement;

NOW, THEREFORE, in consideration of the promises herein contained and for other good and valuable consideration, the parties hereto agree as follows:

1. Sodexo agrees to supply unitized meals for District's Seamless Summer Feeding Program. It is further agreed that food service management company, pursuant to the provisions of the Seamless Summer Feeding Program regulations, will assure that Seamless Summer Feeding Program meals meet the minimum meal pattern requirements as to components and portion sizes, and will maintain full and accurate records that the Local Education Agency will need to meet its responsibility including menu records containing the amount of food prepared and daily number of meals delivered by type.

These records must be reported to the Local Education Agency promptly at the end of the month. Food service management company agrees also to retain records required under the preceding clause for a period of three (3) years from the date of receipt of final payment under this Contract (or longer, if an audit is in progress); and upon request, to make all accounts and records pertaining to the Program available to representative of the U.S. Department of Agriculture and the General Accounting Office for audit or administrative review at a reasonable time and place.

The Seamless Summer Feeding Program shall commence on (date) July 11, 2011 and continue through August 12, 2011.

Sodexo shall invoice District for each meal served at the Fixed Price per meal in effect at the time of service.

2. This Amendment is effective July 1, 2011, and thereafter, unless amended. All other terms and conditions contained in the Agreement shall remain unchanged and in full force and effect, except by necessary implication.

IN WITNESS WHEREOF, the duly authorized officers of the parties have executed this Amendment, as of the date indicated in the first paragraph of this Amendment.

ASHEBORO CITY SCHOOL DISTRICT

By: _____
Name (printed): _____
Title: _____

SODEXO MANAGEMENT, INC.

By: _____
Scott Loretan
Senior Vice President

Parent Assistant Module

If you will remember back to our 2007-2010 strategic plan, one of our strategies under goal 4 to enhance 2-way communication was to implement a parent assistant module so parents could access student information such as attendance, demographics, grades, etc.. This same strategy and request from parents was heard again as we developed our 2010-2013 plan. Well, that opportunity has finally presented itself to Asheboro City Schools. Within the next couple of weeks Asheboro High School will be part of a pilot implementing the Parent Assistant module of NCWise.

The Parent Assist option has been successfully implemented in Charlotte Mack, Winston Salem Forsyth and Guilford County Schools over the past 2 years. These systems because of their size, are stand-alone data centers whereas Asheboro City Schools is part of a multi-district data center. The pilot aspect of this process is to confirm districts in these multi-district data centers only have access to their data.

We anticipate within the next two weeks Asheboro High School will introduce this option to parents and begin a 30 day pilot. Based on data analysis and approval by DPI, we will be able to offer this same parent assist option to our other schools later this fall.

All of our data managers have worked diligently to clean data and prepare for this important parent communication tool and an implementation team visited Guilford County Schools last week for a demonstration and lessons learned exchange.

Parent participation will be voluntary and based on the experience of other districts, we can anticipate good participation.

We are excited and look forward to successful implement.

Policy 7920: Professional Personnel Reduction in Force

As recommended to the Board Policy Committee, August 11, 2011

This policy has been updated to clarify the procedure to be followed when grounds exist for a reduction in force of licensed employees. Specific structural and organizational considerations have been added along with specifics of the process for nonrenewal. This applies not only to teachers but also to school administrators.

**PROFESSIONAL
PERSONNEL REDUCTION IN FORCE**

Policy Code: **7920**

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

A. GROUNDS FOR REDUCTION IN FORCE

A reduction in force may be implemented when the board determines that any of the following circumstances have resulted in the need to decrease the number of positions of professional personnel.

1. System Reorganization

System reorganization is defined as (a) the closing, consolidation or reorganization of schools, school buildings or facilities; (b) the elimination, curtailment or reorganization of a curriculum offering, program or school operation; or (c) the merger of two or more school systems.

2. Declining Enrollment

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

3. Financial Exigency

Financial exigency means (a) any significant decline in the board's financial resources that compels a reduction in the school system's current operational budget; (b) any significant decrease or elimination in funding for a particular program; or (c) any insufficiency in funding that would render the board unable to continue existing programs at current levels.

B. PRELIMINARY DETERMINATION

1. The superintendent will determine whether or not a reduction in force for licensed employees is necessary, appropriate or in the best interests of the school system.

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2. When the superintendent believes that grounds exist for a reduction in force, the superintendent will first determine which licensed positions shall be subject to the reduction. In making that determination, the superintendent shall account for both:
 - a. Structural considerations, such as identifying positions, departments, courses, programs, operations and other areas where there are (1) less essential, duplicative or excess personnel; (2) job responsibility and/or position inefficiencies; (3) opportunities for combined work functions; and/or (4) decreased student or other demands for curriculum, programs, operation and other services; and
 - b. Organizational considerations, such as anticipated organizational needs of the school system and program/school enrollment.
 3. Present a recommendation to the board of education. The recommendation will include:
 - a. the grounds for reduction in force;
 - b. the number or estimated number of licensed employees positions to be reduced by area(s) of licenses and/or program responsibility; and
 - c. the background information, data and rationale for the recommendation.
 3. The board of education will review the superintendent's recommendation and will determine whether to reduce the number of licensed employees or to reduce their terms of employment.
 4. If the board, after exploring, considering and discussing a variety of ways to avoid a reduction in force, determines that the number of licensed employees is to be reduced, the superintendent will recommend to the board which individuals are to be dismissed, demoted or reduced to part-time employment, based on the criteria set forth below.

C. CRITERIA

The primary consideration in any reduction in force will be the maintenance of a sound and balanced educational program that is consistent with the functions and responsibilities of

the school system. The board will consider the following factors in determining which employees will be included in the reduction in force:

1. performance ratings;
2. areas of licensure;
3. highly qualified status;
4. program enrollment;
5. service in extra duty positions and ability to fill such positions;
6. length of service, with higher priority given to service in this school system;
7. degree level; and
8. recommendations and advice from the superintendent.

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

D. PROCEDURE FOR TERMINATION

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

E. TERMINATION/REEMPLOYMENT OF A CAREER EMPLOYEE

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

F. NONRENEWAL OF AN EMPLOYEE

The board, upon recommendation of the superintendent, may refuse to renew the contract of a probationary teacher, to offer a new, renewed or extended contract to a school

administrator or to reemploy any teacher who is not under contract for any cause it deems sufficient (see policies 7410, Career Status, and 7950, Probationary Teachers: Nonrenewal). A decision (1) not to renew a probationary teacher's contract, (2) not to renew, extend or offer a new contract to a school administrator or (3) to not reemploy any teacher ~~The non-renewal of a probationary teacher contract or non-reemployment of any teacher~~ who is not under contract is not considered a "termination" under this policy. As a result, the procedures set forth in this policy will not be required to be followed before the board's decision not to renew or reemploy such employee.

Legal Reference: G.S. 115C-325

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

Updated: April 8, 1999, August 13, 2009, April 14, 2011

Administrative Procedure: None

Policy Summaries
Student Behavior Policy Revisions

As recommended to the Board Policy Committee, August 11, 2011

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

Policy 4300: Student Behavior Policies

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

Policy 3470/4305: Alternative Learning Programs/Schools

Adds a provision addressing alternative services during long-term and 365-day suspensions.

Policy 4320: Tobacco Products - Students

Expands the definition of “tobacco product” to cover any product made or derived from tobacco and to specifically include electronic cigarettes.

Policy 4325: Drugs and Alcohol

Adds synthetic stimulants and synthetic cannabinoids to the list of prohibited substances.

Policy 4333: Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety

- Limits the circumstances in which possession of a weapon on school property will be evidence of a clear threat
- Modifies the circumstances in which a 365-day suspension may be imposed for possession of a firearm or destructive device and defines “firearm” and “destructive device,” in accordance with the new legal requirements.

Policy 4351: Short-Term Suspension

- Adds pre-suspension rights as required by G.S. 115C-390.6
- Updates student rights during suspension per G.S. 115C-390.5

Policy 4352: Removal of Student During the Day

Clarifies that principal’s authority is limited to short-term suspensions.

Additional policies have also been updated to include the following:

Policies 4315: Disruptive Behavior

4316: Student Dress Code

4320: Tobacco Products

4325: Drugs and Alcohol

4330: Theft, Trespass and Damage to Property

4333: Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety

4340: School Level Investigations

- Includes language to meet new statutory requirement to develop a Code of Student Conduct that gives students notice of their expected behavior, conduct subject to discipline and the range of possible disciplinary consequences for misconduct
- Adds a statement requiring that the Code of Student Conduct incorporate by reference any additional disciplinary measures adopted by individual schools in their behavior management plans
- Legal and cross reference modifications

A. PURPOSE

All decisions related to student behavior are guided by the board's educational objectives to teach responsibility and respect for cultural and ideological differences and by the board's commitment to create safe, orderly and inviting schools. Student behavior policies are provided in order to establish expected standards of student behavior; principles to be followed in managing student behavior; consequences for anti-social behavior or drug/alcohol policy violations; and required procedures for addressing misbehavior.

B. PRINCIPLES

The reasons for managing student behavior are: to create an orderly environment where students can learn; to teach expected standards of behavior; to help students learn to accept the consequences of their behavior; and to provide students with the opportunity to develop self control. The following principles apply in managing student behavior:

1. Student behavior management strategies should compliment other efforts to create a safe, orderly and inviting environment.
2. Positive behavioral interventions will be employed as appropriate to improve student behavior.
3. Responsibility, respect, honesty, self-discipline, courage, kindness, citizenship and other standards of behavior should be integrated into the curriculum.
4. Disruptive behavior in the classroom will not be tolerated.
5. Consequences for unacceptable behavior should help a student learn to comply with rules, to be obedient at a minimum, and when able, to learn to accept responsibility and develop self control.
6. Age and developmentally appropriate strategies and consequences are to be utilized.
7. When feasible, consequences for unacceptable behavior should take into account differences in how individual students respond to discipline strategies.

C. APPLICABILITY

Students must follow all board and school behavior policies in all of the following circumstances:

1. while in any school building or on any school premises before, during or after school hours;
2. while on any bus or other vehicle as part of any school activity;
3. while waiting at any bus stop;
4. during any school function, extracurricular activity or other activity or event;
5. when subject to the authority of school personnel; and
6. any time or place, on or off campus, when the student's behavior has a direct effect on maintaining order and discipline or protecting the safety and welfare of students, staff or visitors in the schools.

D. COMMUNICATION OF POLICIES

Board policies related to student behavior are codified in the 4300 series. At the beginning of each school year, the principal is responsible for providing each student and his or her parent(s) or guardian with a copy of the student behavior policies and any other school rules and procedures. Students enrolling during the school year and their parent(s) or guardian(s) shall receive a copy of the information upon enrollment.

Legal References: G.S. 115C-47, -288, -307, -391

Cross References: Goals and Objectives of the Educational Program (policy 3000), Student Behavior Policies (all policies in the 4300 series)

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

Updated: May 11, 2000, September 9, 2004

Administrative Procedure: None

ALTERNATIVE LEARNING PROGRAMS/SCHOOLS

Policy Code: 3470/4305

A. PURPOSES

The board is committed to the goal of providing a safe, orderly and inviting learning environment at each school. The educational program and the behavior management plan developed at each school, as well as numerous other strategies identified in board policies, are intended to create such an environment and help each student be a contributing and successful member of the school.

Alternative learning programs or schools are provided as an option for when a student's behavior management or academic performance needs cannot be met in a regular education setting. The purposes of the alternative learning program or school are to (1) intervene and address problems that prevent a student from successfully achieving in the regular educational setting; (2) reduce the risk of the student dropping out of school by directing resources to helping the student resolve issues affecting performance at school; (3) return the student to the regular educational setting as soon as practical with the skills necessary to succeed in that environment; and (4) preserve a safe, orderly and inviting learning environment at the regular educational setting.

B. ALTERNATIVE LEARNING PROGRAMS/SCHOOLS

The alternative learning program or school should be developed and implemented to reflect the purposes as described above. The educational program is expected to meet all board policy and state requirements. In addition, the educational program and supporting services should be designed to facilitate the transition of the student back into the regular educational setting.

Staff of the alternative learning program or school should receive training to assist them in successfully meeting their requirements.

The alternative learning program or school are required to develop and implement a behavior management plan, an academic student learning plan, and a parental involvement plan in accordance with board policy. In developing and implementing these plans, the board encourages the principal and staff to review successful alternative education programs and use resources made available by the superintendent.

The superintendent and board will review these plans in accordance with board policy. While providing flexibility at the school level to develop the plans, the superintendent and

board will only approve plans that are reasonably likely to meet the purpose of the alternative learning program or school.

Beginning with the 2006-07 school year, prior to the implementation of a new alternative learning program or school, the board will develop an implementation proposal that is consistent with the State Board of Education standards for alternative learning programs. The board will then submit the proposal to the State Board for its review. Upon review by the State Board, the board will consider any recommendations to modify the proposal made by the State Board before implementing the alternative learning program or school. The board will also review on a regular basis whether the school district's alternative learning programs and schools comply with State Board standards.

C. TRANSFER TO ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS

Students generally are assigned to a school based upon attendance area. However, as provided by law, the board may assign any student to a school outside the attendance area in order for the student to attend a specialized school or for any reason the board, in its sole discretion, deems sufficient.

Students may be transferred to the alternative learning program or school on a voluntary or involuntary basis or as an alternative to long-term out-of-school suspension or expulsion. The processes for transfer are provided below.

1. Responsibilities of Referring School Staff

In addition to any other procedures required by this policy, prior to referring a student to the alternative learning program or school, the principal of the referring school must:

- a. Document the procedures that were used to identify the student as being at risk of academic failure or as being disruptive or disorderly;
- b. Provide the reasons for referring the student to an alternative learning program or school; and
- c. Provide to the alternative learning program or school all relevant student records, including anecdotal information and the student's current intervention plan.

2. Responsibilities of Alternative Learning Program/School Staff

In addition to any other procedures required by this policy, once a student is placed in an

alternative learning program or school, the appropriate staff of the alternative learning program or school must meet to review the records and other documentation forwarded by the referring school. Based upon the student's records, input from the referring school, and any input provided by the parent(s) concerning the student's needs, the alternative learning program or school staff is to develop and implement academic support services and behavior intervention strategies as appropriate for the individual student.

If a student who is subject to G.S. 14-208.18 is assigned to an alternative school, the student must be supervised by school personnel at all times.

3. Voluntary Referral

The board encourages parental involvement in decisions regarding the child's education and in identifying effective options for addressing concerns regarding the child's behavior and/or academic performance.

Voluntary transfers are encouraged whenever possible. A voluntary transfer is an agreement by the parent or guardian and principal that the transfer is an appropriate option for the particular student. After agreement has been reached, the principal of the regular educational setting and the coordinator of the alternative learning program or school will arrange the process and time for the transfer. The principal of the regular educational setting will notify the superintendent of the transfer.

4. Referral as Option to Long-Term Suspensions, 365 Days Suspensions and Expulsion

A student may be given the option or may be required to attend alternative learning program or school for violation of board policies, school standards or rules that could result in a long-term suspension, 365 days suspension or expulsion.

Board policies will be followed for any student who may have engaged in behavior that could result in long-term suspension, 365 days suspension or expulsion. Alternative learning program or school may be considered as an option for a portion or the full duration of the period of suspension or expulsion. The alternative learning program or school may be an option to a long-term suspension or 365 days suspension if approved by the superintendent. In order to consider the alternative learning program or school as an option to expulsion, the superintendent must make a recommendation and the board must choose to approve the alternative learning program or school as a modification to the expulsion.

At any stage in the proceedings, a parent may request that alternative learning program or school be considered as an option to long-term suspension or expulsion. The superintendent will maintain records as required by board policy 4345, Student Discipline Records.

Once approved, the student may be transferred to the alternative learning program or school. If the alternative learning program or school does not have the capacity to accept the student immediately, the student may be suspended from school until the alternative learning program or school can accept the student.

5. Involuntary Referral

A student may be required to be transferred from the regular educational setting to the alternative learning program or school under any of the following circumstances:

- a. the student presents a clear threat to the safety of other students or personnel;
- b. the student is a significant disruption to the educational environment at the regular educational setting;
- c. the student is at risk of dropping out or not meeting standards for promotion and additional or different resources from what is available at the regular educational setting are needed to address the issue; or
- d. the student has been charged with a felony or a crime that allegedly endangered the safety of others and it is reasonably foreseeable that the educational environment at the regular educational setting will be significantly disrupted if the student remains.
- e. if the Code of Student Conduct provides for a transfer as a consequence of the student's behavior.

Prior to an involuntary transfer, the principal of the referring school will document efforts to assist the student in the regular educational setting. The principal must also document the student's behavior and academic performance. A voluntary transfer is preferable to an involuntary transfer. Therefore, the school should meet with the parents to try to reach consensus on resolution of the performance or behavior issues.

If an agreement is not reached and a basis for involuntary transfer exists, the principal may recommend transfer to the alternative learning program or school to the superintendent, or designee. The principal must provide in writing (1) an explanation of the student's behavior or academic performance which is at issue, (2) documentation or a summary of

the documentation of the efforts to assist the student, and (3) other existing circumstances which support an involuntary transfer.

A copy of the recommendation and report will be provided to the parents by certified mail or in person. The parent may request an informal meeting with the superintendent, or designee, to discuss the transfer. The superintendent, or designee, may determine who can be present at the meeting.

If the superintendent, or designee, approves the transfer, the principal of the regular educational setting and the coordinator of the alternative school are to make all necessary arrangements.

The parent may appeal the superintendent's decisions to the board. The board will hear the appeal in closed session. The board will follow its procedures as provided in policy 2500, Hearings Before the Board. During the period of the appeal, the student may be transferred to the alternative learning program or school.

6. Assignment During a Long-Term or 365-Day Suspension

A student who receives a long-term or 365-day suspension may be offered services in the alternative learning program or school for a portion or the full duration of the suspension. See policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion. Any student who receives a long-term or 365-day suspension must be offered alternative education services unless the superintendent provides a significant or important reason for declining to offer such services. Alternative education services include, but are not limited to, the alternative programs or schools established in this policy in accordance with G.S. 115C-105.47A.

7. Assignment of Student Sex Offenders

The board may decide, pursuant to G.S. 115C-390.11(a)(2), to assign a student who is subject to G.S. 14-208.18 to an alternative learning program or school.

D. TRANSITION FROM ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS

In most instances, the goal of the alternative learning program or school will be to return the student to the regular educational setting as soon as practicable with the skills necessary to succeed in that environment. The alternative learning program or school and regular

educational setting will work together to help create successful transition for the student.

If the student is not returned to the regular educational setting, the alternative learning program or school will assist in the transition of the student to other educational settings, including any other programs offered by the school district, community colleges or vocational schools.

E. ASSIGNMENT OF PROFESSIONAL STAFF TO ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS

In assigning professional staff to the alternative learning program or school, the superintendent will consider the experience and evaluation ratings of professional staff. As district resources allow, the superintendent shall strive to avoid assigning to the alternative school less experienced professional staff and professional staff who have received an evaluation rating of "less than above standard" within the last three years.

F. EVALUATION OF ALTERNATIVE LEARNING PROGRAMS/SCHOOLS

1. Information To Be Reported

Each year, the board will evaluate the alternative learning program or school based upon the report provided by the superintendent and any other information the board wishes to consider. In addition to data required by board policy 3430, School Improvement Plans, the alternative learning program or school must report the following information annually to the board:

- a. referral patterns from the schools, including age, race, gender and method of transfer (voluntary, alternative to suspension or expulsion, or involuntary);
- b. drop out rates;
- c. how long students stay at the school and where they go when they leave the school (including the regular educational setting, community college/technical schools or drop out);
- d. training and development of professional employees assigned to the alternative learning program or school;
- e. a list of services or programs in which the alternative learning program or school coordinates with other governmental agencies; and
- f. any other measures the superintendent requires.

To assist the board with evaluating the alternative learning program or school, the local

safe schools plan also must include measures as to the effectiveness of the alternative learning program or school.

2. Items To Be Considered

In addition to any other outcomes the board deems important, the board will determine whether:

- a. a diverse group of students is referred to the alternative learning program or school;
- b. the alternative learning program or school complies with State Board of Education standards;
- c. the alternative learning program or school incorporates best practices for improving student academic performance and reducing disruptive behavior;
- d. staff at the alternative learning program or school is well-trained and are provided appropriate staff development;
- e. the alternative learning program or school is organized to provide coordinated services;
- f. students at the alternative learning program or school receive high quality and rigorous academic instruction; and
- g. the alternative learning program or school assists students with transition back to the regular education setting or to other educational settings.

Legal Reference: G.S. 14-208.18, G.S. 115C-47(32a), -105.47, -105.47A, -105.48, -276(r), -288, -367, -369, -390.7, -390.9, -390.10, -390.11

Cross Reference: Hearings Before the Board (policy 2500), School Improvement Plans (policy 3430), Conflict Resolution (policy 3431), Parental Involvement (policy 1310/4002), School Plan for Management of Student Behavior (policy 4302), Theft, Trespass and Damage to Property (policy 4330), Assaults, Threats and Harassment (policy 4331), Weapons, Bomb Threats and Clear Threats to Safety (policy 4333), Student Discipline Records (policy 4345), Long-Term Suspension, 365 Days Suspension, Expulsion (policy 4353), Assignments/Reassignments/Transfers (policy 7440)

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

Updated: May 11, 2000, February 8, 2007, January 8, 2009

An orderly environment is critical for teachers to be able to teach and students to be able to learn. Students are encouraged to participate in school efforts to create a safe, orderly and inviting environment. Students also are encouraged to exercise their constitutional rights to free speech as a part of a stimulating, inviting educational environment. A student's right to free speech will not be infringed upon; however school officials may place reasonable, constitutional restrictions on time, place and manner in order to preserve a safe, orderly environment.

Principals and teachers have full authority as provided by law to establish and enforce standards and rules as are necessary to create orderly schools and classrooms.

A. PROHIBITED BEHAVIOR

Students are prohibited from disrupting teaching, the orderly conduct of school activities, or any other lawful function of the school or school district. The following conduct is illustrative of disruptive behavior and is prohibited:

1. intentional verbal or physical acts which result or have the potential to result in blocking access to school functions or facilities or preventing the convening or continuation of school-related functions;
2. violation of board policy 4316, Student Dress Code Standard of Appearance or Clothing, that (1) violates a reasonable dress code adopted and publicized by the school; (2) is substantially disruptive; (3) is provocative or obscene; or (4) endangers the health or safety of the student or others;
3. possessing or distributing literature or illustrations which significantly disrupt the educational process or which are obscene or unlawful;
4. engaging in behavior which is immoral, indecent, lewd, disreputable or of an overly sexual nature in the school setting;
5. failing to observe established safety rules, standards and regulations, including on the bus and in hallways; and
6. interfering with the operation of school buses, including delaying the bus schedule, getting off at an unauthorized stop, and willfully trespassing upon a school bus.
7. engaging in any consensual sexual activity while on school property or at a school sponsored activity or event.

B. CONSEQUENCES

~~Consequences for engaging in prohibited behavior will be provided in accordance with the school's student behavior management plan (see board policy 4302, School Plan for Management of Student Behavior). For repeated or serious violations of this policy, the principal may suspend a student from school for up to ten days.~~

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

Legal References: U.S. Const. amend. I; N.C. Const. art. I, §14; G.S. 14-132, -132.2, -288.2, -288.4; 115C-47, -288, -307, -390.2

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

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

Updated: May 11, 2000; April 8, 2004

Administrative Procedure: None

STANDARD OF APPEARANCE OR CLOTHING STUDENT DRESS CODE

Policy Code: 4316

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

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

Consequences for violating the ~~standard for appearance or clothing~~ dress code will be provided in accordance with each school's student behavior management plan (see board policy 4302, School Plan for Management of Student Behavior). The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violation of the dress code.

Legal References: G.S. 115C-47, -390.2

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

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

Updated: August 13, 2009

The board is committed to creating safe, orderly, clean and inviting schools for all students and staff. To this end, the board supports state laws that prohibit the sale or distribution of tobacco products to minors and that prohibit the use of tobacco products by minors. The board also supports state and federal laws that prohibit the use of tobacco products in school buildings, on school campuses, and in or on any other school property owned or operated by the school board. For the purposes of this policy, the term “tobacco product” means any product that contains or that is made or derived from tobacco and is intended for human consumption, including electronic cigarettes and all lighted and smokeless tobacco products.

A. PROHIBITED BEHAVIOR

In support of the board’s commitments and state and federal law, students are prohibited from using or possessing any tobacco product (1) in any school building, on any school campus, and in or on any other school property owned or operated by the school board, including school vehicles; (2) at any school-related activity, including athletic events; or (3) at any time when the student is subject to the supervision of school personnel, including during school trips.

Nothing in this policy prohibits the use or possession of tobacco products for an instructional or research activity conducted in a school building, provided that the activity is conducted or supervised by a faculty member and that the activity does not include smoking, chewing or otherwise ingesting tobacco.

B. CONSEQUENCES

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

In determining appropriate consequences for violations of this policy, school officials are encouraged to identify programs or opportunities that will provide students with a greater understanding of the health hazards of tobacco use, the hazards of secondhand smoke, and the impact of tobacco use on efforts to provide a safe, orderly, clean and inviting school environment.

C. SERVICES FOR STUDENTS

The administration shall consult with the county health department and other appropriate organizations to provide students with information and access to support systems and programs to encourage students to abstain from the use of tobacco products. The school system may, from time to time, provide free non-smoking programs and services to its students.

D. NOTICE

Students will be provided with notice of the information in this policy through the Code of Student Conduct, student handbooks or other means identified by the principal. In addition, the principal shall post signs in a manner and at locations that adequately notify students, school personnel, and visitors about prohibitions against the use of tobacco products in all school facilities, on all school grounds, and at all school-sponsored events.

Legal References: Pro-Children Act of 1994, 20 U.S.C. 6081 *et seq.*; G.S. 14-313; 115C-47, -288, -307, -390.2, -407

Cross References: Student Behavior Policies (policy 4300), Smoking and Tobacco Products (policy 5026/7250)

Adopted:

Unauthorized or illegal drugs and alcohol are a threat to safe and orderly schools and will not be tolerated.

PROHIBITED BEHAVIOR

No student shall possess, use, distribute, sell, possess with intent to distribute or sell, or conspire or attempt to distribute or sell, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, other controlled substance, any alcoholic beverage, malt beverage, fortified wine, other intoxicating liquor, drug paraphernalia, counterfeit substance, any unauthorized prescription drug, or any other chemicals or products with the intention of bringing about a state of exhilaration, euphoria, or of otherwise altering the student's mood or behavior including synthetic stimulants, such as MDPV and mephedrone (e.g., "bath salts"), and synthetic cannabinoids (e.g., "Spice," "K2").

For the purpose of the Code of Student Conduct the following definitions apply:

- 1) **Possess:** having the power or intent to control a prohibited substance and shall include, but is not necessarily limited to the possession of a prohibited substance in a student's automobile, locker, book-bag, or desk, or on a student's person.
- 2) **Use:** the consumption, injection, inhalation or absorption of a prohibited substance into a student's body by any means.
- 3) **Under the influence:** the use of any prohibited substance at any time or place when the prohibited substance would influence a student's mood, behavior, or learning to any degree.
- 4) **Sell:** the exchange of a prohibited substance for money, property, or any other benefit or item of value.
- 5) **Distribute:** to give, share, or pass a prohibited substance.
- 6) **Possess with intent to distribute/sell:** intent to distribute or sell may be determined from the amount of the prohibited substance found, the manner in which it was packaged, the presence of packaging materials such as scales, baggies or other containers, or from statements or actions of the student that demonstrate an intent to distribute or sell.

- 7) **Counterfeit Substance:** any substance that is described or presented with the intention of deceiving another into believing that it is a substance prohibited under this policy.
- 8) **Unauthorized Prescription Drug:** any drug or medication that has not been prescribed for the student.

Students also are prohibited from possessing, using, transmitting or selling drug paraphernalia or counterfeit (fake) drugs. Students may not in any way participate in the selling or transmitting of prohibited substances, regardless of whether the sale or transmission ultimately occurs on school property.

Possession or use of prescription and over the counter drugs are not in violation of this policy if possessed and used in accordance with board policy 6125, Administering Medicines to Students. The principal may authorize other lawful uses of substances otherwise prohibited by this policy, such as for approved school projects.

CONSEQUENCES

As required by board policy 4335, Criminal Behavior, the principal must report to the appropriate law enforcement agency any student who is in possession of a controlled substance in violation of the law. In addition, school sanctions will be as outlined below.

Kindergarten and Elementary Schools

Principals in the elementary grades are expected to use good judgment and reasonable discretion in applying board policies and in determining the appropriate consequences for violation of board policies, school standards or rules.

Middle and High Schools

An appropriate consequence for a student who has been found to have sold or otherwise transmitted prohibited substances is presumed to be suspension for the remainder of the school year. Depending upon the circumstances, a student may be permanently expelled (see board policy 4353, Long-Term Suspension, 365 Days Suspension, Expulsion). The superintendent may assign the student to an alternative program if he or she believes that it is in the student's best interest, the alternative placement is appropriate and placement of the student will not jeopardize the safe and orderly environment of the alternative placement. If an alternative consequence is approved, the superintendent must document the basis for the alternative consequence. Any other

violation of this policy may result in long-term suspension up to the remainder of the school year or expulsion.

The principal must notify the superintendent of all violations of this policy, and recommend appropriate consequences. In making the recommendation to the superintendent, the principal must provide an assessment of whether any available services, such as school counseling services, an alternative school, substance abuse programs or programs provided by other agencies, would assist the student and whether any services should be a part of the consequence.

The superintendent or superintendent's designee must approve any consequence for violations of this policy, including any recommendations for long-term suspension or expulsion. A student re-entering school following treatment for substance abuse should be identified by the school as highly at-risk and provided a transition/support plan developed collaboratively by staff, parent(s) and, when appropriate, the student. The transition/support plan must include periodic monitoring. The superintendent is responsible for ensuring that this policy is fairly applied throughout the school district. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

Legal References: G.S. 18B-301; 20-11(n1); ch. 90 art. 5; 115C-47, -276, -288, -307, -390.2

Cross References: Student Behavior Policies (policy 4300), Criminal Behavior (policy 4335), Administering Medicine to Students (policy 6125)

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

Updated: May 25, 1999, May 11, 2000, September 9, 2004

Administrative Procedure: None

THEFT, TRESPASS AND DAMAGE TO PROPERTY

Policy Code:

4330

The board will not tolerate theft, trespass and/or damage to property by any student. Any student exhibiting such behavior will be removed from the classroom or school environment for as long as necessary to ensure a safe and orderly environment for learning. The superintendent is responsible for ensuring that consequences for prohibited behaviors are uniformly applied throughout the school district. Except where certain consequences for misbehavior are required by law, principals in the elementary grades are expected to use good judgment and reasonable discretion in determining the appropriate consequence for violation of board policies, school standards or rules.

A. THEFT

1. Prohibited Behavior

Students are prohibited from stealing or attempting to steal school or private property, and/or from knowingly being in possession of stolen property.

2. Consequences

Violation of this policy may result in short-term suspension up to ten days, long-term suspension or expulsion. The procedures for long-term suspension or expulsion are provided in board policy 4353, Long-Term Suspension, 365 Days Suspension, Expulsion. A determination of the appropriate consequence will be made in accordance with the provisions of that policy. Placement in an alternative educational setting may be made instead of suspension in accordance with policy 3470/4305.

B. DAMAGE TO PROPERTY

1. Prohibited Behavior

Students are prohibited from damaging or attempting to damage any school property or private property at any time when board policies are applicable as defined in board policy 4300, Student Behavior Policies.

2. Consequences

Violation of this section may result in short-term suspension up to ten days, long-term suspension, or expulsion. The procedures for long-term suspension or expulsion are provided in board policy 4353, Long-Term Suspension, 365 Days Suspension, Expulsion. A determination of the appropriate consequence will be made in accordance with the provisions of that policy. Placement in an alternative educational setting may be made instead of suspension in accordance with policy 3470/4305. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

C. TRESPASS

1. Prohibited Behavior

Students are prohibited from trespassing on school property. A student will be considered a trespasser and may be criminally prosecuted under any of the following circumstances:

- a student who is on the campus of a school to which he or she is not assigned during the school day without the knowledge and consent of the officials of the school the student is visiting;
- any student who loiters at any school after the close of the school day without specific need or supervision; or
- any student who has been suspended from school who appears on the property of any school during the suspension period without the express permission of the principal.

2. Consequences

Consequences for engaging in prohibited behavior will be provided in accordance with the school's student behavior management plan (see board policy 4302, School Plan for Management of Student Behavior).

Legal Reference: G.S. 14-60, -87, -87.1, -132, -132.2; 115C-47, -276(r), -288, -307, -390.2

Cross Reference: School Plan for Management of Student Behavior (policy 4302), Integrity and Civility (policy 4310), Criminal Behavior (policy 4335), Long-Term Suspension, 365 Days Suspension, Expulsion (policy 4353)

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

Updated: May 11, 2000, November 8, 2007

Administrative Procedure: None

WEAPONS, BOMB THREATS, TERRORIST THREATS AND CLEAR THREATS TO SAFETY

Policy Code: 4333

The board will not tolerate the presence of weapons or destructive devices, bomb or terrorist threats or actions that constitute a clear threat to the safety of students and employees. Any student violating this policy will be removed from the classroom or school environment for as long as necessary to ensure a safe and orderly environment for learning. The superintendent is responsible for ensuring that consequences for prohibited behaviors are uniformly applied throughout the school district. Except where certain consequences for misbehavior are required by law, principals in the elementary grades are expected to use good judgment and reasonable discretion in determining the appropriate consequence for violation of board policies, school standards or rules.

A. WEAPONS AND WEAPON-LIKE ITEMS

1. Prohibited Behavior

Students are prohibited from possessing, handling, using or transmitting, whether concealed or open, any weapon, or any instrument that reasonably looks like a weapon or could be used as a weapon. Weapons include all of the following:

- a. loaded or unloaded firearm, including a gun, pistol or rifle;
- b. destructive devices, as described in subsection B.2 of this policy, including explosives, such as dynamite cartridges, bombs, grenades and mines;
- ~~c. explosives, including a dynamite cartridge, bomb, grenade or mine;~~
- c. knife, including a pocket knife, bowie knife, switchblade, dirk or dagger;
- d. slingshot or slungshot;
- e. leaded cane;
- f. blackjack;
- g. metal knuckles;
- h. BB gun;
- i. air rifle or air pistol;
- j. stun gun or other electric shock weapons, such as tasers;
- k. icepick;
- l. razor or razor blade (except solely for personal shaving);
- m. fireworks; and
- n. any sharp pointed or edged instrument except unaltered nail files and clips and tools used solely for preparation of food, instruction and maintenance.

Examples of other objects that could be considered weapons are box cutters and other types of utility blades and blowguns.

No student may knowingly or willfully cause, encourage or aid any other student to possess, handle or use any of the weapons or weapon-like items listed above. A student who finds a weapon or weapon-like item, who witnesses another

student or other persons with such items, or becomes aware that another student or other persons intends to possess, handle or use such items, must notify a teacher or the principal immediately.

This section does not apply to pupils who are members of the Reserve Officer Training Corps and who are required to carry arms or weapons in the discharge of their official class duties; nor does this section apply to weapons used in school-approved instruction or ceremonies.

This section does not apply to board-approved and -authorized activities for which the board has adopted appropriate safeguards to protect student safety.

2. Consequences

a. General Consequences

Violation of this section may result in short-term suspension up to ten days, long-term suspension, 365 days suspension or expulsion. The procedures for suspension or expulsion are provided in board policy 4353, Long-Term Suspension, 365 Days Suspension, Expulsion. A determination of the appropriate consequence for firearms/explosives violations will be made in accordance with the provisions of that policy and Subsection A.2.b, below. Placement in an alternative educational setting may be made instead of suspension in accordance with policy 3470/4305 Alternative Learning Programs/Schools.

b. Consequences for Firearms/Explosives Violations

As required by law, a student who brings or possesses a firearm or powerful explosive on school property or at a school-sponsored curricular or extracurricular activity must be suspended for 365 days, unless the superintendent recommends and the board approves a modification. A firearm includes any gun, rifle, pistol or other weapon used for firing a projectile by means of an explosive charge. A firearm does not include a BB gun, stun gun, air rifle or air pistol. A powerful explosive includes a dynamite cartridge, blasting cap, trinitrotoluene (TNT), nitroglycerin, grenade or mine. A student who possesses a firearm or powerful explosive on school property also shall be referred to the criminal justice or juvenile justice system. For purposes of this subsection, "school property" includes any public school building, bus, public school campus, grounds, recreational area or athletic field in the charge of the principal. A student may not be suspended for 365 days for a weapons violation except in accordance with this subsection.

B. BOMB THREATS

1. Prohibited Behavior

Students are prohibited from making, aiding and/or abetting in making a bomb threat or perpetrating a bomb hoax against school district property by making a false report that a device designed to cause damage or destruction by explosion, blasting or burning is located on school property.

No student may knowingly or willfully cause, encourage or aid another student to make a bomb threat or perpetrate a bomb hoax. Any student who becomes aware that another student or other person intends to use a bomb, make a bomb threat or perpetrate a bomb hoax must notify a teacher or the principal immediately.

2. Consequences

As required by law, the board shall suspend for 365 days any student who:

- a. makes a false report that there is a bomb or bomb-like device located on school property or at a school-related or school-sponsored activity; or
- b. conceals, places or displays a device on school property or at a school-related or school-sponsored activity with the intent to cause others to believe the device is a bomb.

Upon the superintendent's recommendation, the board may modify the suspension. A student who violates this section also will be referred to the criminal justice and/or juvenile justice system.

C. TERRORIST THREATS

1. Prohibited Behavior

Students are prohibited from making, aiding, conspiring and/or abetting in making a terrorist threat or perpetrating a terrorist hoax against school district property by making a false report that a device, substance or material designed to cause harmful or life-threatening injury to another person is located on school property.

No student may knowingly or willfully cause, encourage or aid another student to make a terrorist threat or perpetrate a terrorist hoax. Any student who becomes aware that another student or other person intends to use a device, substance or material designed to cause harmful or life-threatening illness or injury to another person, make a terrorist threat or perpetrate a terrorist hoax must notify a teacher or the principal immediately.

2. Consequences

As required by law, the board or superintendent shall suspend for 365 days any

student who:

- a. makes a false report that there is a device, substance or material designed to cause harmful or life-threatening illness or injury to another person located on school property or at a school-related or school-sponsored activity;
- b. conceals, places, disseminates or displays a device, machine, instrument, artifact, letter, package material or substance on school property or at a school-related or school-sponsored activity with the intent to cause others to believe the device is a substance or material capable of causing harmful or life-threatening illness or injury to another person;
- c. threatens to commit on school property or at a school-related or school-sponsored activity an act of terror that is likely to cause death, with the intent to cause a significant disruption to the instructional day or school-sponsored activity or which actually causes such disruption;
- d. makes a false report that there is about to occur or is occurring on school property or at a school-related or school-sponsored activity an act of terror that is likely to cause serious injury or death, with the intent to cause a significant disruption to the instructional day or school-sponsored activity or which actually causes such disruption; or
- e. conspires to commit any of the above-described acts.

Upon the superintendent's recommendation, the board may modify the suspension. A student who violates this section also will be referred to the criminal justice and/or juvenile justice system.

D. CLEAR THREATS TO SAFETY OF STUDENTS AND EMPLOYEES

1. Prohibited Behavior

Students are prohibited from engaging in behavior that constitutes a clear threat to the safety of other students or employees. Behavior constituting a clear threat to the safety of others includes, but is not limited to:

- a. theft or attempted theft by a student from another person by using, or threatening to use, a weapon;
- b. the intentional and malicious burning of any structure or personal property, including vehicles;
- c. an attack, or threatened attack, by a student against another person wherein the student uses a weapon or displays it in a manner found

threatening to that person;

- d. an attack by a student on any employee, adult volunteer, or another student which does not result in serious injury but which is intended to cause or reasonably could cause serious injury;
- e. an attack by a student upon another person whereby the victim suffers obvious severe or aggravated bodily injury such as broken bones, loss of teeth, possible internal injuries, laceration requiring stitches, loss of consciousness, significant bruising or pain, or the victim requires hospitalization or treatment at a hospital emergency room as a result of the attack;
- f. any intentional, highly reckless or negligent act that results in the death of another person;
- g. confining, restraining, or removing another person from one place to another, without the victim's consent, or the consent of the victim's parents, for the purpose of committing a felony, or for the purpose of holding the victim as a hostage or for ransom or for use as a shield;
- h. possession of a weapon on any school property, including in vehicles, with the intent to use or transmit for another's use or possession in a reckless manner so that harm is reasonably foreseeable;
- i. the taking or attempting to take anything of value from the care, custody or control of another person or persons, by force, threat of force, or violence, or by putting the victim in fear;
- j. any unauthorized and unwanted intentional touching, or attempt to touch, by one person of the sex organ of another, including the breasts of the female and the genital areas of the male and female;
- k. the possession, manufacture, sale, or delivery, or any attempted sale or delivery, of a controlled substance in violation of Chapter 90 of the General Statutes;
- l. any behavior resulting in a felony conviction on a weapons, drug, assault or other charge that implicates the safety of other persons; and
- m. any other behavior that demonstrates a clear threat to the safety of others in the school environment.

2. Consequences

- a. General Consequences

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

~~Violation of this section may result in long term suspension, or expulsion. In addition, violations that otherwise constitute bomb or terrorist threats under Sections B. or C. of this policy or firearms/explosives violations under Section A.2.b of this policy may result in 365 days suspension. The procedures for long term suspension or expulsion are provided in board policy 4353, Long Term Suspension, 365 Days Suspension, Expulsion. A determination of the appropriate consequence will be made in accordance with the provisions of that policy. Placement in an alternative educational setting may be made instead of suspension in accordance with policy 3470/4305 Alternative Learning Programs/Schools.~~

b. Specific Consequences Mandated by Law

As required by law, a student who brings or possesses a firearm or destructive device on school property or at a school-sponsored event must be suspended for 365 days, unless the superintendent modifies, in writing, the required 365-day suspension for an individual student on a case-by-case basis. The superintendent shall not impose a 365-day suspension if the superintendent determines that the student (1) took or received the firearm or destructive device from another person at school or found the firearm or destructive device at school, (2) delivered or reported the firearm or destructive device as soon as practicable to a law enforcement officer or school personnel and (3) had no intent to use the firearm or destructive device in a harmful or threatening way.

For the purpose of this subsection, a firearm is (1) a weapon, including a starter gun that will, is designed to or may readily be converted to expel a projectile by the action of an explosive, (2) the frame or receiver of any such weapon or (3) any firearm muffler or firearm silencer. A firearm does not include an inoperable antique firearm, a BB gun, a stun gun, an air rifle or an air pistol. For the purposes of this subsection, a destructive device is an explosive, incendiary or poison gas (1) bomb, (2) grenade, (3) rocket having a propellant charge of more than four ounces, (4) missile having an explosive or incendiary charge of more than one-quarter ounce, (5) mine or (6) similar device.

A student may not be suspended for 365 days for a weapons violation except in accordance with this subsection.

c. Expulsion

Upon the recommendation of the superintendent, the board may expel a student who is fourteen years of age or older if the student's behavior indicates that his or her continued presence in school constitutes a clear threat to the safety of other students or employees. In determining whether expulsion is appropriate, the board will consider the culpability of the student, the dangerousness of the student and the harm caused by the student, in accordance with policy 4353, Long-Term Suspension, 365 Days Suspension, Expulsion.

The board also may expel a student who is subject to and in accordance with policy 4260, Student Sex Offenders.

Legal Reference: Gun-Free Schools Act, 20 U.S.C. 7151, G.S. 14-17, -18, -27.2 through -27.5A, -32, -33, -34 through -34.2, -41, -60, -69.1, -69.2, -87, -87.1, -132, -132.2, -202.2, -208.18, -269.2; 277.5; ch. 90 art. 5; 115C-47, -276(r), -288, -307, -390.1, -390.2, -390.10; State Board of Education Policy HRS-A-002

Cross Reference: Alternative Learning Programs/Schools (policy 3470/4305), Integrity and Civility (policy 4310), Disruptive Behavior (policy 4315), Theft, Trespass and Damage to Property (policy 4330), Assaults, Threats and Harassment (policy 4331), Criminal Behavior (policy 4335), Long-Term Suspension, 365 Days Suspension, Expulsion (policy 4353), Student Sex Offenders (policy 4260)

Adopted: May 11, 2000

Updated: April 8, 2004, November 8, 2007, December 10, 2009

Administrative Procedure: None

The board is committed to creating a safe, orderly environment for students and staff. Principals are authorized and responsible for investigating conduct that may violate board policies, school standards or rules.

All employees and students, including students alleged to have engaged in misconduct, are expected to respond fully and truthfully to any questions or issues raised in the course of the investigation and any other related proceedings.

Any student who violates board policy or school standards or rules must accept the consequences for the misbehavior. In administering consequences, all students are to be treated in accordance with accepted standards of fairness and constitutional rights.

The school administrator will take the following steps in addressing all cases of alleged misbehavior appropriately referred to his or her office:

1. Investigate the facts and circumstances related to the alleged misbehavior;
2. Offer the student an opportunity to be heard on the matter; and
3. Determine whether board policy or school standards or rules have been violated.

If a violation has occurred, the school administrator is to implement an appropriate consequence in accordance with the school's plan for managing student behavior, the Code of Student Conduct or applicable board policy. Parents or guardians are to be notified and involved in accordance with board policy 4341 (Parental Involvement in Student Behavior Issues).

Where the misbehavior may result in suspension or expulsion from school, procedures provided in related board policies also will apply. See policy 4351, Short-Term Suspension, and policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion.

A child with disabilities recognized by Section 504 of the 1973 Rehabilitation Act or the Individuals with Disabilities Education Act (IDEA) will be accorded all rights granted by federal and state laws and regulations (see policy 4307, Disciplinary Action for Exceptional Children/Students with Disabilities).

Legal References: Americans with Disabilities Act, 42 U.S.C. 12131 *et seq.*, 28 C.F.R. pt. 35; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 115C art. 9; 115C-47, -288, -390.4, -390.5, -390.6, -390.7, -390.8, -390.10, -390.11; *Policies Governing Services*

for Children with Disabilities, State Board of Education Policy GCS-D-000

Cross References: School Plan for Management of Student Behavior (policy 4302), Parental Involvement in Student Behavior Issues (policy 4341), Student Searches (policy 4342), Short-Term Suspension (policy 4351), Long-Term Suspension, 365 Days Suspension, Expulsion (policy 4353)

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

Updated: May 11, 2000, March 12, 2009

Administrative Procedure: None

A. RETENTION OF RECORDS AND REPORT OF DATA

The principal shall retain in each student's file, either in paper or electronic form, all records related to violations of board policies, the Code of Student Conduct, school standards or school rules.

As required by law, the superintendent shall maintain the following data on each student who was suspended for more than 10 days, reassigned for disciplinary reasons or expelled: race, gender, age, grade level, ethnicity, disability status, type of incident or offense, duration of the suspension, whether alternative education services were provided, and whether the student had multiple suspensions in that academic year.

As secretary to the board, the superintendent also shall maintain records from the board's considerations of 365-day suspensions and expulsions and any readmission reconsiderations of 365-day suspensions and expulsions.

The superintendent shall ensure that data on disciplinary incidents is reported using the North Carolina Window on Education (NC WISE) system in accordance with State Board of Education policies and procedures.

B. DISCLOSURE OF RECORDS

Confidential student records concerning conduct that posed a significant safety risk to the student or others in the school community may be disclosed to teachers and school officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student.

C. REMOVAL OF RECORDS

1. End of Year Removal

The following types of discipline records may not be removed from student records, electronic files and databases at the end of the school year:

- a. notice of any suspension for a period of more than 10 days and the record of the conduct for which the student was suspended;
- b. notice of any expulsion under G.S. 115C-390.11 and the record of the conduct for which the student was expelled; and
- c. any records (including of in-school suspensions or short-term suspensions) that need to be maintained in order to be able to serve the student appropriately or to protect the safety of others.

2. Expunging Records

The superintendent or designee shall expunge any record of suspension for a period of more than 10 days or expulsion if the following criteria are met:

- a. a request that the record be expunged is made to the superintendent or designee by the student's parent or guardian, or by the student if the student is at least 16 years old or is emancipated;
- b. the student either graduates from high school or is not suspended or expelled again during the two-year period commencing on the date of the student's return to school after the expulsion or suspension; and
- c. the superintendent or designee determines that the maintenance of the record is no longer needed to adequately serve the child or to maintain safe and orderly schools.

In addition, the superintendent may expunge any notice of suspension or expulsion from a student's official record provided that criteria b. and c. above are met.

This section is not intended to limit parents' right to request removal of information from a student's record under policy 4700, Student Records.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g(h), 34 C.F.R. 99.31, 99.36; G.S. 115C-47, -276(r), -390.4, -390.7, -390.8, -390.10, -390.11, -390.12, -402

Cross References: Theft, Trespass and Damage to Property (policy 4330), Assaults, Threats and Harassment (policy 4331), Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353), Student Records (policy 4700)

Other References: *North Carolina Discipline Data Reporting Procedures*, N.C. Department of Public Instruction Program Monitoring and Support Division (March 2011)

Adopted:

SHORT-TERM SUSPENSION

Policy Code:

4351

A short-term suspension is the disciplinary exclusion of a student from attending his or her assigned school for up to 10 school days. A short-term suspension does not include (1) the removal of a student from class by the classroom teacher, the principal or other authorized school personnel for the remainder of the subject period or for less than one-half of the school day or (2) the changing of a student's location to another room or place on the school premises. A student who is placed on a short-term suspension will not be permitted to be on school property or to take part in any school function during the period of suspension without prior approval from the principal.

The principal or designee has the authority to determine when a short-term suspension is an appropriate consequence and to impose the suspension, so long as all relevant board policies are followed.

In accordance with G.S. 115C-390.6(e) and 115C-45(c)(1), a student is not entitled to appeal the principal's decision to impose a short-term suspension to either the superintendent or the board unless it is appealable on some other basis.

A. PRE-SUSPENSION RIGHTS OF THE STUDENT

Except in the circumstances described below, a student must be provided with an opportunity for an informal hearing with the principal before a short-term suspension is imposed. The principal may hold the hearing immediately after giving the student oral or written notice of the charges against him or her. At the informal hearing, the student has the right to be present, to be informed of the charges and the basis for the accusations against him or her, and to make statements in defense or mitigation of the charges.

The principal may impose a short-term suspension without first providing the student with an opportunity for a hearing if the presence of the student (1) creates a direct and immediate threat to the safety of other students or staff or (2) substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school. In such cases, the principal shall give the student notice of the charges and an opportunity for an informal hearing as soon as practicable.

B. STUDENT RIGHTS DURING THE SUSPENSION

A student under a short-term suspension must be provided with the following:

1. the opportunity to take textbooks home for the duration of the suspension;
2. upon request, the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connection with such assignments; and

3. the opportunity to take any quarterly, semester or grading period examinations missed during the suspension period.

C. NOTICE TO PARENT OR GUARDIAN

When imposing a short-term suspension, the principal or designee shall provide the student's parent or guardian with notice that includes the reason for the suspension and a description of the student conduct upon which the suspension is based. The principal or designee must give this notice by the end of the workday during which the suspension is imposed when reasonably possible, but in no event more than two days after the suspension is imposed. If English is the second language of the parent, the notice must be provided in English and in the parent's primary language, when the appropriate foreign language resources are readily available. Both versions must be in plain language and easily understandable.

The initial notice may be by telephone, but it must be followed by timely written notice. The written notice must include all of the information listed above and may be sent by fax, e-mail or any other method reasonably designed to give actual notice. School officials also shall maintain a copy of the written notice in the student's educational record.

Multiple short-term suspensions for a student with disabilities will be addressed in accordance with the *Policies Governing Services for Children with Disabilities* and other applicable state and federal law.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12131 *et seq.*, 28 C.F.R. pt. 35; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 115C art. 9; 115C-45 (c); 115C-47, -276(r), -288, -307, -390.1, -390.2, -390.5, -390.6; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy GCS-D-000

Cross References: School Safety (policy 1510/4200/7270), School Plan for Management of Student Behavior (policy 4302), School-Level Investigations (policy 4340), Parental Involvement in Student Behavior Issues (policy 4341), Removal of Student During the Day (policy 4352)

Adopted:

The principal is authorized to impose out-of-school short-term suspensions from school in accordance with board policy.

The principal may remove a student from school grounds who has been suspended during the school day, under any of the following circumstances:

1. the parent or guardian is notified and the parent or guardian is able to make arrangements for the student to leave the school or agrees to the student using public transportation or driving himself or herself home; or
2. the parent or guardian is notified and is available to receive the child and the school is able to provide transportation from the school to the home; or
3. the principal involves law enforcement in the removal of the student from school grounds because removal is necessary to provide a safe, orderly school environment.

If none of these circumstances exist, the suspension will begin on the next school day.

Legal References: G.S. 115C-47, -288, -390, -390.3, -390.5, -391.1

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

Administrative Procedure: None

Concussion Safety Requirements for Interscholastic Athletics Asheboro City Schools

September 2011

NCHSAA Requirement:

The Sports Medicine Committee of the North Carolina High School Athletic Association (NCHSAA) approved a measure in 2009 to address student-athletes with a suspected concussion. The measure follows:

Any student-athlete with a suspected concussion is not permitted to return to participation – practice or play – until the student-athlete receives written release from a duly-licensed physician.

Asheboro City Schools (ACS) made the measure effective for all interscholastic athletics in grades 7-12 and provided athletic directors and coaches information about concussion and its symptoms. Dr. Jeffrey Yaste of Randolph Orthopedics and Sports Medicine and the Human Motion Institute at Randolph Hospital led professional development on concussive injury for all teacher/coaches in July 2011. In addition, the NCHSAA and ACS began to require an Athletics Emergency Action Plan in all sports, grades 7-12.

Gfeller-Waller Concussion Awareness Act

This legislation, enacted by the North Carolina General Assembly in the summer of 2011, requires each school to: have a venue-specific emergency action plan to address serious injuries and acute medical conditions; provide concussion and head injury information to coaches, students, and parents; and, maintain records pertaining to head injuries. The legislation is effective with the 2011-2012 school year.

ImPACT Concussion Testing

The Human Motion Institute at Randolph Hospital was awarded a grant of \$8000 from the Carolina Panthers Foundation to conduct the ImPACT Concussion Test on all football players at high schools in Asheboro City and Randolph County Schools.

The ImPACT test was developed at the University of Pittsburgh Medical Center, the one of the nation's foremost authorities on concussive injury. The ImPACT test is used by the United States military, professional sports leagues in football, baseball, and soccer, and over 300 colleges and universities. The test provides baseline data to be used for comparative purposes in cases of suspected concussion.

Ninety-eight (98) football players at Asheboro High completed the ImPACT test in July during their pre-season workouts. Concussion training for coaches was provided, sharing information from the Centers for Disease Control (CDC), and meetings were held with parents, where a "Parent/Athlete Concussion Information Sheet" was shared.

AP Exam Report: Asheboro High School 2011

- Total Number of Asheboro Students taking AP exams in 2011: 141

	5	4	3	2	1	Total Exams
Number of Exams	9	20	31	50	92	202

- Exams were given this year in Music Theory (6); English Literature & Composition (23); Psychology (9); US History (33); Calculus AB (26); Computer Science A (1); Statistics (8); Biology (64); Chemistry (1); and Environmental Science (31)
- AP Scholar Awards are granted to students who have demonstrated college-level achievement through AP courses and exams. Seven AHS students achieved these awards:
 - AP Scholar:** Granted to four students for achieving scores of 3 or high on three or more AP Exams
 - Dallas Criscoe
 - Isabel Cruz
 - Hanh Tang
 - Asma Warrich
 - AP Scholar with Honor:** Granted to two students for achieving an average score of at least 3.25 on all AP Exams taken and scores of 3 or higher on four or more of these exams
 - Eric Havens
 - Currey Nobles
 - AP Scholar with Distinction:** Granted to one student for achieving an average score of at least 3.5 on all AP Exams taken and scores of 3 or higher on five or more of these exams
 - Megan Jarrell

Five Year Summary					
	2007	2008	2009	2010	2011
Total AP students	111	132	130	192	141
Number of Exams	158	225	186	282	202
AHS AP Students with Scores 3+	52	53	56	69	45
% of Total AHS AP students with Scores 3+	46.8	40.2	43.1	35.9	31.9
% of Total North Carolina students with Scores 3+	61.6	61.7	62.4	62.7	63.9

ADVANCED PLACEMENT EXAM PERFORMANCE--ASHEBORO HIGH SCHOOL

Course by Course Performance

	2005-06		2006-07		2007-08		2008-09		2009-10		2010-2011	
	#	% 3 or higher	#	% 3 or higher								
Art History	1	100%							1	0%		
Music Theory							7	71%	4	100%	6	67%
English Language and Composition	2	100%							1	0%		
English Literature and Composition	19	58%	14	57%	12	58%	12	33%	25	56%	23	30%
Spanish Language	8	63%	11	64%	15	40%	10	30%	11	55%		
Spanish Literature									1	100%		
Calculus AB	21	71%	19	42%	42	50%	22	59%	20	30%	26	23%
Calculus BC							4	25%				
Statistics									1	100%	8	25%
Computer Science							1	100%			1	100%
Biology			65	46%			50	24%			64	19%
Chemistry	1	100%	1	100%	5	20%			24	8%	1	0%
Environmental Sci	60	65%			107	33%			146	25%	31	26%
Physics					2	100%	3	100%				
Economics—Micro												
Economics—Macro												
Psychology	1	100%	3	67%	8	88%	11	18%	3	33%	9	33%
European History	1	100%					1	100%	1	0%		
US History	28	36%	36	50%	33	24%	62	39%	39	44%	33	52%
US Gov't and Politics	1	100%	3	33%	1	100%	2	50%	2	50%		
World History			1	100%			1	0%	5	40%		

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2011 - 2012
Adopted September 8, 2011**

Be it resolved by the Board of the Asheboro City Schools Administrative Unit that for the fiscal year beginning July 1, 2011 and ending June 30, 2012:

Section 1: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Local Current Expense Fund**.

Instructional Services	
5100 - Regular Instructional Services	\$ 2,000,000
5200 - Special Populations Services	200,000
5300 - Alternative Programs and Services	300,000
5400 - School Leadership Services	500,000
5500 - Co-Curricular Services	200,000
5800 - School-Based Support Services	350,000
System-wide Support Services	
6100 - Support and Development Services	125,000
6200 - Special Population Support and Development Services	125,000
6400 - Technology Support Services	277,000
6500 - Operational Support Services	2,400,000
6600 - Financial and Human Resource Services	247,500
6700 - Accountability Services	125,000
6800 - System-wide Pupil Support Services	125,000
6900 - Policy, Leadership and Public Relations Services	550,000
Total Local Current Expense Fund Appropriation	\$ 7,524,500

Section 2: The following revenues are estimated to be available to the **Local Current Expense Fund**.

County Appropriation	\$ 4,367,466
Voted Supplement	2,937,000
Local Revenues	220,034
Total Local Current Expense Fund Revenue	\$ 7,524,500

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2011 - 2012
Adopted September 8, 2011**

Section 3: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Local Grant Fund**.

Instructional Services	
5100 - Regular Instructional Services	\$ 704,750
5200 - Special Populations Services	7,700
5300 - Alternative Programs and Services	743,300
5500 - Co-Curricular Services	201,600
5800 - School-Based Support Services	149,700
 System-wide Support Services	
6200 - Special Population Support and Development Services	50,000
6400 - Technology Support Services	50,000
 Total Local Grant Fund Appropriation	<u><u>\$ 1,907,050</u></u>

Section 4: The following revenues are estimated to be available to the **Local Grant Fund**.

State and Federal Funds	\$ 894,050
Local Revenues	563,000
Fund Balance Appropriated	450,000
 Total Local Grant Fund Revenue	<u><u>\$ 1,907,050</u></u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2011 - 2012
Adopted September 8, 2011**

Section 5: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **State Public School Fund**.

Instructional Services	
5100 - Regular Instructional Services	\$ 15,230,219
5200 - Special Populations Services	3,472,198
5300 - Alternative Programs and Services	551,721
5400 - School Leadership Services	1,166,328
5800 - School-Based Support Services	1,838,676
System-wide Support Services	
6200 - Special Population Support and Development Services	75,655
6400 - Technology Support Services	51,583
6500 - Operational Support Services	1,310,063
6600 - Financial and Human Resource Services	203,919
6700 - Accountability Services	101,000
6800 - System-wide Pupil Support Services	39,930
6900 - Policy, Leadership and Public Relations Services	149,900
Non-Programmed Charges	
8400 - Interfund Transfers	45,000
Total State Public School Fund Appropriation	\$ 24,236,192

Section 6: The following revenues are estimated to be available to the **State Public School Fund**.

Total State Public School Fund Allocation	\$ 24,236,192
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**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2011 - 2012
Adopted September 8, 2011**

Section 7: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Federal Grants Fund**.

Instructional Services	
5100 - Regular Instructional Services	\$ 1,401,695.59
5200 - Special Populations Services	1,878,125.93
5300 - Alternative Programs and Services	2,467,718.63
5400 - School Leadership	63,051.51
5800 - School-Based Support Services	530,728.91
System-wide Support Services	
6100 - Support and Development Services	26,090.60
6200 - Special Population Support and Development Services	227,268.61
6400 - Technology Support Services	75,606.82
6500 - Operational Support Services	91,530.00
6700 - Accountability Services	9,724.78
6900 - Policy, Leadership and Public Relations Services	5,000.00
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	141,026.40
Total Federal Grants Fund Appropriation	<u><u>\$ 6,917,567.78</u></u>

Section 8: The following revenues are estimated to be available to the **Federal Grants Fund**.

Total Federal Allocation	<u><u>\$ 6,917,567.78</u></u>
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**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2011 - 2012
Adopted September 8, 2011**

Section 9: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Child Nutrition Fund**.

Ancillary Services	
7200 - Nutrition Services	\$ 2,721,000
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	240,000
Total Child Nutrition Fund Appropriation	<u>\$ 2,961,000</u>

Section 10: The following revenues are estimated to be available to the **Child Nutrition Fund**.

Federal Allocation	\$ 2,090,000
Local School Child Nutrition Fund	871,000
Total Child Nutrition Fund Revenue	<u>\$ 2,961,000</u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2011 - 2012
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Section 11: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Capital Outlay Fund**.

9000 - Capital Outlay	\$	1,107,165
Total Capital Outlay Projects	\$	<u>1,107,165</u>

Section 12: The following revenues are estimated to be available to the **Capital Outlay Fund**.

ARRA-Energy Efficiency Block Grant	\$	100,000
County Appropriation		813,477
Progress Energy - Energy Efficiency Grant		31,165
Fund Balance Appropriated		162,523
Total Capital Outlay Fund Revenue	\$	<u>1,107,165</u>

Section 13: The following revenues are estimated to be available to the Asheboro City Schools budget.

Local Current Expense Fund	\$	7,524,500
Local Grant Fund		1,907,050
State Public School Fund		24,236,192
Federal Grants Fund		6,917,568
Child Nutrition Fund		2,961,000
Capital Outlay Fund		1,107,165
	\$	<u>44,653,475</u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2011 - 2012
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Section 14: All appropriations shall be paid firstly from revenues restricted as to use, and secondly from general unrestricted revenues.

Section 15: The Superintendent is hereby authorized to transfer appropriations within a fund under the following conditions:

- A. Between functions and objects of expenditures within a purpose without limitations and without a report to the Board of Education being required.
- B. Between purposes of the same fund without a report to the Board of Education being required.
- C. May not transfer any amounts between funds nor from any contingency appropriation within a fund without Board approval.

Section 16: Copies of the budget resolution shall be entered in the minutes of the Board of Education, and within 5 days after adoption, copies shall be filed with the Superintendent, School Finance Officer, and County Finance Officer.

Adopted the 8th day of September, 2011

ASHEBORO CITY BOARD OF EDUCATION

CHAIRMAN

SECRETARY

**NC Race to the Top (RttT) LEA/Charter Detailed Scope of Work (DSW)
761 Asheboro City**

Total RttT Funding Allotted (over four years): **\$ 1,277,820**

Total RttT Funding Budgeted for Required Activities: **\$ 1,067,820**

NC RttT Initiative (Section)	Required RttT Activity ("Participating LEAs/Charters will...")	Aligned with...		Plan/Timeline for Implementation	Key Personnel	Performance Measure (Target)	Budget	Fund Source	Fiscal Year	R/N?
		LEA/Charter Goal	DSSF Plan Strategy							
(A)(2) Cloud Obj. 1.1, 2.1, 3.1	Objective (A)(2) 1.1: Incorporate the state infrastructure blueprint into technology plans (see NC Cloud Attachment 2).									
	Objective (A)(2) 2.1: Implement the infrastructure blueprint.	***See State Detailed Scope of Work***								
	Objective (A)(2) 3.1: Provide and support student, teacher, administrator access to Learner Management System, Learning									221,314
(A)(2) Eval Obj. 1.1	Objective (A)(2) EVAL 1.1: Participate in the evaluation of the RttT initiatives and use the resulting evaluation data and conclusions to improve effectiveness.	1	1	Coordinate with State Evaluation Team to provide specific information and results from district projects.	RttT Team	Participate, as needed, in State Evaluation Team process.	\$0	N/A	2011-12	N
		1	1	Coordinate with State Evaluation Team to provide specific information and results from district projects.	RttT Team	Participate, as needed, in State Evaluation Team process.	\$0	N/A	2012-13	N
(B)(3) Obj. 1.1	Objective (B)(3) 1.1: Ensure teachers and staff understand the new Standard Course of Study, including the Common Core and Essential Standards and related	1	1	Develop and deliver blended professional development modules using PLC's to prepare for and implement common core/essential standards in 2012-13; includes the district team attending summer institute, regional sessions, and planning meetings	CC/ES District Team	All teachers participate in training on January 18, March 2, and April 23 and participate in PLC's	5,000	RttT	2011-12	N
		1	1	Summer curriculum work to align and develop curriculum maps and assessments	CC/ES District Team	Completed curriculum maps and assessment plan	20,000	RttT	2011-12	N

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761 Asheboro City**

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		LEA/Charter Goal	DSSF Plan Strategy								
	Essential standards, and related assessments.	1	1	Continue professional development to improve curriculum maps and assessments and develop instructional units	CC/ES District Team	Completed curriculum maps and instructional units	25,000	RttT	2012-13	N	
		1	1	Continue professional development to improve curriculum maps and assessments and develop instructional units	CC/ES District Team	Completed curriculum maps and instructional units	25,000	RttT	2013-14	N	
(C)(2) Obj. 1.1	Objective (C)(2) 1.1: Complete a unified strategic plan for the LEA/Charter that utilizes data to determine priority goals and activities, and set targets for performance.	1, 2, 3, 4, 5	1	Asheboro City Schools 2010-2013 strategic plan in place	Superintendent	Annual milestones reviewed with Board of Education in June	\$0	N/A	2010-11	N	
		1, 2, 3, 4, 5	1	Establish annual milestones for 2011-12.	Superintendent	Annual milestones adopted by Board of Education by August, 2011.	\$0	N/A	2010-11	N	
		1, 2, 3, 4, 5	1	Establish annual milestones for 2012-13.	Superintendent	Annual milestones adopted by Board of Education by August, 2012.	\$0	N/A	2011-12	N	
		1, 2, 3, 4, 5	1	New strategic plan developed for 2013-16	Superintendent	Publish plan by July, 2013.	\$0	N/A	2012-13	N	
	Objective (C)(3) 1.1: Create a transition	1	1	At least 1 staff member will participate in interviews, surveys, and focus groups to inform the state IIS plan to be developed by December, 2011; Create a transition plan; Publish the transition plan on the district website	Director of Testing	Plan is developed and published with data points for future evaluation by June, 2012	\$0	N/A	2011-12	N	

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761 Asheboro City**

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		LEA/Charter Goal	DSSF Plan Strategy							
(C)(3) Obj. 1.1	plan for schools and LEAs to begin using the online IIS for the 2012-2013 school year.	1	1	Evaluate plan and revise as needed	Director of Testing	Revised plan published and implemented	\$0	N/A	2012-13	N
		1	1	Evaluate plan and revise as needed.	Director of Testing	Revised plan published and implemented	\$0	N/A	2013-14	N
(C)(3) Obj. 1.2	Objective (C)(3) 1.2: Utilize LEA/Charter and school technology funds to enhance school and LEA/Charter technology infrastructure to facilitate online real-time assessments at each school.	1	1	Upgrade technology infrastructure to assure robustness (e.g., expand bandwidth/speed, add wireless access points, replace or upgrade hardware)	Director of Technology	Necessary infrastructure to conduct on-line testing	\$50,000	RttT	2011-12	N
		1	1	Upgrade technology infrastructure to assure robustness (e.g., expand bandwidth/speed, add wireless access points, replace or upgrade hardware)	Director of Technology	Necessary infrastructure to conduct on-line testing	\$80,000	RttT	2012-13	N
		1	1	Upgrade technology infrastructure to assure robustness (e.g., expand bandwidth/speed, add wireless access points, replace or upgrade hardware)	Director of Technology	Necessary infrastructure to conduct on-line testing	\$81,506	RttT	2013-14	N
(C)(3) Obj. 1.3	Objective (C)(3) 1.3: Designate current staff to help educators utilize EVAAS and assessment data for instructional and program decision-making.	1,2	1	Provide refresher training on the use of EVAAS and other accountability data for all administrators and instructional lead teachers (N = 30) by December, 2011	Director of Testing	Documentation of training	\$0	N/A	2011-12	N
		1,2	1	Work with DPI by participating in meetings, training, and field testing that will provide information to be used in creation of the transition plan	Instructional members of Cabinet	Transition Plan developed by June, 2012	\$2,000	RttT	2011-12	N

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761 Asheboro City**

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		LEA/Charter Goal	DSSF Plan Strategy							
(C)(3) Obj. 1.4	Objective (C)(3) 1.4: Work as partners with DPI staff to incorporate the IIS into the daily operational aspects of school.	1,2	1	In cooperation with DPI, provide professional development for 25 administrators and teachers on benchmarking tools and on-line assessments	Instructional members of Cabinet	Documentation of training	\$5,000	RttT	2012-13	N
		1,2	1	Implement IIS benchmarking and on-line assessments	Instructional members of Cabinet	IIS plan implemented	\$5,000	RttT	2013-14	N
(D)(1) Obj. 1.1	Objective (D)(1) 1.1: Recruit individuals to teach in high-need schools in rural and urban areas utilizing school/university partnerships.	2	1	Continue partnerships with UNCG to place ESL interns and Elementary Ed/EC interns in our schools.	Asst. Supt. Of HR	Place 3-5 interns from UNCG in our schools.	\$0	N/A	2011-12	N
		2	1	Continue partnerships with UNCG to place Elementary Ed/EC interns in our schools.	Asst. Supt. Of HR	Place 3-5 interns from UNCG in our schools.	\$0	N/A	2012-13	N
		2	1	Continue partnerships with UNCG to place Elementary Ed/EC interns in our schools.	Asst. Supt. Of HR	Place 3-5 interns from UNCG in our schools.	\$0	N/A	2013-14	N
		2	1	Explore new partnership with Pfeiffer University/Randolph Community College	Asst. Supt. Of HR	Partnership developed	\$0	N/A	2011-12	N
(D)(1) Obj. 1.2	Objective (D)(1) 1.2: Use alternative routes to administrator and teacher certification with fidelity.	2	1	Continue to work with area university NCTEACH programs to recruit for lateral entry positions	Asst. Supt. Of HR	Log of teachers hired using NCTEACH program	\$0	N/A	2011-12	N
		2	1	Continue to work with area university NCTEACH programs to recruit for lateral entry positions	Asst. Supt. Of HR	Log of teachers hired using NCTEACH program	\$0	N/A	2012-13	N
		2	1	Continue to work with area university NCTEACH programs to recruit for lateral entry positions	Asst. Supt. Of HR	Log of teachers hired using NCTEACH program	\$0	N/A	2013-14	N
		2	1	Participate in Piedmont Triad Leadership Academy (alternative licensure program for principals of high needs schools)	Asst. Supt. of HR	1 participant per year earns licensure	\$0	N/A	2011-12	N

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		LEA/Charter Goal	DSSF Plan Strategy							
		2	1	Participate in Piedmont Triad Leadership Academy (alternative licensure program for principals of high needs schools)	Asst. Supt. of HR	1 participant per year earns licensure	\$0	N/A	2012-13	N
		2	1	Participate in Piedmont Triad Leadership Academy (alternative licensure program for principals of high needs schools)	Asst. Supt. of HR	1 participant per year earns licensure	\$0	N/A	2013-14	N
(D)(1) Obj. 2.1	Objective (D)(1) 2.1: Address areas of teacher shortage.	2	1	Continue to attend targeted in-state and out-of-state recruitment fairs	Asst. Supt. of HR	Attendance logs and recruitment plan	\$0	N/A	2011-12	N
		2	1	Continue to attend targeted in-state and out-of-state recruitment fairs	Asst. Supt. of HR	Attendance logs and recruitment plan	\$0	N/A	2012-13	N
		2	1	Continue to attend targeted in-state and out-of-state recruitment fairs	Asst. Supt. of HR	Attendance logs and recruitment plan	\$0	N/A	2013-14	N
		2	1	Develop database of recruitment results	Asst. Supt. of HR	Database developed and shared with administrative team	\$0	N/A	2011-12	N
		2	1	Develop database of recruitment results	Asst. Supt. of HR	Database developed and shared with administrative team	\$0	N/A	2012-13	N
		2	1	Develop database of recruitment results	Asst. Supt. of HR	Database developed and shared with administrative team	\$0	N/A	2013-14	N

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		LEA/Charter Goal	DSSF Plan Strategy							
(D)(2) Obj. 1.1	Objective (D)(2) 1.1: Utilize the evaluation tool and process as a primary factor in teacher and principal development plans and decisions related to promotion, retention and removal.	2	1	All teachers and administrators will develop a professional development plan based upon data from the 2010-11 NC Evaluation instrument	Asst. Supt. of HR	All professional development plans in McREL tool.	\$0	N/A	2011-12	N
		2	1	All teachers and administrators will develop a professional development plan based upon data from the 2011-12 NC Evaluation instrument	Asst. Supt. of HR	All professional development plans in McREL tool.	\$0	N/A	2012-13	N
		2	1	All teachers and administrators will develop a professional development plan based upon data from the 2012-13 NC Evaluation instrument	Asst. Supt. of HR	All professional development plans in McREL tool.	\$0	N/A	2013-14	N
		2	1	Develop district protocol (plan of action) for underperforming teachers	Asst. Supt. of HR	Protocol shared with administrative team	\$0	N/A	2010-11	N
(D)(2) Obj. 1.2	Objective (D)(2) 1.2: Provide evaluation results to the State by submitting summary ratings.	2	1	Annually submit teacher, principal, and assistant principal summary rating results by using the McREL online system.	Asst. Supt. of HR	All ratings submitted online via McREL tool.	\$0	N/A	2010-11	N
		2	1	Annually submit teacher, principal, and assistant principal summary rating results by using the McREL online system.	Asst. Supt. of HR	All ratings submitted online via McREL tool.	\$0	N/A	2011-12	N
		2	1	Annually submit teacher, principal, and assistant principal summary rating results by using the McREL online system.	Asst. Supt. of HR	All ratings submitted online via McREL tool.	\$0	N/A	2012-13	N
		2	1	Annually submit teacher, principal, and assistant principal summary rating results by using the McREL online system.	Asst. Supt. of HR	All ratings submitted online via McREL tool.	\$0	N/A	2013-14	N

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761 Asheboro City**

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		LEA/Charter Goal	DSSF Plan Strategy							
(D)(2) Obj. 2.1	Objective (D)(2) 2.1: Integrate student growth data into teacher and principal evaluations.	2	1	District will implement NC DPI's plan for formal integration of student growth data into the teacher and administrator evaluations	Superintendent and Asst. Supt. of HR	Implement formal student growth data into evaluations.	\$0	N/A	2011-12	N
		2	1	District will implement NC DPI's plan for formal integration of student growth data into the teacher and administrator evaluations	Superintendent and Asst. Supt. of HR	Implement formal student growth data into evaluations.	\$0	N/A	2012-13	N
		2	1	District will implement NC DPI's plan for formal integration of student growth data into the teacher and administrator evaluations	Superintendent and Asst. Supt. of HR	Implement formal student growth data into evaluations.	\$0	N/A	2013-14	N
(D)(3) Obj. 1.1	Objective (D)(3) 1.1: Identify and select highly-qualified candidates to participate in regional leadership academies.	2	1	Participate in Piedmont Triad Leadership Academy (alternative licensure program for principals of high needs schools)	Asst. Supt. of HR	1 participant per year earns licensure	\$0	N/A	2011-12	N
		2	1	Participate in Piedmont Triad Leadership Academy (alternative licensure program for principals of high needs schools)	Asst. Supt. of HR	1 participant per year earns licensure	\$0	N/A	2012-13	N
		2	1	Participate in Piedmont Triad Leadership Academy (alternative licensure program for principals of high needs schools)	Asst. Supt. of HR	1 participant per year earns licensure	\$0	N/A	2013-14	N
		2	1	Continue partnership with High Point University to provide tuition reimbursement for MSA cohort	Asst. Supt. Of HR	11 participants earn MSA licensure	\$0	N/A	2011-12	N
		2	1	Continue Teacher Leadership Academy (TLA) professional development to develop teacher leadership capacity	Superintendent	26 participants complete project to lead change in their school	\$0	N/A	2011-12	N

NC Race to the Top (RttT) LEA/Charter Detailed Scope of Work (DSW)
761 Asheboro City

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		LEA/Charter Goal	DSSF Plan Strategy							
(D)(3) Obj. 2.1	Objective (D)(3) 2.1: Recruit and increase the concentration of highly-effective teachers and leaders in high need schools.	2	1	Continue Teacher Leadership Academy (TLA) professional development to develop teacher leadership capacity	Superintendent	26 participants complete project to lead change in their school	\$0	N/A	2012-13	N
		2	1	Continue Teacher Leadership Academy (TLA) professional development to develop teacher leadership capacity	Superintendent	26 participants complete project to lead change in their school	\$0	N/A	2013-14	N
		2	1	Continue to expand and support teachers earning master's degrees through tuition reimbursement and partnerships with IHE's	Superintendent and Asst. Supt. of HR	3-5 teachers earn master's degrees per year	\$0	N/A	2011-12	N
		2	1	Continue to expand and support teachers earning master's degrees through tuition reimbursement and partnerships with IHE's	Superintendent and Asst. Supt. of HR	3-5 teachers earn master's degrees per year	\$0	N/A	2012-13	N
		2	1	Continue to expand and support teachers earning master's degrees through tuition reimbursement and partnerships with IHE's	Superintendent and Asst. Supt. of HR	3-5 teachers earn master's degrees per year	\$0	N/A	2013-14	N
(D)(3) Obj. 2.2	Objective (D)(3) 2.2: Forecast hiring needs and use succession planning to identify candidates for school leadership positions.	2	1	Identify high-potential candidates for school leadership positions	Superintendent and Asst. Supt. of HR	Identify candidates for school leadership positions through forecasting and succession planning	\$0	N/A	2011-12	N
		2	1	Identify high-potential candidates for school leadership positions	Superintendent and Asst. Supt. of HR	Identify candidates for school leadership positions through forecasting and succession planning	\$0	N/A	2012-13	N

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		LEA/Charter Goal	DSSF Plan Strategy							
		2	1	Identify high-potential candidates for school leadership positions	Superintendent and Asst. Supt. of HR	Identify candidates for school leadership positions through forecasting and succession planning	\$0	N/A	2013-14	N
(D)(4) Obj. 2.1	Objective D(4) 2.1: Provide feedback for preparation, certification and alternative licensure programs.	2	1	Provide feedback, as requested by institutions of higher education and/or NCDPI, regarding preparation, certification, and alternative licensure programs.	Asst. Supt. Of HR	Respond as needed to requests from institutions of higher education and/or NCDPI.	\$0	N/A	2011-12	N
		2	1	Provide feedback, as requested by institutions of higher education and/or NCDPI, regarding preparation, certification, and alternative licensure programs.	Asst. Supt. Of HR	Respond as needed to requests from institutions of higher education and/or NCDPI.	\$0	N/A	2012-13	N
		2	1	Provide feedback, as requested by institutions of higher education and/or NCDPI, regarding preparation, certification, and alternative licensure programs.	Asst. Supt. Of HR	Respond as needed to requests from institutions of higher education and/or NCDPI.	\$0	N/A	2013-14	N

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		LEA/Charter Goal	DSSF Plan Strategy							
(D)(4) Obj. 2.2	Objective D(4) 2.2 : Establish communication process with regional preparation programs to strengthen programs and increase success of first-year educators.	2	1	Establish annual meeting between Piedmont Triad Education Consortium and PTEC HR personnel to share communication about strengths and needs of regional teacher preparation programs.	PTEC Director and Asst. Supt. of HR	Annual meeting is held	\$0	N/A	2011-12	N
		2	1	Establish annual meeting between Piedmont Triad Education Consortium and PTEC HR personnel to share communication about strengths and needs of regional teacher preparation programs.	PTEC Director and Asst. Supt. of HR	Annual meeting is held	\$0	N/A	2012-13	N
		2	1	Establish annual meeting between Piedmont Triad Education Consortium and PTEC HR personnel to share communication about strengths and needs of regional teacher preparation programs.	PTEC Director and Asst. Supt. of HR	Annual meeting is held	\$0	N/A	2013-14	N
(D)(4) Obj. 2.3	Objective D(4).2.3: Establish or extend existing partnerships with North Carolina colleges and universities.	2	1	Extend partnership with High Point University to create new administrator cohort to earn MSA	Asst. Supt. of HR	New cohort established	\$0	N/A	2012-13	N
		2	1	Explore partnership with Pfeiffer University/Randolph Community College	Asst. Supt. of HR	Partnership developed	\$0	N/A	2011-12	N
		1,2	1	Provide salary for 2 instructional coaches to support math and science teachers in delivering common core curriculum and essential standards and appropriate assessments.	Asst Supt C&I	Math and science teachers participate with instructional coach to improve learning outcomes	130,000	RttT	2011-12	N

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		LEA/Charter Goal	DSSF Plan Strategy								
(D)(5) Obj. 1.1	Objective D(5) 1.1: Provide access to effective, high-quality, job-embedded, data-informed professional development and support for educators with objectives aligned to the Race to the Top Initiatives.	1,2	1	Provide salary for 2 instructional coaches to support math and science teachers in delivering common core curriculum and essential standards and appropriate assessments.	Asst Supt C&I	Math and science teachers participate with instructional coach to improve learning outcomes	130,000	RttT	2012-13	N	
		1,2	1	Provide salary for 2 instructional coaches to support math and science teachers in delivering common core curriculum and essential standards and appropriate assessments.	Asst Supt C&I	Math and science teachers participate with instructional coach to improve learning outcomes	130,000	RttT	2013-14	N	
(D)(5) Obj. 1.2	Objective D(5) 1.2: Measure, evaluate and improve professional development and support.	1,2	1	Partner with IHE or Friday Institute to enhance capacity of staff to evaluate professional development.	Asst Supt C&I	Plan developed to evaluate professional development by June 2012.	4,000	RttT	2011-12	N	
		1,2	1	Gather data to evaluate effectiveness of professional development and analyze to plan improvements.	Asst Supt C&I	Plan implemented to collect data in 2012-13.	4,000	RttT	2012-13	N	
		1,2	1	Use professional development evaluation to improve professional development and support.	Asst Supt C&I	Data used to improve professional development plan for 2013-14.	\$0	N/A	2013-14	N	

**NC Race to the Top (RttT) LEA/Charter Detailed Scope of Work (DSW)
761 Asheboro City**

Total RttT Funding Allotted (over four years): **\$ 1,277,820**

Total RttT Funding Budgeted for Required Activities: **\$ 1,067,820**

NC RttT Initiative (Section)	Required RttT Activity ("Participating LEAs/Charters will...")	Aligned with...		Plan/Timeline for Implementation	Key Personnel	Performance Measure (Target)	Budget	Fund Source	Fiscal Year	R/N?	
		LEA/Charter Goal	DSSF Plan Strategy								
(E)(2) Obj. 1.1	Objective (E)(2) 1.1: Implement one of the U.S. Department of Education's four models in each of their lowest-achieving schools: turnaround, restart, closure, or transformation.	1	1	Implement transformation model at Charles W. McCrary School. Plan in place to monitor instruction, student progress, and provide interventions. District lead teachers providing intensive ongoing professional development support in reading and mathematics.	Principal at Charles W. McCrary School	Performance composite will increase to 60% by 2012-13	60,000	Other Federal	2010-11	N	
		1	1	Implement transformation model at Charles W. McCrary School.	Principal at Charles W. McCrary School	Performance composite will increase to 60% by 2012-13	60,000	Other Federal	2011-12	N	
(E)(2) Obj. 1.2	Objective (E)(2) 1.2: Engage in NC Comprehensive Needs Assessment, Leadership and Instructional Coaching, Professional Development, change plan and implementation map.	1	1	McCrary School will engage in needs assessment, leadership and instructional coaching, professional development, change plan and implementation plan. Comprehensive needs assessment has been completed.	Principal at Charles W. McCrary School	Performance composite will increase to 60% by 2012-13	\$0	N/A	2010-11	N	
(E)(2) Obj. 1.3	Objective (E)(2) 1.3: <u>Only if</u> a principal has led a lowest-achieving school for two years before Transformation division intervention without adequate progress in improving student achievement, the Districts will replace leadership, involving the	1	1	Principal has led McCrary School for only one year (2009-2010). Plan in place to monitor instruction, student progress, and provide interventions. District lead teachers providing intensive ongoing professional development support in reading and mathematics.	Principal at Charles W. McCrary School	Performance composite will increase to 60% by 2012-13	\$0	N/A	2010-11	N	

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		LEA/Charter Goal	DSSF Plan Strategy							
	Transformation division in the process.									
(E)(2) Obj. 1.4	Objective (E)(2) 1.4: Only if a school has made less than a 5-point increase on its performance composite after two years, the district will relinquish to the State Board oversight and control of curriculum and instruction, personnel, and budget and final decisions regarding school management and governance <u>and/or</u> districts recognize that the State Board will require more aggressive intervention in lowest-achieving districts and schools if the district administration does not provide sufficient	1	1	Baseline results for 2010-11: McCrary School ABC's performance composite was 54.3%. Measurement years will be 2011-12 and 2012-13. Plan in place to monitor instruction, student progress, and provide interventions. District lead teachers providing intensive ongoing professional development support in reading and mathematics.	Principal at Charles W. McCrary School	Performance composite will increase to 60% by 2012-13	\$0	N/A	2010-11	N
(E)(2) Obj. 2.1	Objective (E)(2) 2.1: Implement one of the U.S. Department of Education's four models in each of their lowest-achieving schools: turnaround, restart, closure, or transformation.									
(E)(2) Obj. 2.2	Objective (E)(2) 2.2: Engage in NC Comprehensive Needs Assessment, Leadership and Instructional Coaching, Professional Development, change plan and implementation map.									
(E)(2) Obj. 2.3	Objective (E)(2) 2.3: Only if a principal has led a lowest-achieving school for two years before Transformation division intervention without adequate progress in improving student achievement, the Districts will									

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		LEA/Charter Goal	DSSF Plan Strategy							
(E)(2) Obj. 2.4	Objective (E)(2) 2.4: <u>Only if</u> a school has made less than a 5-point increase on its performance composite after two years, the district will relinquish to the State Board oversight and control of curriculum and									
(E)(3) Obj. 3.1	Objective (E)(2) 3.1: Accept placement of a district transformation coach and other coaches as mutually identified.									
(E)(3) Obj. 3.2	Objective (E)(2) 3.2: Engage in NC Comprehensive Needs Assessment, Leadership and Instructional Coaching, Professional Development, a collaboratively developed change plan and implementation									
(E)(3) Obj. 3.3	Objective (E)(2) 3.3: <u>Only if</u> a principal has led a lowest-achieving school for two years before Transformation division intervention without adequate progress in improving student achievement:									
	Objective (E)(2) 3.4: <u>Only if</u> a school has made less than a 5-point increase on its performance composite after two years:									

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761 Asheboro City**

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NC RttT Initiative (Section)	Required RttT Activity ("Participating LEAs/Charters will...")	Aligned with...		Plan/Timeline for Implementation	Key Personnel	Performance Measure (Target)	Budget	Fund Source	Fiscal Year	R/N?
		LEA/Charter Goal	DSSF Plan Strategy							
(E)(3) Obj. 3.4	<p>The district will relinquish to the State Board oversight and control of curriculum and instruction, personnel, and budget and final decisions regarding school management and governance</p> <p><u>and/or</u></p> <p>Districts recognize that the State Board will require more aggressive intervention in lowest-achieving districts and schools if the district administration does not provide sufficient leadership for and cooperation with the turnaround process.</p>									

**NC Race to the Top (RttT) LEA/Charter Detailed Scope of Work (DSW)
761 Asheboro City**

Total RttT Funding Allotted (over four years): **\$ 1,277,820**

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NC RttT Initiative (Section)	Required RttT Activity ("Participating LEAs/Charters will...")	Aligned with...		Plan/Timeline for Implementation	Key Personnel	Performance Measure (Target)	Budget	Fund Source	Fiscal Year	R/N?	
		LEA/Charter Goal	DSSF Plan Strategy								
(P)(2) Obj. 1.1	Objective (P)(2) 1.1: Provide curriculum support in new standards and use available data to place students in the most appropriate and rigorous science and math courses.	1	1	Expand AVID program to grades 11-12--additional teacher and appropriate professional development support. AVID is very much related to raising expectations and providing support for students to take rigorous college preparatory courses. Students in AVID are expected to enroll in honors courses, so we would track the number of AVID students who enroll in mathematics courses of the Honors Algebra II/Honors Integrated Mathematics III level or higher; and we would track the number of AVID students who enroll in science courses of Honors Biology, Honors Chemistry, Honors Physics, and Advanced Placement courses or higher. Currently, our AVID program spans grades 7-10, so as we move into grades 11 and 12, we would hope to see our AVID students enrolling in these higher level math and science courses.	High School Principal and District AVID Director	Increase number of students taking advanced level math and science courses	75,000	RttT	2012-13	R	
		1	1	Expand AVID program to grades 11-12--additional teacher and appropriate professional development support	High School Principal and District AVID Director	Increase number of students taking advanced level math and science courses	75,000	RttT	2013-14	R	

Total Budget for *Required* Activities in 2010-11: \$ 281,314
 2011-12: \$ 271,000
 2012-13: \$ 319,000
 2013-14: \$ 316,506
Total Budget for *Required* RttT Activities: \$ 1,187,820

Race to the Top Budget--Asheboro City Schools

	2010-11	2011-12	2012-13	2013-14	Total
Cloud	221,314				221,314
Prof Dev (CCSS/ES)		25,000	25,000	25,000	75,000
Technology Upgrades		50,000	80,000	81,506	211,506
Implement IIS		2,000	5,000	5,000	12,000
2 Instructional Coaches		130,000	130,000	130,000	390,000
Evaluate Prof Dev		4,000	4,000		8,000
AVID Teacher			75,000	75,000	150,000
Graduation Coach		70,000	70,000	70,000	210,000
Total	221,314	281,000	389,000	386,506	1,277,820

School/Location	Date	Event	Time
PDC	Wednesday, September 07, 2011	New Employee Reception	4:00pm
PDC	Thursday, September 08, 2011	Board of Education Meeting	7:30pm
GBT	Monday, September 19, 2011	Parent Meeting w/Dr. Frost and BOE	6:00pm
Caswell County	Wednesday, September 21, 2011	NCSBA 5th District Meeting	4:00-8:00pm
AHS/Lee J Stone Stadium	Friday, September 23, 2011	AHS vs. North Davidson HS (Hall of Fame game)	7:30pm
NAMS	Monday, September 26, 2011	Technology Project night	6:00pm
SAMS	Monday, September 26, 2011	Parent Meeting w/Dr. Frost and BOE	6:30pm
LP	Thursday, September 29, 2011	Parent Meeting w/Dr. Frost and BOE	5:30pm
AHS/Lee J Stone Stadium	Friday, September 30, 2011	AHS vs. Northeast Guilford High School	7:30pm
PDC	Monday, October 03, 2011	FAN workshop for K-5 parents	6:30pm
CWM	Tuesday, October 04, 2011	Parent Meeting w/Dr. Frost and BOE	6:30pm
PDC	Wednesday, October 05, 2011	Superintendent's Student Advisory Council	7:30pm
DLL	Thursday, October 06, 2011	Parent Meeting w/Dr. Frost and BOE	6:30pm
AHS/PAC	Thursday, October 13, 2011	AHS Chorus Concert	7:30pm
PDC	Thursday, October 13, 2011	Board of Education Meeting	7:30pm
AHS/Lee J Stone Stadium	Friday, October 14, 2011	AHS vs. Ledford Senior High School (Homecoming)	7:30pm
COBR	Monday, October 17, 2011	PTO/PTA President's Round Table	6:30pm
AHS/Lee J Stone Stadium	Friday, October 21, 2011	AHS vs. Southwestern Randolph High School (Senior Night)	7:30pm
BAL	Monday, October 24, 2011	Parent Meeting w/Dr. Frost and BOE	5:30pm
AHS/PAC	Tuesday, October 25, 2011	BANDORAMA	7:30pm
NAMS	Thursday, November 03, 2011	Parent Meeting w/Dr. Frost and BOE	6:00pm
AHS/PAC	November 3-6, 2011	Park Street Players - Fall Play	7:30pm/2:30pm
PDC	Thursday, November 10, 2011	Board of Education Meeting	7:30pm
PDC	Monday, November 14, 2011	FAN workshop for 6-12 parents	6:30pm
Koury Center	November 14-16, 2011	NCSBA Annual Conference	

Asheboro City Schools Strategic Plan Milestones

2011-2012

GOAL 1: Asheboro City Schools will produce globally competitive students.

1. Every student graduates college and career ready.

- Graduation rate for 5-year cohort at 82% or better.
- 75% or more of students demonstrate proficiency on Algebra I and Biology EOC exams.

2. Every student uses technology to access and demonstrate new knowledge and skills.

- Implement “Technology in Learning Fair” to showcase student and faculty projects.

3. Expand opportunities for and increase student access to small learning communities.

- Prepare for implementation of Health Sciences Small Learning Community in partnership with Randolph Community College.

Julie Pack and Joanna Barnes met with RCC curriculum staff on September 1 to determine areas of focus such as medical office assistant, nursing assistant, and entrepreneurship. Beginning steps have been taken to map curriculum pathways for earning licensure or certification.

4. Increase the number of students reading on grade level by Grade 3 to 64%.

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

- Use DPI individual growth model to determine percent of students demonstrating academic growth in reading and mathematics in grades 3-8.
- Implement CASE21 benchmark assessments.

6. Implement innovative after school enrichment and intervention programs.

- Continue before and after school enrichment programs.

7. Establish a rigorous and relevant CTE program.

- Implement CTE strategic plan.

We met with the Business Education Committee of the Chamber of Commerce last week to explore further ways to partner. As a result, industry tours for teachers will be scheduled in early October to enhance communication and awareness between business partners and educators about skills required in today’s high-tech workplaces.

GOAL 2: Asheboro City Schools will be led by 21st century professionals.

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

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

2. Every teacher and administrator will use a 21st century assessment system to guide instruction and measure 21st century knowledge, skills, performance, and dispositions.

- Continue to use and refine formative assessments (NC FALCON), including performance assessments.

Both middle school faculties have participated in professional development discussions for continuing to refine our work with formative assessments to monitor student learning.

- Encourage student-led conferences.
- Implement and refine RTI (Response to Instruction) in grades 6-12.
- Continue to develop and expand standards-based grading practices.

3. Build leadership skills and capacity among all teachers and administrators, improve professional practice, and develop a culture of shared accountability and responsibility for the success of the district.

- Continue Teacher Leadership Academy for cohort #2.

The Teacher Leadership Academy met for its first session on July 28 with Dr. Larry Coble. His session was centered on "Understanding Yourself as a Leader." Participants completed several self-assessments to better understand their personality traits and styles. The next day-long session is September 13. The focus is on "Working with Others"--the characteristics of effective teams and cultural competence.

- Implement new teacher evaluation system with appropriate refinements and state requirements.
- Teachers will participate, plan, and lead professional learning communities (collaborative conversations).

GOAL 3: Asheboro City Schools will provide a safe and nurturing learning environment.

1. Every learning environment will be safe, inviting, respectful, supportive, inclusive, and flexible for student success.

- All schools will complete Level 2 Positive Behavior Support Training and score > 80 on the school inventory.

2. Every school provides an environment in which each child has positive, nurturing relationships with caring adults.

- Pursue GEAR UP grant.
- Every student has a caring adult among the staff and every student's passion is known by the caring adult.

3. Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.

- Each school certified by Healthier U.S. School Challenge at Bronze, Silver, or Gold level.

4. Every school focuses on developing strong student character, personal responsibility, and community/world involvement.

- Each school conducts at least one service and/or academic project with community or global connections.

GOAL 4: Asheboro City Schools will collaborate with parents, community, and higher education partners to promote student success.

1. Provide web based parent portal to access grades, attendance, and other student data.

- Implement parent portal.

Asheboro City Schools has been selected by the Department of Public Instruction to pilot the parent portal this year. We will begin implementation with Asheboro High School in the next month, and then add other sites. Our implementation team visited Guilford County Schools September 1 to learn from their experience with the parent portal.

2. Increase communication and outreach to parents.

- Expand use of social media to school sites.
- Increase number of home visits.

3. Collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students and staff.

- Continue partnership with High Point University for Masters in School Administration cohort.
- Continue partnerships with UNCG, including new Core Math project with McCrary School.
- Continue and expand RCC partnerships for Huskins, College Transfer, and Learn and Earn courses for AHS students.
- Collaborate with new STEM partners to enhance teacher and administrator capacity to prepare students for STEM careers (e.g., Golden Leaf Foundation project “STEM Stars” and new TAP grant with Jeane Joyner).

4. Expand parent education opportunities through Family Alliance Network (FAN).

- Encourage expansion of wireless access in Asheboro.
- Hold at least 3 community FAN workshops.

GOAL 5: Asheboro City Schools facilities will be a point of pride.

1. Implement long range facilities plan.

- Continue to implement long range facility plans as funds permit.

ASHEBORO CITY SCHOOLS MEMBERSHIP

Day 10, September 8, 2011

Grade Level	2011-12 Membership on Day 10 (September 8, 2011)	2010-11 Membership on Day 10 (September 8, 2010)	Change from previous year	2011-12 DPI Projected Membership
Kindergarten	373	364	+9	373
Grade 1	384	353	+31	367
Grade 2	345	424	-79	352
Grade 3	425	366	+59	436
Grade 4	390	368	+22	371
Grade 5	380	400	-20	375
Grades K-5	2297	2275	+22	2274
Grade 6	399	388	+12	408
Grade 7	399	347	+52	384
Grade 8	355	340	+15	351
Grades 6-8	1153	1075	+78	1143
Grade 9	375	339	+36	372
Grade 10	324	349	-25	317
Grade 11	336	320	+14	308
Grade 12	277	253	+24	283
Grades 9-12	1312	1261	+51	1280
Grades K-12	4762	4611	+151	4697

School	2011-12 Membership on Day 10	2010-11 Membership on Day 10	Change from previous year
Balfour	553	521	+32
McCrary	383	387	-4
Loflin	356	356	0
Teachey	537	584	-47
Lindley Park	468	427	+41
NAMS	546	499	+47
SAMS	607	576	+31
AHS	1312	1261	+51
Total	4762	4611	+151

K-5 CLASS SIZE UPDATE FOR ELEMENTARY SCHOOLS

Asheboro City Schools

September 8, 2011

STATE REQUIREMENTS:

Must maintain an **LEA class size average** as follows:

Grades K-3 -- 21 Our grades K-3 LEA class size average is - 19.6

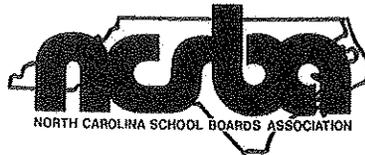
Grades 4-5 -- No limit. Our grades 4-5 LEA class size average is - 23.6

The class size of an individual class size may exceed the allotment ratio by three students so long as the LEA-wide average class size maximums for each grade span are not exceeded. So **individual class size maximums** are:

Grades K-3 -- 24 (Our individual class size maximum is 25)

Grades 4-5 -- No limit (Our individual class size maximum is 30)

Balfour		McCrary		Loflin		Teachey		Lindley Park		LEA Avg.
Individual Classes	Class Size Average	Individual Classes	Class Size Average	Individual Classes	Class Size Average	Individual Classes	Class Size Average	Individual Classes	Class Size Average	
Kinder	20 22 18 21 19 20.0	16 17 16 13 15.5	17 20 19 18.7	18 18 18 17 17.8	19 20 19 20 19.5	18.3				
Gr. 1	21 22 25 21 22.3	15 16 15 14 15.0	17 18 18 18 17.8	22 23 24 22 22.8	23 23 24 23.3	20.2				
Gr. 2	20 22 21 21 21.0	18 19 18 18.3	20 22 20 20.7	13 17 15 17 15.5	19 18 20 20 19.3	19.0				
Gr. 3	23 22 23 23 22.8	21 21 22 21 21.3	20 20 19 19.7	21 19 20 22 21 20.6	18 21 22 20 20.3	20.9				
Gr. 4	23 24 25 25 24.3	22 20 22 21.3	19 18 18 18.3	18 19 17 18 18 18.0	28 26 26 26.7	21.7				
Gr. 5	21 24 23 22 22.5	28 28 28.0	24 24 24.0	24 24 26 26 25.0	26 30 27 27.7	25.4				
TOTAL	551 22.0	382 19.1	351 19.5	517 19.9	469 22.3	20.6				
2010-11	521 20.0	390 18.6	355 18.7	568 21.8	425 20.2	20.0				
2009-10	529 20.3	382 17.4	371 19.5	535 20.6	442 21.0	19.8				
2008-09	542 19.4	423 18.4	374 18.7	528 20.3	409 19.5	19.3				



AUG 18 REC'D

PUBLIC EDUCATION: NORTH CAROLINA'S BEST INVESTMENT

OFFICERS

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Gordon Powell

Person

Paige Sayles

Franklin

Roberta Scott

Warren

Mary Ann Sharpe

Onslow

Mark Upchurch

Gaston

Evelyn Wilson

Edgecombe

PAST PRESIDENTS'

COUNCIL

Kenneth Lanier, 2007-08

Linda Cranford, 2004-05

Larry Lancaster, 2002-03

Leonard Peace, 2000-01

Dr. Christine Fitch, 1996-97

EDWIN E. DUNLAP, JR., PH.D.
Executive Director

MEMORANDUM

** for Sept. Board mtg.
(Board Operations)*

TO: Board Chairs and Superintendents
FROM: Ed Dunlap *Ed Dunlap*
DATE: August 16, 2011
SUBJECT: NCSBA Awards

Each board of education is invited to nominate one candidate for the prestigious Raleigh Dingman Award. This award will be presented during the Awards Ceremony of the Annual Conference on Tuesday, November 15, 2011 at the Sheraton/Koury Convention Center in Greensboro. The Raleigh Dingman winner serves as an ex officio member of the State Board of Education and represents NCSBA and the 115 local boards of education. Nominees for this award **must** be able to attend the monthly meetings of the State Board of Education. Nominations must be by official board action and should be accompanied by an essay of up to two pages in length outlining the nominee's contribution to the Association, the cause of boardsmanship, and public education. Up to five letters of support also may be included. **A PHOTOGRAPH MUST ACCOMPANY THE NOMINATION.** Photographs must be print quality. Digital pictures should be emailed to pclack@ncsba.org

Individuals for the honorary All State School Board will be selected from the nominees for the Raleigh Dingman Award. The All State School Board is composed of eight board members from across the state.

Boards are also invited to nominate their board of county commissioners for the NCSBA County Commissioners Award. This award recognizes a board of county commissioners for service to the local community through outstanding support of public elementary and secondary education. Boards of education may nominate their local board of county commissioners by submitting a one-page essay describing the reasons their board should be selected. This award will be presented at the Awards Ceremony at the annual conference. The chairman of the recipient board of county commissioners will be invited to accept the award.

Nominations for these awards should be sent to the NCSBA offices prior to **October 7, 2011**. If you have any questions, please call Patsy Clack.

ED:pc

cc: Board of Directors