

ASHEBORO CITY BOARD OF EDUCATION

April 21, 2016

7:30 p.m.

Asheboro High School

Professional Development Center

***6:00 p.m. Budget Meeting**

***6:45 p.m. – Policy Committee**

***7:00 p.m. – Finance Committee Meeting**

I. Opening

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – Daniel Valencia, Fifth Grade, Charles W. McCrary Elementary
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Community Spotlight – Dr. Julia Mendez Smith, University of North Carolina at Greensboro
- B. Board Spotlight – Charles W. McCrary Elementary School
- C. East Side Local Development Corporation Presentation to North Asheboro Middle School
- D. STEAM Competition and Technology and Innovation Extravaganza
- E. Battle of the Books Winners – Lindley Park Elementary and South Asheboro Middle School
- F. Second Chance Breakfast-All America Cities Submission, John Ogburn

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 – March 10, 2016
- B. Asheboro High School Chorus Field Trip Request
- C. Budget Amendments S-02 and F-02
- D. Lottery Application
- E. Personnel

V. Information, Reports and Recommendations

- A. Physics First
- B. Policies
 - Policy 1310/4002 – Parental Involvement
 - Policy 1320/3560 – Title I Parental Involvement
 - Policy 3000 – Goals and Objectives of the Educational Program
 - Policy 3460 – Graduation Requirements
 - Policy 4700 – Student Records
 - Policy 5070/7350 – Public Records-Retention, Release, and Disposition
 - Policy 7500 – Workday and Overtime

VI. Superintendent's Report/Calendar of Events

- A. Calendar of Events
- B. Points of Pride
- C. 2015-2016 Board Goals, April Update
- D. 2016-2021 Strategic Plan Update

VII. Board Operations

A. Important Dates to Remember:

- Wednesday, April 27, Career Technical Education Local Plan Presentation, 9:00 a.m., Professional Development Center
- Friday, April 29, 10:00, The Cap and Gown Runway, All Elementary Schools
- May 2-6, 2016, Teacher Appreciation Week
- Thursday, May 12, Board of Education Meeting
- Monday, May 16, 7-9:00 p.m., Spring Sports Ceremony, Performing Arts Center
- Wednesday, May 18, Teacher of the Year Banquet, 6:00 p.m., Pinewood Country Club
- Wednesday, May 25, 7-9:00 p.m., Senior Awards Night, Performing Arts Center
- Wednesday, June 8, Last Day of School for Students
- Wednesday, June 8, 7:00 p.m., Graduation, Lee J. Stone Stadium
- Thursday, June 9, Retirement Breakfast, 7:30 a.m., Performing Arts Center
- Thursday, June 9, Board of Education Meeting
- Thursday, July 14, Board of Education Meeting

VIII. 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
April 21, 2016
7:30 p.m.
Asheboro High School
Professional Development Center

Addendum

I. **Opening**

IV. ***Consent Agenda**

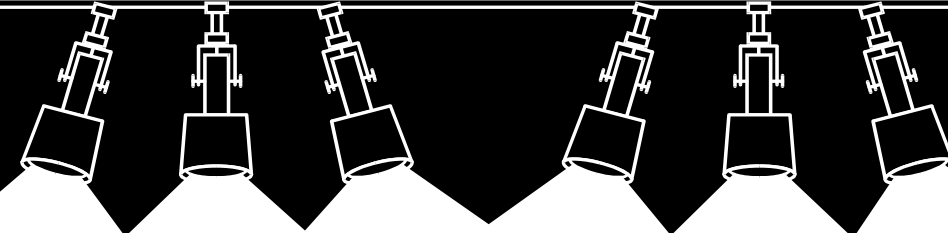
E. Personnel

VII. **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.

April 14, 2016



Community Partner Spotlight:

This month's community partner spotlight features the partnership between Dr. Julia Mendez Smith, psychology professor at the University of North Carolina at Greensboro, and the Globe-Trotters students and families at Charles W. McCrary Elementary School. Dr. Mendez-Smith has provided a variety of resources and learning opportunities, including....to our Globe-Trotter families. Please join me in thanking Dr. Mendez-Smith for her work in our district.

Board Spotlight:

Tonight's Board Spotlight features the Learning Teams at Charles W. McCrary Elementary School. Over the course of the school year, teams of teachers at the school have focused their attention on a variety of different areas. These teachers have developed their leadership skills, enhancing learning opportunities for each other, their students, and their families.

Special Recognition:

North Asheboro Middle School – presentation from Mr. Lennit Bligen of the East Side Local Development Corporation.

Technology and Innovation Extravaganza (STEAM) winners:

Secondary team - FeMales (AHS/NAMS) Rosy Belman, Elizabeth Redding, Maggie Redding, Georgia Shipley, Libby Ward

Elementary Team: Matthew Clauser, Addison Trogdon, Gage Miller, Samuel Elkins, Jasmine Mohamed

Battle of the Books winners:

Secondary team: South Asheboro Middle School

Elementary team: Lindley Park Elementary School

Minutes of the Asheboro City Board of Education

March 10, 2016

Policy Committee

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

Linda Cranford
Michael Smith
Kyle Lamb

Dr. Beth Knott
Gidget Kidd
Phillip Cheek

Staff members present were: Dr. Terry Worrell, Dr. Brad Rice, Carla Freemyer, and Dr. Drew Maerz.

Dr. Worrell updated committee members with the following:

- Fair Funding Campaign Video: This was a campaign video regarding fair funding for all public schools (including charter schools) in North Carolina. This video was created by advocacy groups that support North Carolina charter schools.

There is a proposal to provide funds directly to charter schools from the Department of Public Instruction, similar to city school districts. This will be on the agenda of future State Board of Education meetings. The next step will be to present and discuss with LEA Finance Officers.

- Extended School Day: Asheboro City Schools is currently exploring the possibility of extending the school day at all elementary and middle schools. (10 minutes in the morning and 10 minutes in the afternoon.) Similar to McCrary, the school day is extended slightly, which will result in approximately 8.5 extra instructional days. This will be discussed further.
- Local Supplements: Dr. Gainey is considering requesting an increase in local supplements. Asheboro City Schools would like to consider calculating some local numbers and discuss with our Board.

At 6:25 p.m., Dr. Maerz began review of the agenda.

Policy 1310/4002 - Parental Involvement

- Policy references throughout the text were updated.

Policy 1320/3560 - Title I Parental Involvement

- Minor language updates in the policy.

Policy 1310/4002 and Policy 1320/3560 will go to the Board for 30-day review at the April Board meeting.

Policy 2115- Unexpired Term Fulfillment

- Committee members were provided with copy of the North Carolina School Boards Association version as well as Asheboro City Schools' current board policy.
- The committee tabled discussion on this policy pending further review.

Policy 3000 - Goals and Objectives of the Educational Program

- Policy updated based on legal precedent (Leandro v. State Case: Sound, basic education to every child.)

Policy 3320 - School Trips

- Minor language updates in the policy.

Policy 3460 - Graduation Requirements

- Updated graduation requirements for Future-Ready Courses of Study.
- Added a statement for early graduation.
- A Global Languages Diploma Endorsement was added.

Policy 4700 - Student Records

- There were minor and technical text updates.
- Legal references were updated.

Policy 5070/7350 – Public Records-Retention, Release, and Disposition

- Legal references were updated.

Policy 7500 - Workday and Overtime

- Length of school day will remain at eight hours.
- Legal references were updated.

Policies 3000, 3320, 3460, 4700, and 7500 will go to the Board for 30-day review at the April Board meeting.

With no further business, the meeting was adjourned at 6:45 p.m.

Finance Committee

The Finance Committee convened at 6:46 p.m. in the Professional Development Center conference room with the following board members present:

Gustavo Agudelo
Baxter Hammer
Jeni Martin
Phillip Cheek

Dr. Beth Knott
Joyce Harrington
Kyle Lamb

Committee member absent was Archie Priest.

Staff members present were: Dr. Terry Worrell, Harold Blair, and Sandra Spivey.

Others present were: Andrea King and Katie Jones, auditors with Cherry Bekaert.

Dr. Worrell opened the meeting with showing a video recently released by Fair Funding Campaign regarding fair funding for all public schools. Joyce Harrington requested that we prepare a list of talking points for Board members to have when speaking to legislative representatives.

Andrea King and Katie Jones presented the Audit Report for 2014-2015.

- The auditors did provide a clean opinion.
- GASB 68/71 was implemented in 2014-2015. This involves recording a pension liability.
- Key highlights of the audit were reviewed.

The board members were updated on the following topics:

- Upcoming Budget meeting on March 22 will include a Budget 101 review.
- Discussed possible Supplement increase of 1% as we prepare for the budget meetings.
- Possibility of adding 20 minutes instructional time to the elementary school day and 10 minutes to the middle school day.

There being no further business, the meeting adjourned at 7:30 p.m.

Board of Education

Opening

The Asheboro City Board of Education met in regular session at 7:38 p.m. in the Professional Development Center with the following members present:

Kyle Lamb, Chairman
Phillip Cheek

Gustavo Agudelo
Linda Cranford

Baxter Hammer
Gidget Kidd
Jeni Martin
Michael Smith

Joyce Harrington
Dr. Beth Knott
Archie Priest, Jr.

Wilson Alexander, Attorney

Staff members present were Dr. Terry Worrell, Harold Blair, Carla Freemyer, Robin Harris, Dr. Cayce McCamish, Dr. Brad Rice, Wendy Rich, Dr. Julie Pack, Dr. Drew Maerz, Leigh Anna Marbert, Mike Mize, and Andrew Hurley.

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

Chairman Lamb led the meeting with a moment of silence, followed by the Pledge of Allegiance.

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

Special Recognition and Presentations

The Community Partner Spotlight was Master Gardner Jim Southern who has been working with the Early Childhood Development Center to plan and create the center's outdoor learning environment. Mr. Southern has built vine tee pees for the students and plans to build a pergola as well.

The Board of Education's spotlight featured the Early Childhood Development Center. Holly White and staff shared pictures and information on the outdoor learning environment at the center.

Special recognition was given to Tyler Malpass and Allyson Russell for their projects in the North Carolina Science and Engineering Fair for Region 5. Tyler was named the regional finalist and will advance to the state finals for his "Can It Take the Shake" project. Allyson Russell took first place for her project addressing the safety of North Carolina's water resources.

Special recognition was also given to the Science Olympiad teams from Asheboro High School and South Asheboro Middle School. Asheboro High School team members are Connor Criscoe, Amar Singh, Cooper Faile, Maggie Redding, Caitlin Lamb, Elizabeth Redding, and Laura Gomez placed second in Invasive Species. Connor Criscoe and Cooper Faile will take their Chem Lab project to the State competition in April.

The South Asheboro Middle School team members are Sarah Lynn Ficquette, Tatum Herrin, Freddy Kelley, Luke Hurley, Olivia Elliot, Maggie Allred, Julie Lewis, Hunter Trinkley, and Claudia Harrell. Their team ranked 6th out of 17 teams competing.

Makayla Santos, 8th grader from North Asheboro Middle School, was recognized as the 2016 Asheboro City Schools Spelling Bee winner.

Nick Coe and Sawyer Davidson were honored for bringing home North Carolina High Schools' Athletic Association individual state wrestling titles.

Stephanie Austin, Exceptional Children's Specialist, has received the 2016 School Psychologist of the Year award from the National Association of School Psychologists. We are very proud to have Ms. Austin on our staff.

Public Comments

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

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

Consent Agenda

The following Consent Agenda items were approved:

**Approval of Minutes – February 11, 2016, and Legislative Committee Meeting, February 22, 2016*

**Personnel*

RESIGNATIONS/RETIREMENTS/SEPARATIONS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Graves, Corbin	CWM/Art	6/10/16
Grant, Cathie	GBT/5th Grade	6/30/16
Surratt, Cheryl	LP/Instructional Assistant	2/26/16

APPOINTMENTS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Arellano, Analisa	BAL/Instructional Assistant/EC temp.	3/3 - 6/10/16
Rogers, Katherine	LP/Principal (PT; Temporary)	3/1 - 6/10/16
Williams, Martha	BAL/Media Specialist (PT; Temporary)	3/2 - 6/10/16
Cagle, Lynn	LP/ Instructional Assistant ./EC	4/5/16
Lowery, Kyosha	NAMS/Non-Faculty Coach (Track)	3/9/16
Snipes, Charles	AHS/Non-Faculty Coach (Track)	3/9/16
Boggan, Beverly	CO/Sub. \$80 per day	3/11/16
Collins, Latonya	CO/Sub. \$80 per day	3/11/16
Dotzel, Janelle	CO/Sub. \$80 per day	3/11/16
Durrant, Krista	CO/Sub. \$80 per day	3/11/16
Riffe, Delores	CO/Sub. \$80 per day	3/11/16
Shimfessel, Kerry	CO/Sub. \$80 per day	3/11/16

TRANSFERS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Dillion, Jonathan	AHS/English To NOVA Academy	TBD
Byers, Brandy	CO/Bus Driver to Sub Bus Driver	3/4/16
Williams, Marie	CO/Sub Bus Driver to Bus Driver	3/4/16

ADMINISTRATIVE TRANSFERS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Harris, Robin	LP to CO/Principal to Director of Programs/LEP Lead Teacher	3/1/16

ADMINISTRATIVE CONTRACTS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Woody, Aaron	CO/ Assistant Superintendent Curriculum and Instruction	4/18/16 - 6/30/19

LEAVES OF ABSENCE

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Miller, Tracii	SAMS/ Instructional Assistant / EC	4/22/16 - 5/27/16

Information, Reports and Recommendations

Dr. Brian Toth and Dr. Julie Pack presented information on enhancing graduation projects by creating service-based learning opportunities at Asheboro High School for the 2016-2017 school year. The key components of

the program are to: meet a real community need; integrate and enhance school curriculum; help foster civic responsibility; and provide a structure for reflection and sharing.

Action Items

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

- Policy 1710/4021/7230 – Prohibition Against Discrimination, Harassment, and Bullying
- Policy 1720/4015/7225 – Discrimination, Harassment, and Bullying Complaint Procedure
- Policy 1750/7220 – Grievance Procedure for Employees
- Policy 2125/7315 – Confidential Information
- Policy 4040/7310 – Staff-Student Relations
- Policy 7100 – Recruitment and Selection of Personnel
- Policy 7110 – Information Provided by Applicant or Employee
- Policy 7300 – Staff Responsibilities
- Policy 7400 – Job Descriptions
- Policy 7405 – Extracurricular and Non-Instructional Duties
- Policy 7440 – Assignments/Reassignments/Transfers
- Policy 7730 – Employee Conflict of Interest
- Policy 7810 - Evaluation of Licensed Employees
- Policy 7911 – Re-employment of Retired Personnel (Removal of Policy)
- Policy 7920 – Reduction in Force: Teachers and School Administrators

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

Jusmar Maness recommended for approval to begin a Dual Language Immersion Program beginning school year 2016-2017 at Balfour Elementary. The program will be implemented with two kindergarten classes with plans to expand to two more schools in 2017-2018, with the goal to be in all elementary schools by the third year, 2018-2019. Mr. Agudelo made a motion to approve the implementation of the Dual Language Immersion Program as presented. Mr. Smith seconded the motion and it was unanimously approved by the Board.

Mr. Blair presented the 2014-2015 Audit Report. The audit was conducted and received a qualified “clean” opinion from the accounting firm of Cherry, Bekaert & Holland. A motion was made by Ms. Harrington, seconded by Ms. Kidd, to approve the audit as presented. Motion passed unanimously. (A copy of the 2014-2015 Audit Report will become a part of these minutes.)

Legislative Committee Chairman, Gidget Kidd, reviewed the 2016 Legislative Platform highlighting the key priorities as proposed by the Legislative Committee:

1. **Number of LEAs per county** - Maintain local control on the number of LEAs per county.
2. **Calendar Flexibility** - Amend the calendar law or repeal to restore local flexibility in setting school calendars.
3. **Provide competitive compensation for state educators** - Improve educator pay so that we can attract and retain the highest quality public school professionals. Reinstate additional compensation for teachers with Master’s and Advanced Degrees, and National Board Certification
4. **Improve per pupil funding** - State funding per ADM has declined from \$5,773 in 2008-09 to \$5,732 in 2014-15. Reductions in funding for teacher assistants, textbooks, and classroom supplies are limiting our ability to adequately prepare our students for 21st century careers, college, and citizenship.
5. **Protection of Retirees** - We are grateful for the option for retirees to maintain their health insurance. However, the process is extremely complex and retirees are fearful about entering into positions that will cause their insurance to fluctuate between two systems.
6. **Eliminate the A-F grading system for schools** - Move to an accountability system that supports academic improvement and aligns with the increased rigor of the new standards and assessments.
7. **NC PRE-K** - Increase funding to serve additional three and four-year olds in five star pre-kindergarten programs. This program should be returned to be a part of the Department of Public Instruction and not Health and Human Services.

A motion was made by Mr. Cheek and seconded by Ms. Harrington to approve the platform as presented. Motion passed unanimously. (A copy of the 2016 Legislative Platform will become a part of these minutes.)

Dr. Brad Rice presented the plan for the 10-day summer school beginning June 13 and ending June 24, 2016. Ms. Kidd motioned to accept the 10-day Summer School Plan as presented with Mr. Agudelo seconding. The Board unanimously approved the Summer School Plan.

Superintendent's Report/Calendar of Events

Leigh Anna Marbert shared the Calendar of Events highlighting the following dates and events: Legislative Breakfast, March 18, 8:00 a.m.; budget work session, March 22, 6:00 p.m.; Technology and Innovation Extravaganza, March 23; NSBA Annual Conference, April 8-11; and budget work session, April 19, 6:00.

Ms. Marbert reviewed the latest edition of Points of Pride highlighting several student and staff recognitions. Superintendent Worrell presented an update on the 2015-2016 Asheboro City Schools' Strategic Plan goals highlighting working the partnership with the City of Asheboro and the A3 Healthy Communities to design activities for our children; St. Luke's United Methodist Church and First United Methodist Church are planning a STREAM camp; budget presentation to Randolph County Commissioners; focus on instructional technology; district problem solving, and the kickoff of the new team for Pathways to Prosperity.

Superintendent Worrell also presented an update on the development of the 2016-2021 Strategic Plan process. A draft plan will be presented at the April 21 board meeting.

Board Operations

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

- Friday, March 18, 8:00 a.m., Legislative Breakfast, Professional Development Center
- Tuesday, March 22, 6:00 p.m., Budget Work Session, Central Office Board Room
- Wednesday, March 23, Technology and Innovation Extravaganza
 - *Elementary STEAM Innovation Challenge, Launch 12:30-2:30 p.m., Asheboro High School Gym – Judging 2:30 – 3:30 p.m.
 - *Secondary STEAM Innovation Challenge, Judging 8:30-3:30 p.m., Asheboro High School Gym
 - *Awards Ceremony for STEAM – 4:00 p.m., Asheboro High School Gym
 - *Digital Learning Expo, 5:00-7:00 p.m., Professional Development Center
- April 8-11, 2016, National School Board Conference, Boston, MA
- Tuesday, April 19, 6:00 p.m., Budget Work Session, Central Office Board Room
- Thursday, April 21, Board of Education Meeting
- May 2-6, 2016, Teacher Appreciation Week
- Thursday, May 12, Board of Education Meeting
- Monday, May 16, 7-9:00 p.m., Spring Sports Ceremony, Performing Arts Center
- Wednesday, May 18, Teacher of the Year Banquet, 6:00 p.m., Pinewood Country Club
- Wednesday, May 25, 7-9:00 p.m., Senior Awards Night, Performing Arts Center
- Wednesday, June 8, Last Day of School for Students
- Wednesday, June 8, 7:00 p.m., Graduation, Lee J. Stadium
- Thursday, June 9, Retirement Breakfast, 7:30 a.m., Performing Arts Center
- Thursday, June 9, Board of Education Meeting

Adjournment

There being no further business, a motion was made by Mr. Agudelo, seconded by Mr. Cheek, and unanimously approved by the Board, to adjourn at 9:06 p.m.

Chairman

Secretary

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

Group Making Request: Chorus (AHS) School: AHS
Destination: Duke Progress Energy Center Date of Trip: 4/29-30/16
Number of Students Involved: 8 Percent of Total Group: 9%

Reasons for Students Not Attending: others not participating in All-State

Transportation Method: Activity Bus Bus Automobile Other (_____)

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

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

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

Departure Time: 4/29 Return Time: 4/30 Round Trip Miles (estimated): 134

Estimated Cost to the Student: \$75 + cost of 2 lunches + 1 dinner (fast food)

Purpose(s) of the Field Trip: to participate in the NC All-state chorus

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

Meredith Mommann
1 Parent TBD

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

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

M Mommann Sponsor (Group Responsible for Paying for the Trip) 3/23/16 Date

Approved: [Signature] Principal 3-23-16 Date

Approved: [Signature] Superintendent or Designee 4/5/16 Date

Transportation Scheduled: _____ Transportation Supervisor _____ Date _____

Special Comments/ Response: OVERNIGHT

Budget Amendment
 Asheboro City Schools Administrative Unit
 State Public School Fund

The Asheboro City Board of Education at a regular meeting on the 21st day of April, 2016, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2016.

<u>REVENUE</u>		
1.3100.000	State Allocation	\$ <u>57,579.03</u>
		\$ <u><u>57,579.03</u></u>
<u>EXPENDITURE</u>		
1.5400.003	School Leadership - Office Support	\$ 4,613.00
1.6400.015	Technology Support - School Technology Fund	500.00
1.5350.016	Extended Day/Year Instruction - Summer Reading Camps	97,101.71
1.5210.032	Special Instruction - Children with Special Needs	(27,896.68)
1.6550.056	Transportation Services - Transportation of Pupils	3,000.00
1.5230.063	Pre-K Children With Disabilities - Children With Special Needs	(18,139.00)
1.5110.085	Regular Instruction - MCLASS Reading 3D	(1,600.00)
		\$ <u>57,579.03</u>
	Total Appropriation in Current Budget	\$ 28,169,334.00
	Total Increase/Decrease of above amendment	<u>57,579.03</u>
	Total Appropriation in Current Amended Budget	\$ <u><u>28,226,913.03</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 21st day of April, 2016.

Chairman, Board of Education

Secretary

Budget Amendment
Asheboro City Schools Administrative Unit
Federal Funds

The Asheboro City Board of Education at a regular meeting on the 21st day of April, 2016, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2016.

<u>Revenue</u>		
3.3600.050	Title I	\$ (889.00)
3.3600.060	IDEA VI-B Handicapped	62,383.00
3.3600.103	Improving Teacher Quality	(448.00)
3.3600.110	21st Century Community Learning Center	31,464.99
3.3600.119	IDEA Preschool Part B Targeted Assistance	3,000.00
3.3600.160	RttT-Wireless Infrastructure	(5,505.60)
		<u>\$ 90,005.39</u>
 <u>Expenditure</u>		
3.5330.050	Remedial and Supplemental K-12 Services	\$ (889.00)
3.5210.060	Children w/ Disabilities Curricular Services	62,383.00
3.5110.103	Regular Curricular Services	(448.00)
3.5350.110	Extended Day/Year Instructional Services	31,464.99
3.5230.119	Pre-K Children w/ Disabilities Curricular Services	3,000.00
3.6400.160	RttT Wireless Infrastructure Technology Support Services	(5,505.60)
		<u>\$ 90,005.39</u>
Total Appropriation in Current Budget		\$ 3,837,866.83
Total Increase/Decrease of above amendment		90,005.39
Total Appropriation in Current Amended Budget		\$ 3,927,872.22

Passed by majority vote of the Board of Education of Asheboro City on the 21st day of April, 2016.

Chairman, Board of Education

Secretary

**APPLICATION
PUBLIC SCHOOL BUILDING CAPITAL FUND
NORTH CAROLINA EDUCATION LOTTERY**

Approved: _____

Date: _____

County: _____

Contact Person: _____

LEA: _____

Title: _____

Address: _____

Phone: _____

Project Title: _____

Location: _____

Type of Facility: _____

North Carolina General Statutes, Chapter 18C, provides that a portion of the proceeds of the North Carolina State Lottery Fund be transferred to the Public School Building Capital Fund in accordance with G.S. 115C-546.2. Further, G.S. 115C-546.2 (d) has been amended to include the following:

(3) No county shall have to provide matching funds...

(4) A county may use monies in this Fund to pay for school construction projects in local school administrative units and to retire indebtedness incurred for school construction projects incurred on or after January 1, 2003.

(5) A county may not use monies in this Fund to pay for school technology needs.

As used in this section, "Public School Buildings" shall include only facilities for individual schools that are used for instructional and related purposes, and does not include central administration, maintenance, or other facilities. **Applications must be submitted within one year following the date of final payment to the Contractor or Vendor.**

Lottery Funds received for FY 2010-11 may be used to pay classroom teachers, at the request of the local board of education. (SL 2010-123)

Short description of Construction Project: _____

Estimated Costs:

Purchase of Land _____	\$ _____
Planning and Design Services _____	_____
New Construction _____	_____
Additions / Renovations _____	_____
Repair _____	_____
Debt Payment / Bond Payment _____	_____
Classroom Teachers _____	_____
TOTAL _____	\$ _____

Estimated Project Beginning Date: _____ Est. Project Completion Date: _____

We, the undersigned, agree to submit a statement of state monies expended for this project within 60 days following completion of the project.

The County Commissioners and the Board of Education do hereby jointly request approval of the above project, and request release of \$ _____ from the Public School Building Capital Fund (Lottery Distribution). We certify that the project herein described is within the parameters of G.S. 115C-546 (or SL 2010-123).

(Signature — Chair, County Commissioners)

(Date)

(Signature — Chair, Board of Education)

(Date)

**Asheboro City Schools
Personnel Transactions
April 21, 2016**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Austin	Stephanie	CO	EC Lead Program Specialist	5/11/2016
Brown	Laura	CO	Receptionist	4/15/2016

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Allen	Angie	CO	Child Nutrition Accountant	5/2/2016
Moody	Nancy	LP	Administrative Support (part-time/temporary)	4/7-29/2016
Thomas	Roxanne	TBD	Speech Language Pathologist	8/18/2016
Allred	Steven	CO	Substitute/\$80 per day	4/14/2016
Andrews	Christopher	CO	Substitute/\$80 per day	4/14/2016
Bass	Joyce	CO	Substitute/\$80 per day	4/14/2016
Jarvis	Cynthia	CO	Substitute/\$80 per day	4/14/2016
Schoenberger	Addie	CO	Substitute/\$80 per day	4/14/2016
Tanveer	Syeda	CO	Substitute/\$80 per day	4/14/2016

C. TRANSFERS

Gentry	Donna	CO	EC Secretary/Data Mgr. to Executive Assistant to the Superintendent	5/1/2016
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**Asheboro City Schools
Certified Appointments
October 8, 2015**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Thomas, Roxanne	University of NC at Chapel Hill B: Education, Secondary English University of NC at Greensboro M: Speech-Language Pathology	English Speech-Language Pathology

Mrs. Roxanne Thomas is recommended as a Speech-Language Pathologist for Asheboro City Schools for the 2016-2017 school year. Ms. Thomas completed her SLP school internship hours at Guy B. Teachey Elementary School and is currently completing internship hours at Randolph Hospital. As a previous classroom teacher, she enjoys working with students and is looking forward to serving Asheboro City Schools students and families. We are pleased to welcome Mrs. Thomas!

**Asheboro City Schools
Personnel Transactions - Addendum
April 21, 2016**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Toth	Brian	AHS	Principal	6/30/2016
Olsen	Vanessa	NAMS	Media	6/30/2016

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Berrier	Jacob	CO	Substitute, \$80 per day	4/22/2016
Coble	Kendrick	CO	Substitute, \$80 per day	4/22/2016
Moffitt	L	CO	Substitute, \$80 per day	4/22/2016
Wolffis	Charles	CO	Substitute, \$80 per day	4/22/2016

Physics First Sequence at AHS

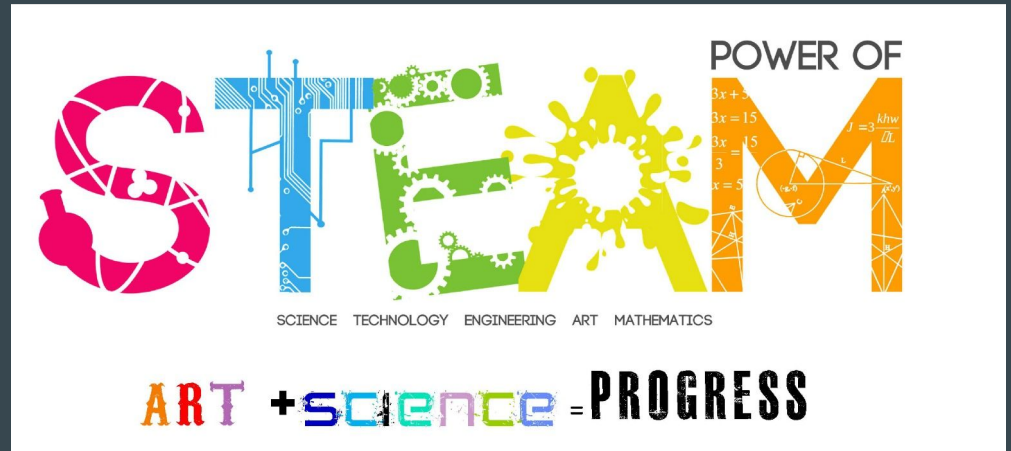


Goals for Science Course Sequence Change:

To continue enthusiasm and increase success in the Sciences

To increase enrollment in AP Science Courses

To foster interest in STEAM activities and Professions



Rationale

Science curricula sequence was structured in 1800s

-Science studies based heavily on agriculture, math based on college

“If we had some visitor from the 19th century that would come to any modern city, they would be absolutely amazed and upset by all the changes., by the traffic, by the ability to get information from the internet, by so many things that would bewilder them but you could calm them by bringing them into the school.”

-Dr. Leon Lederman, Nobel Prize 1988, supporter of Physics First

-Change needed due to emphasis on 21st-century skills

Research

- Freshmen are enthusiastic and motivated
- Algebra is fresh in students minds
- More students who start with Physics complete science sequence
- Increased interest in math courses
- Enrollment in AP STEM courses increased
- Performance in ACT science score improvements

AHS Proposal:

Beyond switching our science sequence to Physics first, we would like to pair Physics with Math II and Physical Science with Math I for Freshman at AHS. We will use this pairing to:

- Increase opportunity for application of a concept
- Foster deeper understanding and retention of information
- Provide more opportunity to build critical thinking skills
- Increase student success in introductory science and math courses

We plan on utilizing Rutgers University PUM Curriculum Modules as a foundation for our paired courses

2016-2017 offer as an opt-in program for our incoming Freshman class

Measuring Success in Physics First at AHS:

Comparison of the following data points will be used:

- ACT scores in Science and Math*
- Biology EOC scores *
- Math I EOC scores
- AP Science course enrollment*

*3 yr transition to see impact in all student groups

References

http://www.nobelprize.org/nobel_prizes/physics/laureates/1988/lederman-interview-transcript.html

http://phystec.org/presentations/071120_hickman.pdf (Physics Teacher Education Coalition)

http://myphysicsfirst.blogspot.com/2015/07/physics-first-experiences.html?_sm_au=iVV4DftjH10M0W6 (McGill-Toolen Catholic High School Data)

<https://www.aapt.org/Resources/policy/physicsfirst.cfm> (American Association Of Physic Teachers)

<http://pum.rutgers.edu/>

SMART Goal Worksheet

School: AHS **Team Name:** Physics First **Team Leader:**

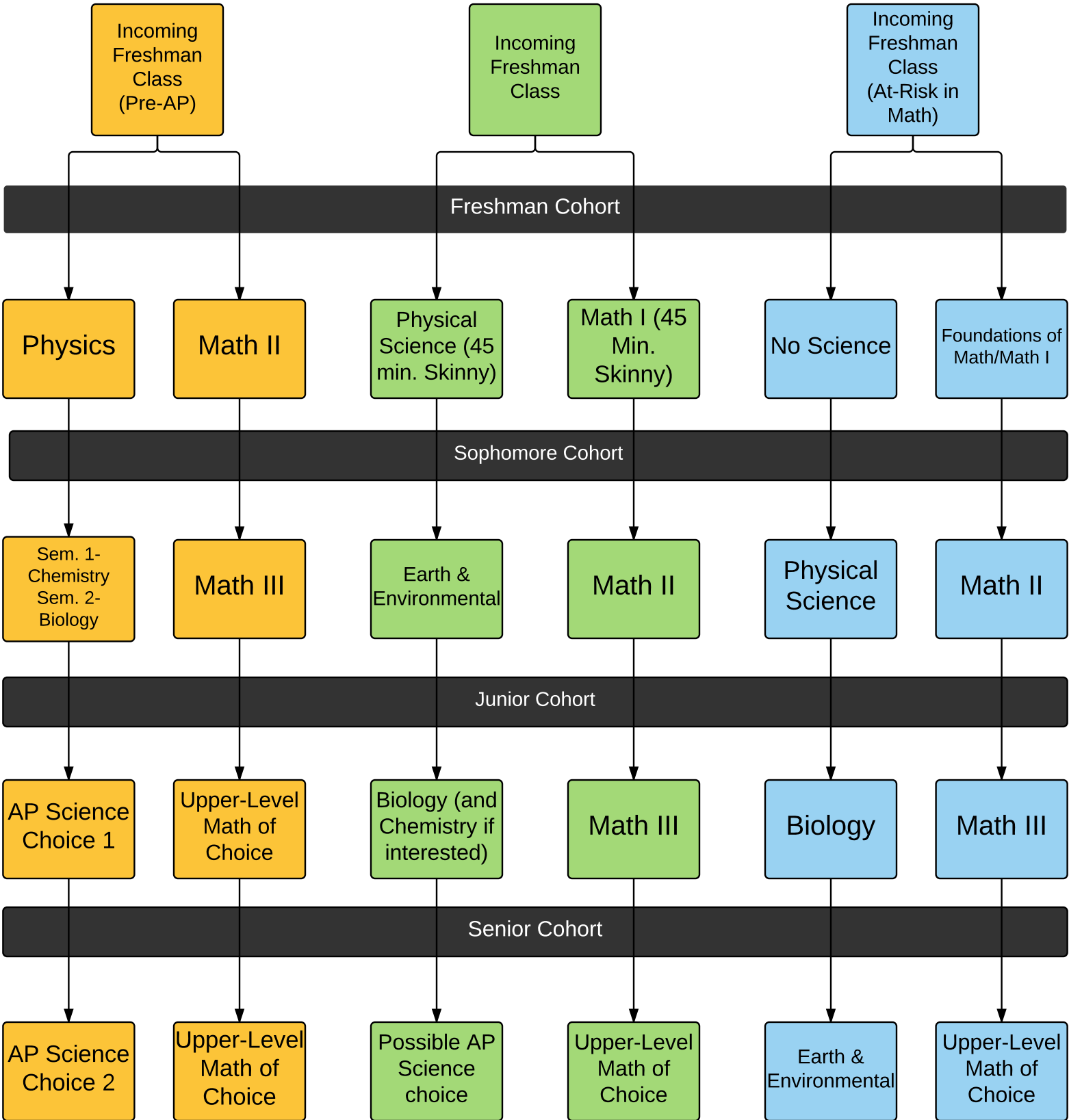
Team Members: G. Powell, Z. Seabrease, N. Peters, M. Hildreth, K. Kelley, A. Cappello

District Goal(s): To increase student achievement on EOC, ACT and increase AP enrollment.

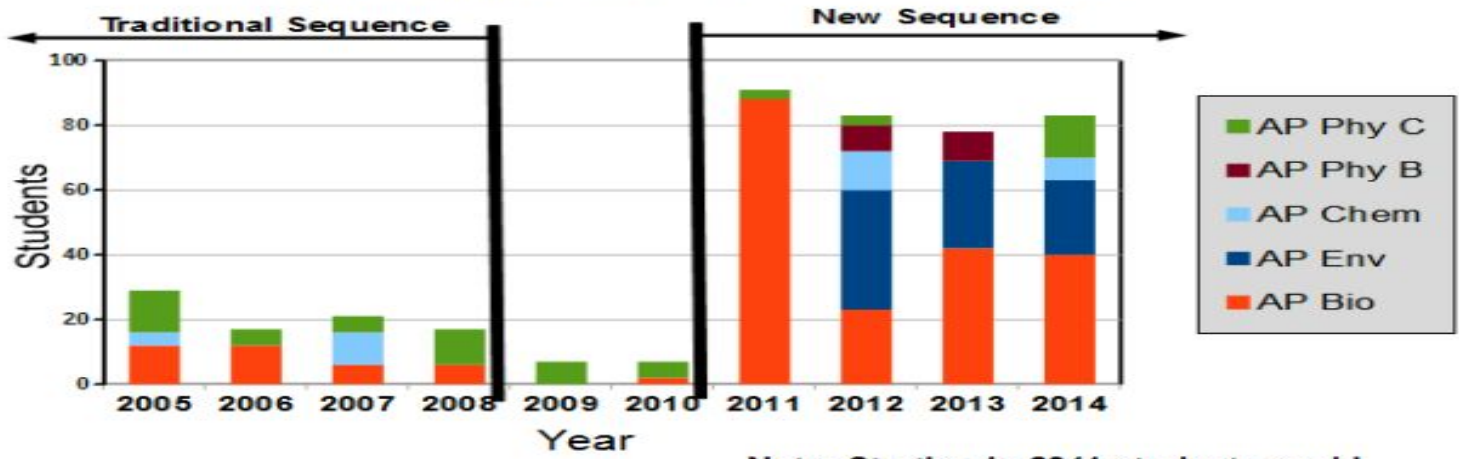
School Goal(s): To increase student achievement on EOCs, ACT and increase AP enrollment

Team SMART Goal	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
Increase student achievement on the Biology EOC to 80% proficient.	Change the science sequence at AHS	Physics First Team AHS administration CO administration	August 2016	June 2019
Increase ACT performance in Science to the state average (18.9).				
Increase enrollment of AP Science courses at AHS by 30%.	Design a complimentary pacing guide with activities that align the NC standards for Physics and Math II/ Physical Science and Math I	Physics First Team (Resource: PUM modules from Rutgers University)	2016-2017 school year	June 2019

Physics First Curriculum Proposal

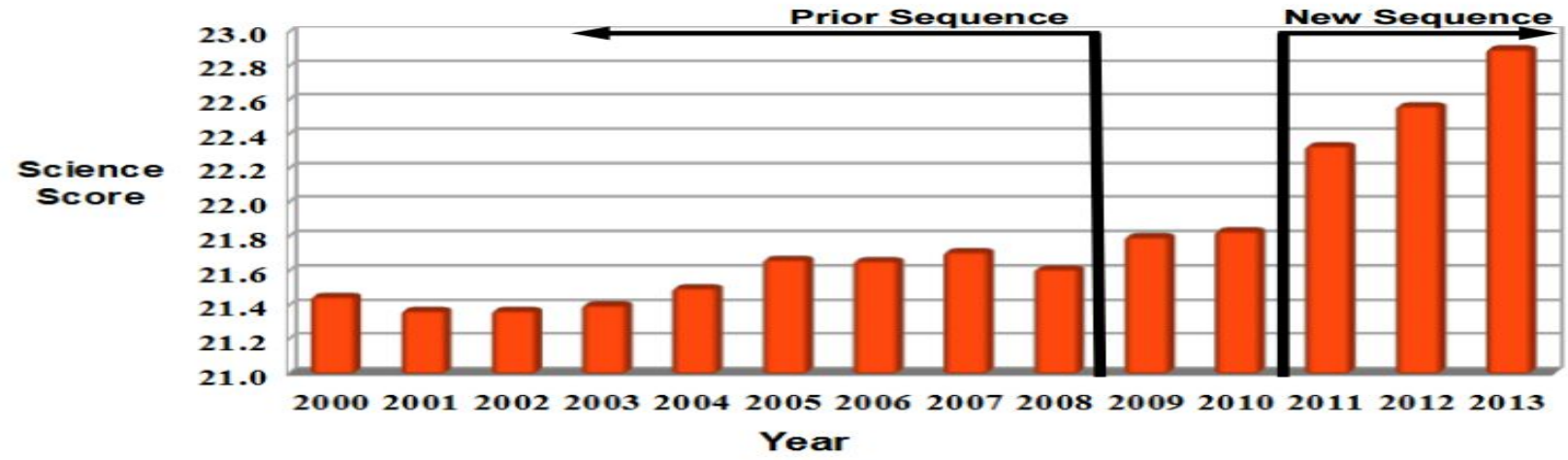


Advanced Placement Science Selection Students signing up for AP Science Electives 2005-2014



Note: Starting in 2011 students could take AP Biology in the junior year.

ACT Science Section Score (3 year rolling average)



Note: Data obtained from ACT Five Year Trend Reports send to the Principal of each high school.

Physics First: Not a New Idea!

- Physics and the High School Sophomore (Hamilton, TPT, 1970)
- Physics in the Tenth Grade (Sousanis, TPT, 1971)
- The Illogic of Teaching Bio Before Chem and Physics (Palombi, TPT, 1971)
- Take Physics to Ninth Graders With Budget Savers (TPT, 1974)
- High School Physics Should be Taught Before Chemistry and Biology (Haber-Schaim, TPT, 1984)
- Physics Before Chemistry (Bolton, TPT, 1987)
- A Case for a Better High School Science Sequence in the 21st Century (Myers, TPT, 1987)
- Freshman Physics (Hickman, The Science Teacher, 1990)

(Source: Physics-Chemistry-Biology: A Logical and Effective Sequence. Rex Rice, Clayton, MS)

Physics First Dissemination Efforts

New York (1979 and 2003)

Massachusetts (1985)

ARISE Workshop (1995)

Maryland (1999 and 2007)

Physics First Web Site (2000)

AAPT Policy Statement on Physics First (2002)

AAPT Physics First Listserv (2004)

Missouri and Rhode Island (2005)

AAPT Physics First Informational Guide (2007)

(Source: Physics Teacher Education Coalition)

Policies for 30-Day Review

The board recognizes the critical role of parents in the education of their children and in the schools. The board directs school administrators to develop programs that will promote and support parental involvement in student learning and achievement at school and at home and encourage successful progress toward graduation. Each parent is encouraged to learn about the educational program, the educational goals and objectives of the school system, and his or her own child's progress. The board also encourages parents to participate in activities designed by school personnel to involve them, such as parent conferences, in order to encourage effective communication.

The board directs each principal or designee to develop a parental involvement plan as a part of the school improvement plan. This plan must include, at a minimum, efforts that meet the requirements established in this policy. In addition, the plan must include ways to enhance parental involvement in the following areas:

1. meaningful two-way communication between home and school;
2. promotion of responsible parenting;
3. involvement of parents and guardians in student learning;
4. promotion of volunteering;
5. involvement of parents and guardians in school decisions that affect children and families;
6. parental training;
7. community collaboration; and
8. promotion of student health awareness.

This policy applies to the parents, legal guardians, and legal custodians of students who are under 18 years old and are not married.

A. PARENT COMMUNICATION AND CONFERENCES

The board encourages school personnel to have regular contact with parents for commendation as well as for notification of concerns. Principals or designees shall plan for periodic communication with parents. Teachers are responsible for scheduling conferences with parents.

The principal or designee shall strive, through oral or written communication or other means, to include the parents of students identified as at-risk in the implementation and

review of academic and/or behavioral interventions for their children, in accordance with policy 3405, Students at Risk of Academic Failure.

The principal or designee shall provide the parent of each student in kindergarten, first, or second grade with written notification of the student's reading progress. The notice will be provided three times a year, following each benchmark assessment and will include: (1) assessment results, (2) whether the child may not reach reading proficiency by the end of third grade; and (3) instructional support activities for use at home.

The board encourages the superintendent to work with local business leaders, including the local chambers of commerce, to encourage employers to adopt as part of their stated personnel policies time for employees who are parents or guardians to attend conferences with their child's teachers.

B. PARENTAL NOTIFICATION

Each principal or designee of a Title I school shall effectively notify parents of all parental rights and other required information regarding Title I schools and programs, in accordance with federal law. Parents of students in Title I schools shall receive a copy of the system-wide Title I parent involvement policy (policy 1320/3560, Title I Parent Involvement) and the school-wide parent involvement plan.

In addition, annually every building principal or designee shall effectively notify parents of the following:

1. parental rights related to student records (see policy 4700, Student Records);
2. parental rights related to student surveys (see policy 4720, Surveys of Students);
3. the approximate dates of any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered and scheduled in advance by the school administration, and (c) not necessary to protect the immediate health and safety of students;
4. the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use (see policy 9205, Pest Management);
5. student behavior policies, the Code of Student Conduct, and school standards and rules (see policies in the 4300 series);
6. the permissible use of seclusion and restraint in the schools (see regulation 4302-R, Rules for Use of Seclusion and Restraint in Schools);
7. policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure;

8. policy 1740/4010, Student and Parent Grievance Procedure;
9. the dates of the system-wide and state-mandated tests that students will be required to take during that school year, how the results from the tests will be used and the consequences thereof, and whether each test is required by the State Board of Education or by the local board;
10. grading practices that will be followed at the school and, for parents of high school students, the method of computing the grade point averages that will be used for determining class rank (see policies 3400, Evaluation of Student Progress and 3450, Class Rankings);
11. available opportunities and the enrollment process for students to take advanced courses and information explaining the value of taking advanced courses;
12. a report containing aggregate information, including, but not limited to, student achievement (disaggregated by category), graduation rates, performance of the school system, and teacher qualifications;
13. the grade awarded to the school on the most recent annual report card issued for it by the State Board of Education if the school received a grade of D or F;
14. sports and extracurricular activities available for students (see policy 3620, Extracurricular Activities and Student Organizations);
15. supportive services available to students, including guidance, counseling and health services (see policy 3610, Counseling Program);
16. information about meningococcal meningitis and influenza, including the causes, symptoms, and vaccines, how the diseases are spread, and places where parents and guardians may obtain additional information and vaccinations for their children;
17. for parents of students in grades 5 through 12, information about cervical cancer, cervical dysplasia, and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children;
18. how to reach school officials in emergency situations during non-school hours;
19. information about and an application form for free and reduced price meals and/or free milk (see policy 6225, Free and Reduced Price Food Services);
20. information about the school breakfast program;

21. information about the availability and location of free summer food service program meals for students when school is not in session;
22. for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
23. information on the availability of the asbestos management plan and planned or in-progress inspections, re-inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities;
24. education rights of homeless students (see policy 4125, Homeless Students);
25. the content and implementation of the local school wellness policy (see policy 6140, Student Wellness);
26. their right to take four hours of unpaid leave from their jobs every year in order to volunteer in their child's school as stated in G.S. 95-28.3 (see policy 5015, School Volunteers);
27. that the school system does not discriminate on the basis of race, color, national origin, sex, disability, or age (see policies 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying and 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
28. that the school system provides equal access to its facilities, programs and activities to the Boy Scouts and other designated youth groups (see policy 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying); and
29. the availability of and the process for requesting a waiver or reduction of student fees (see policy 4600, Student Fees).

C. OPPORTUNITIES TO WITHHOLD CONSENT/OPT OUT

As a part of the annual notification described above, parents will be effectively notified that they may opt out of any of the following:

1. release of student directory information about their child for school purposes or to outside organizations (see policy 4700, Student Records);
2. release of their child's name, address, and telephone listing to military recruiters or institutions of higher education (see policy 4700, Student Records);
3. their child's participation in curricula related to (a) prevention of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS);

(b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education, as provided in policy 3540, Comprehensive Health Education Program. A copy of the materials that will be used in these curricula will be available in the school media center during the school year and at other times that the media center is available to the public. To meet any review periods required by law, materials also may be made available for review in the central office;

4. their child's participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders). However, parental notification and permission are not required for: (a) short-duration academic, career, personal, or social guidance and counseling and crisis intervention that is needed to maintain order, discipline, or a productive learning environment; (b) student-initiated individual or group counseling targeted at a student's specific concerns or needs; and (c) counseling if child abuse or neglect is suspected (see policies 3610, Counseling Program, and 4240/7312, Child Abuse – Reports and Investigations);
5. their child's participation in non-Department of Education-funded surveys concerning protected topics (see policy 4720, Surveys of Students);
6. their child's participation in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration; and (c) not necessary to protect the immediate health and safety of students;
7. the collection, disclosure, or use of their child's personal information for marketing purposes (see policy 4720, Surveys of Students); and
8. release of their child's free and reduced-price meal information to State Medicaid or State children's health insurance program (SCHIP).

Any parent or legal guardian who wishes to opt out/withhold consent must do so in writing after receiving notice. Otherwise, consent to the programs or activities is presumed. After the annual notification, the school is not required to provide further notice to the parent or legal guardian as to the manner in which student directory information is used, the curriculum is provided, or guidance programs are made available.

D. PARENTAL PERMISSION REQUIRED

Written parental permission is required prior to the following activities:

1. the administration of medications to students by employees of the school system (see policy 6125, Administering Medicines to Students);

2. the release of student records that are not considered directory information, unless the release is allowed or required by law (see policy 4700, Student Records);
3. off-campus trips;
4. students' participation in high-impact or high-risk sports or extracurricular activities, such as football or mountain climbing (see policy 4220, Student Insurance Program);
5. all decisions or actions as required by the IDEA with regard to providing special education or related services to students with disabilities (see policy 3520, Special Education Programs/Rights of Students with Disabilities);
6. certain health services, as required by law;
7. students' participation in programs or services that provide information about where to obtain contraceptives or abortion referral services;
8. students' participation in surveys funded by the Department of Education that are conducted concerning protected topics (see policy 4720, Surveys of Students);
9. disclosure of students' free and reduced price lunch eligibility information or eligibility status;
10. disclosure of the identity of any student receiving supplemental education services under the Title I program; and
11. students' independent access to the Internet, as described in policy 3225/4312/7230, Technology Responsible Use.

Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98; Individuals with Disabilities Education Act, 20 USC 1400, *et seq.*; Asbestos Hazard Emergency Response Act, 15 U.S.C. 2641, *et seq.*; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; 42 U.S.C. 1758, 7 C.F.R. pt. 245; 42 U.S.C. 1758b; National School Lunch Program, 42 U.S.C. 1751 *et seq.*, 7 C.F.R. 210.12; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. 108.9; 20 U.S.C. 7908; G.S. 90-21.1; 95-28.3; 115C-47(47), -47(51), -47(54), -47(58), -81(e1), -105.41, -109.1, 174.26(d) -307(c), -375.4, -390.2, -391.1, -407.16; State Board of Education Policies FCB-A-000, GCS-A-001, GCS-J-002

Cross References: Title I Parent Involvement (policy 1320/3560), Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 1740/4010), Technology Responsible Use (policy 3225/4312/7320), Evaluation of

Student Progress (policy 3400), Students at Risk of Academic Failure (policy 3405), Class Rankings (policy 3450), Special Education Programs/Rights of Students with Disabilities (policy 3520), Comprehensive Health Education Program (policy 3540), Counseling Program (policy 3610), Extracurricular Activities and Student Organizations (policy 3620), Homeless Students (policy 4125), Student Insurance Program (policy 4220), Child Abuse – Reports and Investigations (policy 4240/7312), Student Behavior Policies (4300 series), Rules for Use of Seclusion and Restraint in Schools (regulation 4302-R), Student Fees (policy 4600), Student Records (policy 4700), Surveys of Students (policy 4720), School Volunteers (policy 5015), Registered Sex Offenders (policy 5022), Administering Medicines to Students (policy 6125), Student Wellness (policy 6140), Free and Reduced Price Meal Services (policy 6225), Pest Management (policy 9205)

Adopted: April 14, 2011

Revised: March 14, 2013, August 8, 2013, August 14, 2014, January 8, 2015

The board of education believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents are their children's first teachers; therefore, the continued involvement of parents in the educational process is most important in fostering and improving educational achievement. School system officials shall strive to support parents and provide parents with opportunities to become involved in the programs offered by the Title I schools. The board encourages parents to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the school system's Title I program in helping students meet state and local achievement standards.

A. DEFINITION OF PARENTAL INVOLVEMENT

For the purposes of this policy and the Title I program, the term "parental involvement" means the participation of parents and guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring the following:

1. that parents play an integral role in assisting their child's learning;
2. that parents are encouraged to be actively involved in their child's education at school;
3. that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. that the school system engages in activities to support parental involvement in the Title I programs.

B. PURPOSE AND OPERATION OF TITLE I PROGRAM

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they meet the school system's challenging academic standards. The Title I program provides instructional activities and supportive services to eligible students over and above those provided by the regular school program. When applicable, students must be selected to receive Title I services based on objective criteria that are consistent with federal and state requirements, such as standardized test scores, teacher judgment, and results of pre-school screening and home-school surveys.

Qualified Title I schools will operate as school-wide programs or targeted assistance programs based upon federal eligibility criteria. School-wide programs will utilize a comprehensive school improvement process enabling schools to serve all students in the school. Targeted assistance programs will provide services to eligible students in the

school having the greatest need for assistance.

Both school-wide and targeted assistance programs shall be based on effective means of improving student achievement and shall include strategies to support parental involvement.

C. ANNUAL MEETING

Each year, Title I parents must be invited to an annual meeting, at which time parental rights will be explained, programs and activities provided with Title I funds will be discussed, and input will be solicited. In addition, all parents will have an opportunity to evaluate the effectiveness of the Title I programs and the parental involvement policies and plans. Data collected from these findings will be used to revise Title I programs and parental involvement plans.

D. PARENTAL INVOLVEMENT EFFORTS

The board believes that the involvement of Title I parents in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of the children. The Title I staff and all school system personnel shall strive to involve parents in activities throughout the school year.

The superintendent shall ensure that this system-level parental involvement policy is developed with, agreed upon with, and annually distributed to parents of participating students. In addition to the system-level parental involvement policy, each school participating in the Title I program shall jointly develop and annually distribute to parents a school-level written parental involvement policy that describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory children. School-level plans must involve parents in the planning and improvement of Title I activities and must provide for the distribution to parents of information on expected student proficiency levels and the school's academic performance.

School officials will invite appropriate school personnel from private schools to consult on the design and development of its programs in order to provide equitable services to students enrolled in private schools. The superintendent or designee will establish procedures to achieve timely and meaningful consultation with private school officials in accordance with federal law.

In addition, school system officials and Title I school personnel shall do the following:

1. involve parents in the joint development of the Title I Program and the process of school review and improvement by including parents on the school advisory committee and committees that review the Title I program;

2. provide coordination, technical assistance, and other support from various central office departments necessary to assist participating schools in planning and implementing effective parental involvement activities that are designed to improve student academic achievement and school performance;
3. build the schools' and parents' capacity for strong parental involvement by collecting and disseminating information on effective parental involvement techniques;
4. coordinate and integrate parental involvement strategies with parental involvement activities in other programs, such as Head Start and similar programs;
5. with the involvement of parents, conduct an annual evaluation of the content and effectiveness of the school system parental involvement policies and program in improving the academic quality of the school;
6. strive to eliminate barriers to parental participation by assisting parents with disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;
7. provide assistance to parents of participating Title I children in understanding the state's testing standards, the assessments used, Title I requirements, and all national, state, and local standards and expectations through such efforts as community-based meetings, sending information home, newsletters, workshops, and newspaper articles;
8. design a parent–student–school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;
9. with the assistance of parents, ensure that teachers, pupil services personnel, principals, and other staff are educated in the value of parents as partners in the educational process and understand how to work with, communicate with, and reach out to parents as equal partners in education;
10. distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement through such methods as technology or literacy training;
11. coordinate and integrate parental involvement programs with pre-school programs and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;

12. strengthen the partnership with agencies, businesses, and programs that operate in the community;
13. ensure that parents are involved in the school's Title I activities; and
14. provide such other reasonable support for Title I parental involvement activities as requested by parents.

E. NOTICE REQUIREMENTS

School system officials and Title I school personnel shall provide effective notice of the following information as required by law. The notice must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

1. LEP Program

- a. Each year the principal or designee shall provide notice of the following to parents of limited English proficient (LEP) children identified for participation in a Title I, Part A-funded language-instruction educational program:
 - i. the reasons for the child's identification;
 - ii. the child's level of English proficiency;
 - iii. methods of instruction;
 - iv. how the program will help the child;
 - v. the exit requirements for the program;
 - vi. if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP); and
 - vii. any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal, and selection of an LEP program.
- b. The principal or designee of a school with a Title I, Part A-funded language instruction program that has failed to make progress on the annual achievement objectives for LEP students, shall notify the parents of such failure no later than 30 days after the failure occurs.

2. System Report Card and School Progress Review

- a. Each year, school system officials shall disseminate to all parents, schools, and the public a school system report card containing aggregate information, including, but not limited to, student achievement (disaggregated by category), graduation rates, performance of the school system, and teacher qualifications.
 - b. Each year, school system officials shall disseminate to all parents, schools, and the community the results of the LEA's yearly progress review of each school.
3. Teacher Qualifications
- a. Each year, school system officials shall notify parents of Title I students of the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child (see policy 7820, Personnel Files).
 - b. The principal or designee of a Title I school shall provide timely notice informing parents that their student has been assigned to or has been taught for at least four consecutive weeks by a teacher who is not "highly qualified" as defined in the No Child Left Behind Act.
4. Parental Rights and Opportunities for Involvement

Each year, the principal or designee of a Title I school shall provide notice to parents of the school's written parental policy, parents' right to be involved in their child's school, and opportunities for parents to be involved in the school.

F. WEBSITE NOTIFICATION

When a Title I school is identified for improvement, corrective action, or restructuring, the school system will display on its website the following information in a timely manner to ensure that parents have current information regarding supplemental services and public school choice, unless the requirements to provide such options have been waived by the U.S. Department of Education:

1. beginning with data from the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in public school choice;
2. for the current school year, a list of available schools to which students eligible to participate in public school choice may transfer;
3. beginning with data from the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in supplemental educational services; and

4. for the current school year, a list of supplemental educational services providers approved by the state to serve the school system and the locations where services are provided.

The superintendent shall develop administrative procedures to implement the requirements of this policy.

Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200.; 20 U.S.C. 7801(32); *Public School Choice Non-Regulatory Guidance*, U.S. Department of Education (January 14, 2009); *Supplemental Educational Services Non-Regulatory Guidance*, U.S. Department of Education (January 14, 2009); U.S. Department of Education approval of Elementary and Secondary Education Act (ESEA) Flexibility Request (May 29, 2012); State Board of Education Policy TCS-R-000

Cross References: Parental Involvement (policy 1310/4002), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Personnel Files (policy 7820)

Other Resources: *Giving Parents Options: Strategies for Informing Parents and Implementing Public School Choice and Supplemental Educational Services Under No Child Left Behind*, U.S. Department of Education Office of Innovation and Improvement (September 2007)

Adopted: March 14, 2013

Updated: August 14, 2014

GOALS AND OBJECTIVES OF THE EDUCATIONAL PROGRAM

Policy Code:

3000

It is the goal of the board that every student be provided the opportunity to receive a sound basic education and graduate from high school prepared for work, further education, and citizenship. The board recognizes the critical role of parents, governmental and nonprofit agencies, businesses, and the community in helping individual students and the school system meet this goal. To ensure that the educational program meets rigorous academic standards, the board will strive to maintain accreditation of its schools by AdvancED and/or the State Board of Education.

A successful educational program also depends on innovation at the individual school level. The board is committed to allowing administrators at individual schools to develop and implement plans necessary to ensure the educational success of their students.

The board will provide an educational program that offers students the opportunity to receive a sound basic education. The program will meet statewide instructional standards as prescribed by the State Board of Education. The board believes that the administrators of the educational program must strive to provide each student with the opportunity to:

1. develop sufficient ability to read, write, and speak the English language and a sufficient knowledge of fundamental mathematics, and physical science to function in a complex and changing society;
2. develop sufficient knowledge of geography, history, and basic economic and political systems to make informed choices with regard to issues that affect the student personally or affect the student's community, state, and nation;
3. develop sufficient academic and vocational skills to successfully engage in post-secondary education or vocational training and to compete on an equal basis with others in further formal education or gainful employment in contemporary society;
4. learn to be responsible for and accept the consequences of his or her conduct and academic performance;
5. develop the capacity to examine and solve problems;
6. foster respect and appreciation for cultural and ideological diversity and differences;
7. develop the ability to be productive in a team environment;
8. learn and acquire the skills necessary for a lifetime of continuous learning and adaptation to change in the workplace and society;
9. prepare for challenging curriculum beyond secondary school and, when appropriate, complete high school courses required for college entry in less than four years;

10. achieve high levels of success in a rigorous curriculum;
11. acquire the skills needed for technological literacy in a rapidly changing world; and
12. remain in school and earn a high school diploma and, when appropriate, earn additional college credit.

These goals and objectives of the educational program will be used to guide administrators, teachers and the board in all of their duties, including curriculum development, selection of materials and issues related to instructional time.

Legal References: G.S. 115C-12(32), -12(38), -36, -47, -81; *Leandro v. State*, 346 N.C. 336 (1997); State Board of Education Policies GCS-F-016, GCS-L-006

Cross References: Board Authority and Duties (policy 1010), Curriculum Development (policy 3100), Selection of Instructional Materials (policy 3200), Counseling Program (policy 3610)

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

Revised: November 9, 2006, May 10, 2012, June 13, 2013

The board recognizes the importance of setting rigorous graduation requirements to help ensure that students are receiving an education that will prepare them to be career and college ready and productive members of society.

In order to graduate from high school, students must meet the following requirements:

1. successful completion of all course unit requirements mandated by the State Board of Education (see Section A);
2. successful completion of cardiopulmonary resuscitation instruction; and
3. successful completion of all other requirements mandated by the board, as provided in this policy.

The principal shall ensure that students and parents are aware of all graduation requirements. Guidance program staff shall assist students in selecting their high school courses to ensure that students are taking all of the required units and selecting electives consistent with their post-graduation plans. For students who have transferred to the school system during high school or who, for other reasons, have completed course work outside of the school system, the principal shall determine what course work will be applied as credit toward graduation. The principal shall consider the requirements of the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5) and the requirements of subsection C.3 of this policy in determining the graduation requirements for children of military families.

A. COURSE UNITS REQUIRED

Beginning with students entering the ninth grade for the first time in the 2009-2010 school year, students must fulfill the course unit requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. Course unit requirements for the Future-Ready Core Course of Study differ depending on the year a student enters ninth grade for the first time, as set out in the tables below. In accordance with policy 3101, Dual Enrollment, and State Board of Education requirements, students may earn certain high school credit for college courses completed. In addition, students may earn credit for certain high school courses in the Future-Ready Core Course of Study completed while in middle school, as authorized by the State Board of Education. Students also have the opportunity to meet course unit requirements without completing the regular period of classroom instruction by demonstrating mastery of the course material in accordance with policy 3420, Student Promotion and Accountability, and State Board of Education requirements.

All awards of high school course credit must be consistent with State Board of Education requirements. Any inconsistency between board policy and State Board graduation requirements will be resolved by following the State Board requirements. While the

board endeavors to keep its policy up to date with current State Board of Education graduation requirements, students should verify current requirements with their school counselors when planning course schedules or making other decisions based on graduation requirements.

1. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2012-2013 and Thereafter

Courses Required	State Requirements	Local Requirements
English	4 sequential (English I, II, III, and IV)	
Mathematics	4 (Math I, II, and III and a fourth math course aligned with the student's post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass Math I and II and two other application-based math courses.)***	
Science	3 (a physical science course, Biology, and earth/environmental science)	
Social Studies	4 (including American History: Founding Principles, Civics & Economics; American History Parts I and II OR AP U.S. History and one additional social studies elective; and World History)****	
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education, or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)*****	
Total Credits	22	28

* Certain Advanced Placement (AP) courses will satisfy specific graduation requirements. See SBE policy GCS-L-008.

** Students entering ninth grade for the first time prior to the 2014-15 school year have alternate math course options. See SBE policy GCS-N-004.

*** Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math III as a prerequisite.

**** American History: Founding Principles, Civics and Economics must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by an AP/IB course, dual enrollment, or any other course that does not fully address the NCSCOS.

***** Students seeking to complete minimum course requirements for UNC universities must complete two years of a second language.

2. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2009-2010, 2010-2011, or 2011-2012

Courses Required	State Requirements	Local Requirements
English	4 sequential (English I, II, III, and IV)	
Mathematics	4 (either Algebra I, Geometry, Algebra II, and a fourth math course aligned with the student's post-high school plans OR Math I, II, and III and a fourth math course aligned with the student's post-high school plans) (A principal may exempt a student from this math sequence. Exempt students will be required to pass either (1) Algebra I and either Algebra II or Geometry or (2) Integrated Math I and II. Exempt students also must pass either Alternative Math I and II or two other application-based math courses.)*	
Science	3 (a physical science course, Biology, and earth/environmental science)	
Social Studies	3 (Civics & Economics, U.S. History, and World History)	
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, R.O.T.C., Arts Education, or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)**	
Total Credits	21	28

* Students seeking to complete minimum application requirements for UNC universities must complete four mathematics courses, including a fourth math course with Algebra II or Math III as a prerequisite.

** Students seeking to complete minimum application requirements for UNC universities must complete two years of a second language.

3. Future-Ready Occupational Course of Study Credits Required (only available to certain students with disabilities who have an IEP)

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III, and IV)	
Mathematics	3 (including Introduction to Math, Math I, and Financial Management)	
Science	2 (including Applied Science and Biology)	
Social Studies	2 (including American History I and II)	
Health/P.E.	1	
Career/Technical	4 (Vocational Education electives)	
Occupational Preparation	6 (including Occupational Preparation I, II, III, and IV, which require 150 hours of school-based training, 225 hours of community-based training, and 225 hours of paid employment)*	
Electives	0	
Other Requirements	<ul style="list-style-type: none"> • Completion of IEP objectives • Career Portfolio 	
Total Credits	22	28

* Paid employment is the expectation; however, when paid employment is not available, 225 hours of unpaid vocational training, unpaid internship experience, paid employment at community rehabilitation facilities, and volunteer and/or community service hours may substitute for 225 hours of paid employment.

B. HIGH SCHOOL FINAL EXAMS AND END -OF-COURSE TESTING

High school students must take all end-of-course (EOC) tests, NC Final Exams, and Career and Technical Education State Assessments (CTE Post-Assessments) required by the State Board of Education and pursuant to policy 3410, Testing and Assessment Program.

The EOC test results will count as 20 percent of a student's final grade in each high school course for which an EOC test is available, except that this requirement does not apply to students following the Occupational Course of Study.

C. SPECIAL CIRCUMSTANCES

The board adopts the following policies with regard to graduation.

1. Honor Graduates

Honor graduates may be designated by principals on the basis of criteria established by the superintendent. Recognition of honor graduates may be included in graduation programs.

2. Students with Disabilities

Graduation requirements must be applied to students with disabilities to the extent required by state and federal law and State Board policy.

3. Children of Military Families

In order to facilitate the on-time graduation of children of military families, the board adopts the following policy provisions for students to whom the Interstate Compact on Educational Opportunity for Military Children applies.

a. Waiver Requirements

Specific course work required for graduation will be waived if similar course work has been satisfactorily completed in another school system. If a waiver is not granted, school administrators shall provide the student with reasonable justification for the denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the superintendent or designee shall provide the student with an alternative means of acquiring the required course work so that the student may graduate on time.

b. Testing Requirements for Graduation

The superintendent shall accept the following in lieu of any local testing requirements for graduation: (1) the end-of-course exams required for graduation from the sending state; (2) national norm-referenced achievement tests; or (3) alternative testing. If these alternatives are not feasible for a student who has transferred in his or her senior year, subsection c below will apply.

c. Transfers During Senior Year

If a child of a military family who has transferred at the beginning of or during his or her senior year is ineligible to graduate from the school system after all of the alternatives listed above have been considered and the student meets the graduation requirements at his or her sending school, then school officials from the school system shall collaborate with the sending school system to ensure that the student will receive a diploma from the sending board of education.

4. Early Graduation

Graduation prior to that of one's class may be permitted on the basis of criteria approved by the board upon recommendation by the superintendent upon recommendation by the principal.

Students seeking to graduate with fewer than 28 credits may be permitted to do so

under criteria approved by the superintendent upon recommendation by the principal. These students shall meet all state graduation requirements.

5. Graduation Certificates

Graduation certificates will be awarded to eligible students in accordance with the standards set forth in State Board policy.

6. Diploma Endorsements

Students have the opportunity to earn one or more of the following diploma endorsements identifying a particular area of focused study including: (1) Career Endorsement, (2) College Endorsement (two options), (3) North Carolina Academic Scholars Endorsement, and/or (4) a Global Languages Endorsement. No endorsement is required to receive a diploma.

Legal References: G.S. 115C-47, -81, -174.11, -276, -288, -407.5; State Board of Education Policies GCS-C-003, GCS-L-007, GCS-M-001, GCS-N-004, -010

Cross References: Goals and Objectives of the Educational Program (policy 3000), Testing and Assessment Program (policy 3410), Student Promotion and Accountability (policy 3420), Citizenship and Character Education (policy 3530), Children of Military Families (policy 4050)

Adopted: January 9, 2014

Revised: August 14, 2014

All student records must be current and maintained with appropriate measures of security and confidentiality. The principal is responsible for complying with all legal requirements pertaining to the maintenance, review, and release of records retained at the school.

A. ANNUAL NOTIFICATION OF RIGHTS

The superintendent or designee shall provide eligible students and parents with annual notification of their rights under the Family Educational Rights and Privacy Act (FERPA). The notice must contain all information required by federal law and regulations, including the following:

1. the right to inspect and review the student's educational records and the procedure for exercising this right;
2. the right to request amendment of the student's educational records that the parent or eligible student believes to be inaccurate, misleading, or in violation of the student's privacy rights; and the procedure for exercising this right;
3. the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent;
4. the type of information designated as directory information and the right to opt out of release of directory information;
5. that the school system releases records to other institutions that have requested the information and in which the student seeks or intends to enroll;
6. the right to opt out of releasing the student's name, address, and phone number to military recruiters or institutions of higher education that request such information;
7. a specification of the criteria for determining who constitutes a school official and what constitutes a legitimate educational interest if a school official discloses or intends to disclose personally identifiable information to school officials without consent;
8. notification if the school system uses contractors, consultants, volunteers, or similar persons as school officials to perform certain school system services and functions that it would otherwise perform itself; and
9. the right to file complaints with the Family Policy Compliance Office in the U.S. Department of Education.

School officials are not required to individually notify parents or eligible students of their rights but must provide the notice in a manner reasonably likely to inform the parents and eligible students of their rights. Effective notice must be provided to parents or eligible students with disabilities or those whose primary or home language is not English.

B. DEFINITION OF PARENT AND ELIGIBLE STUDENT

1. Parent

For purposes of this policy, the term “parent” includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian. If the parents of a student are separated or divorced, both parents have the right to access the student’s records as provided in this policy, unless the school system has been provided with evidence that there is a court order, state statute, or other legally binding document that specifically revokes these rights.

2. Eligible Student

For purposes of this policy, an eligible student is a student who has reached 18 years of age or is attending an institution of postsecondary education. The rights afforded to parents under this policy transfer to an eligible student. However, parents may still have access to the records as long as the student is claimed as a dependent by the parent for federal income tax purposes. An eligible student who desires to prevent access to records by his or her parents must furnish to the principal information verifying that the student is not a dependent of his or her parents. If a parent of a student who is at least 18 and no longer attending a school within the system wishes to inspect and review the student’s records, he or she must provide information verifying that the student is a dependent for federal income tax purposes.

A student under age 18 may have access to student records only upon the consent of his or her parents.

C. CLASSIFICATION AND MAINTENANCE OF RECORDS

Information about students that is collected and stored by school personnel may be separated into several categories, including, but not limited to, the following records.

1. Cumulative Records

The cumulative record is the official record for each student. The cumulative record includes student identification information, such as the student’s name, address, sex, race, birthplace, and birth date; family data including the parents’ names, addresses, work and home telephone numbers, and places of employment; academic work completed; grades; standardized test scores; health screenings and

immunization documentation; attendance records; withdrawal and reentry records; discipline records; honors and activities; class rank; date of graduation; and follow-up records.

2. Discipline Records

Student discipline records are part of the student's official record and must be maintained and reviewed pursuant to policy 4345, Student Discipline Records. Discipline records must be expunged and forwarded pursuant to the requirements of law and the procedures of policy 4345.

3. Records of Students with Disabilities

Students with recognized disabilities must be accorded all rights in regard to their records as provided by state and federal law, including the Individuals with Disabilities Education Act and policy 3520, Special Education Programs/Rights of Students with Disabilities. Records for a student identified as a student with a disability are considered part of the student's official records and must be maintained in accordance with all appropriate federal and state regulations. Access to these records will be restricted to personnel having specific responsibility in this area. A list of all approved personnel having access to these restricted files will be updated as needed, and a current, dated list will be posted in the student records location.

4. Records Received from the Department of Social Services

The Department of Social Services may disclose confidential information to the school system in order to protect a juvenile from abuse or neglect. Any confidential information disclosed under these circumstances must remain confidential and may only be redisclosed for purposes directly connected with carrying out the school system's mandated educational responsibilities.

5. Juvenile Records

Juvenile records include documentation or information regarding students who are under the jurisdiction of the juvenile court. These records may be received from local law enforcement and/or other local agencies authorized to share information concerning juveniles in accordance with G.S. 7B-3100. These records also may include notice from the sheriff to the board that a student has been required to register with the sheriff because the student has been found to be a danger to the community under G.S. Chapter 14, Part 4. Such documents must not be a part of a student's official records but must be maintained by the principal in a safe, locked storage area that is separate from the student's other records. The principal shall not make a copy of such documents under any circumstances.

Juvenile records will be used only to protect the safety of or to improve the educational opportunities for the student or others. The principal may share juvenile records with individuals who have (a) direct guidance, teaching, or supervisory responsibility for the student and (b) a specific need to know in order to protect the safety of the student and others. Persons provided access to juvenile records must indicate in writing that they have read the document(s) and agree to maintain confidentiality of the records.

The principal or designee must destroy juvenile documents if he or she receives notification that a court no longer has jurisdiction over the student or if the court grants the student's petition for expunction of the records. The principal or designee shall destroy all other information received from an examination of juvenile records when he or she finds that the information is no longer needed to protect the safety of or to improve the educational opportunities for the student or others. If the student graduates, withdraws from school, transfers to another school, is suspended for the remainder of the school year, or is expelled, the principal shall return all documents not destroyed to the juvenile court counselor. If the student is transferring, the principal shall provide the juvenile court counselor with the name and address of the school to which the student is transferring.

6. Other Student Records

School system personnel may also keep other student records but must review such records annually and destroy them when their usefulness is no longer apparent or when the student leaves the school system.

7. Sole Possession, Employment, and Law Enforcement Records

Student records do not include, and release of information under this policy does not apply to:

- a. records made by teachers, counselors, and administrators that are in the sole possession of the maker thereof and that are not accessible or revealed to any other person except a substitute;
- b. employment records of student employees if those records relate exclusively to the student in his or her capacity as an employee and are not made available for any other use; and
- c. records created by a law enforcement unit of the school system if created for a law enforcement purpose and maintained solely by the law enforcement unit of the school system. This does not include information obtained from the student's confidential file or other educational records that is contained in a law enforcement record.

D. RECORDS OF STUDENTS PARTICIPATING IN THE NORTH CAROLINA ADDRESS CONFIDENTIALITY PROGRAM

Records of students participating in the North Carolina Address Confidentiality Program must show only the substitute address provided by the Address Confidentiality Program and must not be released to any third party other than a school to which the student is transferring, or as otherwise provided by law.

When transferring the record of a student participating in the North Carolina Address Confidentiality Program to a school outside of the system, the transferring school may send the files to the Address Confidentiality Program participant (parent or guardian) via the substitute address provided by the Address Confidentiality Program.

E. RECORDS OF MISSING CHILDREN

Upon notification by a law enforcement agency or the North Carolina Center for Missing Persons of the disappearance of a child who is currently or was previously enrolled in the school, school officials shall flag the record of that child. If the missing child's record is requested by another school system, the principal shall provide notice of the request to the superintendent and the agency that notified the school that the child was missing. The principal shall provide the agency with a copy of any written request for information concerning the missing child's record.

Any information received indicating that a student transferring into the system is a missing child must be reported promptly to the superintendent and the North Carolina Center for Missing Persons.

F. RECORDS OF MILITARY CHILDREN

School administrators shall comply with any regulations pertaining to the records of military children developed by the Interstate Commission on Educational Opportunity for Military Children.

In addition, children of military families, as defined by policy 4050, Children of Military Families, are entitled to the following.

1. For Students Leaving the School System

In the event that official education records cannot be released to the parents of military children who are transferring away from the school system, the custodian of records shall prepare and furnish to the parent a complete set of unofficial education records containing uniform information as determined by the Interstate Commission.

When a request for a student's official record is received from the student's new school, school officials shall process and furnish the official records to the

student's new school within 10 days or within such time as is reasonably determined by the Interstate Commission.

2. For Students Enrolling in the School System

Upon receiving an unofficial education record from the student's previous school, school administrators shall enroll the student and place him or her in classes as quickly as possible based on the information in the unofficial records, pending validation by the official records.

Simultaneous with the enrollment and conditional placement of the student, school administrators shall request the student's official record from his or her previous school.

G. REVIEW, RELEASE OF RECORDS TO PARENT OR ELIGIBLE STUDENT

A parent or eligible student may access the student's records upon proper request. The principal or guidance office personnel of the student's school shall schedule an appointment as soon as possible but no later than 45 days after the request by the parent or eligible student. The parent or eligible student may formally review the student's complete records only in the presence of the principal or a designee competent to explain the records. School personnel shall not destroy any educational records if there is an outstanding request to inspect or review the records.

A parent or eligible student has the right to challenge an item in the student record believed to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. The principal shall examine a request to amend a student record item and respond in writing to the person who challenges the item. Subsequent steps, if necessary, will follow the student grievance procedures as provided in policy 1740/4010, Student and Parent Grievance Procedure. If the final decision is that the information in the record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the principal shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school system.

H. RELEASE OR DISCLOSURE OF RECORDS TO OTHERS

Before releasing or disclosing records as permitted by law, school officials shall use reasonable methods to identify and authenticate the identity of the party to whom the records are disclosed.

1. Release/Disclosure with Parental Consent

School officials shall obtain written permission from a parent or eligible student before releasing or disclosing student records that contain personally identifiable information, except in circumstances where the school system is authorized by

law to release the records without such permission. The written permission must specify the records to be released, the purpose of the release, and the party(ies) to whom they are to be released.

2. Release/Disclosure without Parental Consent

School system officials shall promptly release student records when a student transfers to another school. The records custodian may release or disclose records with personally identifiable information without parental permission to the extent permitted by law, including to other school officials who have a legitimate educational interest in the records.

When personally identifiable information from a student's record is released or disclosed without prior written consent of the parent or eligible student, the party to whom the information is released must agree not to disclose the information to any other party without the prior consent of the parent or eligible student. This restriction does not apply to the release of directory information, release of information to parents of non-eligible students, release of information to parents of dependent students, or release of information in accordance with a court order or subpoena.

The superintendent shall employ reasonable methods to ensure that teachers and other school officials obtain access only to those educational records in which they have legitimate educational interests.

3. Release of Directory Information

Permission of the parent or eligible student is not required for the release of information that is designated as directory information by the board, provided that the parent or eligible student has been given proper notice and an opportunity to opt out. (See policy 1310/4002, Parental Involvement.)

a. The board designates the following student record information as directory information:

- (1) name;
- (2) address;
- (3) telephone listing;
- (4) electronic mail address;
- (5) photograph;
- (6) date and place of birth;

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- (7) participation in officially recognized activities and sports;
 - (8) weight and height of members of athletic teams;
 - (9) dates of attendance;
 - (10) grade level;
 - (11) diplomas (including endorsements earned), industry credentials/certifications, and awards received; and
 - (12) most recent previous school or education institution attended by the student.
- b. The telephone number and actual address of a student who is or whose parent is a participant in the North Carolina Address Confidentiality Program is not considered directory information and will not be released.
- c. As required by law, the names, addresses, and telephone numbers of secondary school students shall be released, upon request, to military recruiters or institutions of higher learning, whether or not such information is designated directory information by the school system. Students or their parents, however, may request that the student's name, address, and telephone number not be released without prior written parental consent. School officials shall notify parents of the option to make a request and shall comply with any requests made.
- d. All requests for directory information must be submitted to the superintendent or designee for approval. The superintendent is directed to establish regulations regarding the release of directory information. At a minimum, the regulations must:
- (1) specify the types of organizations that are eligible to receive directory information and for what purposes;
 - (2) provide for equal disclosure to organizations that are similar in purpose; and
 - (3) authorize access to directory information to recruiters of military forces of the state or United States for the purpose of informing students of educational and career opportunities available in the military to the same extent that such information is made available to persons or organizations that inform students of occupational or educational options.

4. Records of Students with Disabilities

Students with recognized disabilities must be accorded all rights in regard to their records as provided by state and federal law, including the Individuals with Disabilities Education Act.

5. Disclosure of De-Identified Information

Education records may be released without consent of the parent or eligible student if all personally identifiable information has been removed. Personally identifiable information includes both direct and indirect identifiers that, alone or in combination, would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.

Unless specifically permitted by law, records that have been de-identified must not be released without the consent of the parent or eligible student if school officials reasonably believe that the person requesting the information knows the identity of the student to whom the education record relates.

I. WITHHOLDING RECORDS

School system administrators shall not withhold records upon a valid request by a parent, eligible student, or school to which the student is transferring for any reason, including in order to collect fines assessed to the parent or student.

J. RECORD OF ACCESS AND DISCLOSURE

The principal or designee shall maintain a record in each student's file indicating all persons who have requested or received personally identifiable information from a student's record and the legitimate reason(s) for requesting or obtaining the information. This requirement does not apply to requests by or disclosure to parents, eligible students, school officials, parties seeking directory information, a party seeking or receiving the records under a court order or subpoena that prohibits disclosure, or those individuals with written parental consent.

K. DESTRUCTION OF STUDENT RECORDS

School officials shall only destroy student records in accordance with state and federal law and the *Records Retention and Disposition Schedule for Local Education Agencies*. After notifying parents, school officials may destroy student records when the records are no longer needed to provide educational services to the student or to protect the safety of the student or others. School officials must destroy student records if the parent or eligible student requests their destruction and if such records are no longer needed to provide educational services to the student or to protect the safety of the student or others.

School officials shall not destroy student records if there is an outstanding request to inspect the particular records.

L. LONGITUDINAL DATA SYSTEM

School system administrators will comply with the data requirements and implementation schedule for the North Carolina Longitudinal Data System (NCLDS) and will transfer designated student record data to the system in accordance with the NCLDS data security and safeguarding plan and all other requirements of state law, provided that doing so does not conflict with the requirements of FERPA.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, h, 34 C.F.R. pt. 99; Individuals with Disabilities Education Act, 20 U.S.C. 1411 *et seq.*; No Child Left Behind Act, 20 U.S.C. 7908; G.S. 7B-302, -3100; 14-208.29; 115C-47(26), -109.3, -402, -403, -407.5; 116E-6; Records Retention and Disposition Schedule for Local Education Agencies, N.C. Department of Natural and Cultural Resources (1999), available at <http://archives.ncdcr.gov/For-Government/Retention-Schedules/Local-Schedules>

Cross References: Parental Involvement (policy 1310/4002), Student and Parent Grievance Procedure (policy 1740/4010), Special Education Programs/Rights of Students with Disabilities (policy 3520), Children of Military Families (policy 4050), North Carolina Address Confidentiality Program (policy 4250/5075/7316), Disciplinary Action for Exceptional Children/Students with Disabilities (policy 4307), Student Discipline Records (policy 4345), Confidentiality of Personal Identifying Information (policy 4705/7825), Surveys of Students (policy 4720), Public Records – Retention, Release, and Disposition (policy 5070/7350)

Adopted: January 9, 2014

PUBLIC RECORDS – RETENTION, RELEASE, AND DISPOSITION

Policy Code: **5070/7350**

The board is committed to providing access to public records and public information. All employees shall comply with the public records law and this policy.

A. PUBLIC RECORD DEFINED

Any record, in any form, that is made or received by the board or its employees in connection with the transaction of public business is a public record that must be made available to the public, unless such record is protected from disclosure by federal or state law or is otherwise exempted from the public records law, G.S. 132-1 through 132-9. (See policy 5071/7351, Electronically Stored Information Retention, for specific information regarding public records in electronic form.)

Though the school improvement plan is a public record, the school safety components of the plan are not public records subject to public records law. Schematic diagrams, as described in G.S. 115C-105.53 and -105.54, and emergency response information, as described in G.S. 115C-47(40) and -105.54, are also not considered public records subject to public records law.

The official records of students are not public records subject to inspection and examination. (For additional information regarding the release of information about students, see policy 4700, Student Records.) Further, any written material containing the identifiable scores of individual students on any test taken pursuant to the state testing program described in Chapter 115C, Article 10A of the North Carolina General Statutes is not a public record. Any test that is developed, adopted, or provided as part of the state testing program is not a public record until the State Board of Education designates that the test is released.

Information in school system employee personnel files is protected from disclosure in accordance with G.S. 115C-319, except that the following employee information is public record.

1. Name.
2. Age.
3. The date of original employment or appointment.
4. The terms of any past or current contract by which the employee is employed, whether written or oral, to the extent that the board has the written contract or a record of the oral contract in its possession.
5. Current position.

6. Title.
7. Current salary (includes pay, benefits, incentives, bonuses, deferred compensation, and all other forms of compensation paid to the employee).
8. The date and amount of each increase or decrease in salary with the board.
9. The date and type of each promotion, demotion, transfer, suspension, separation, or other change in position classification with the board.
10. The date and general description of the reasons for each promotion with the board.
11. The date and type of each dismissal, suspension, or demotion for disciplinary reasons taken by the board. If the disciplinary action was a dismissal, a copy of the written notice of the final decision of the board setting forth the specific acts or omissions that are the basis of the dismissal.
12. The office or station to which the employee is currently assigned.

The name of a participant in the North Carolina Address Confidentiality Program is not a public record and must be redacted from any records released. As necessary, school personnel may combine public and confidential records to meet the business needs of the system. However, if a record contains confidential information as well as public information, school officials must provide the requested public record with the confidential information removed or redacted.

B. DESIGNATION OF RECORDS OFFICER

The superintendent shall designate a records officer or otherwise ensure that the duties of a records officer are met.

1. Duties of the Records Officer

The duties of the records officer include the following:

- a. determining whether records are public or confidential by law, with assistance from the local board attorney as necessary;
- b. determining the most cost-effective means of storing and retrieving public records that include confidential information;
- c. providing training, consultation, and guidelines to school officials who respond to or are otherwise involved in public records requests;

- d. determining the actual cost of providing copies of public records in various forms, such as paper or electronic media, in which the school system is capable of providing the records;
- e. determining the cost of a request for copies of public records when a special service charge is applicable or when the school system is voluntarily creating or compiling a record as a service to the requester; and
- f. reviewing appeals of any denial of a request for public records.

2. Other Duties

Other duties to be performed by the records officer, a designated electronic records officer, or other employees as determined by the superintendent include the following:

- a. reviewing all electronic data processing systems being considered for lease or purchase to ensure that they will not impede the school system's ability to permit public inspection and examination of records;
- b. ensuring that databases are indexed as required by law; and
- c. conducting an inventory of electronic databases maintained by the school system on a regular basis.

C. INDEXING OF COMPUTER DATABASES

All computer databases compiled or created after June 30, 1998 must be indexed as required by law. The form and content of the indexes must conform to the guidelines issued by the North Carolina Division of Archives and History.

Any computer database that is being considered for purchase or lease by the school system and that will be subject to the indexing requirements should include the statutorily required index provided by the vendor at no additional cost to the school system.

In addition, the school system will voluntarily index databases created or compiled prior to July 1, 1998, so long as the process is not unreasonably burdensome or costly. Any voluntary indexing does not have to meet statutory requirements or the guidelines issued by the North Carolina Division of Archives and History.

D. REQUESTS FOR PUBLIC RECORDS

All requests for examining or obtaining copies of public records should be in writing or recorded by school system personnel. This policy, administrative guidelines, information on the actual cost of producing public records, information on how to reach the records officer, information about how to appeal a denial of a public records request, and

information regarding any computer database indexes must be made available to individuals requesting public records.

Public records must be released in accordance with the law. Any denial of a public records request must be made in writing and must include the basis for the denial. The superintendent or designee may issue additional guidelines consistent with this policy to further clarify the process for requesting public records.

E. FEES FOR COPIES OF PUBLIC RECORDS

Persons requesting copies of public records will be charged any applicable fees as determined by the records officer (see subsections B.1.d and B.1.e above). The school system shall not charge any fees for separating confidential information that is commingled with public records.

F. ELECTRONIC MAIL LISTS

A school employee may be authorized by the superintendent or designee to maintain an electronic mail list of individual subscribers. Such a list may be used only: (1) for the purpose for which the subscribers subscribed to it; (2) to notify subscribers of an emergency to public health or public safety; or (3) in the event of deletion of the list, to notify subscribers of the existence of any similar lists. Although such electronic mail lists of individual subscribers shall be available for public inspection in either printed or electronic format, school officials shall not provide anyone with copies of such lists.

G. DESTRUCTION OF PUBLIC RECORDS

School personnel shall comply with the Records Retention and Disposition Schedule for Local Education Agencies adopted by the N.C. Department of Cultural Resources, Division of Archives and History, unless otherwise required by statute, regulation, or other legal authority. The superintendent may establish regulations for the destruction of records in accordance with the approved schedule.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 14-113.8(6); 115C-47(40),-105.27(a2); -105.53, -105.54,; - 109.3, -174.13, -319 to -321, -402; 132-1 to -9; *Public Database Indexing; Guidelines*, N.C. Department of Natural and Cultural Resources (2014), available at <http://archives.ncdcr.gov/For-Government/Digital-Records/Digital-Records-Policies-and-Guidelines#digpres> ; *Records Retention and Disposition Schedule for Local Education Agencies*, N.C. Department of Natural and Cultural Resources,—(1999), available at <http://archives.ncdcr.gov/For-Government/Retention-Schedules/Local-Schedules> ; N.C. Attorney General Advisory Opinion, letter to Elizabeth Buford, February 26, 1996, available at <http://www.ncdoj.gov/About-DOJ/Legal-Services/Legal-Opinions/Opinions/Public-Records;-Computer-Database-Index.aspx>

Cross References: North Carolina Address Confidentiality Program (policy 4250/5075/7316), Student Records (policy 4700), Confidentiality of Personal Identifying Information (policy 4705/7825), News Media Relations (policy 5040), Electronically Stored Information Retention (policy 5071/7351), Personnel Files (policy 7820)

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

Updated: October 11, 2007, January 9, 2014, August 13, 2015

A. WORK SCHEDULES

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

B. WORKWEEK DEFINED

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

C. OVERTIME AND COMPENSATORY TIME

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

In lieu of overtime compensation, non-exempt employees may receive compensatory time off at a rate of not less than one and one-half hours for each one hour of overtime worked, if such compensatory time (1) is agreed to by the employee before the overtime work is performed and (2) is authorized by the immediate supervisor. Employees must

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

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

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

D. ATTENDANCE EXPECTATIONS

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

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

Cross References: Leave (policy 7510)

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

Updated: April 8, 1999; December 11, 2003, April, 15, 2010, June 14, 2012

Date	Event	Time	Location
Thursday, April 21, 2016	Board Committee Meetings & Regular Meeting	6 - 9 p.m.	PDC
Wednesday, April 27, 2016	CTE Local Plan Presentation	9:00 a.m.	PDC
Friday, April 29, 2016	Cap and Gown Runway	10:00 a.m.	All Elementary Schools
May 2- 6, 2016	Teacher Appreciation Week	All Day	All
Tuesday, May 03, 2016	AHS Band Chamber Concert	7:30 p.m.	AHS PAC
Thursday, May 05, 2016	AHS Percussion Concert	7:30 p.m.	AHS PAC
Tuesday, May 10, 2016	NAMS Band Spring Concert	7:30 p.m.	AHS PAC
Thursday, May 12, 2016	Board Committee Meetings & Regular Meeting	6 - 9 p.m.	PDC
Thursday, May 12, 2016	SAMS Band Spring Concert	7:30 p.m.	AHS PAC
Tuesday, May 17, 2016	SAMS Chorus Concert	7:30 p.m.	AHS PAC
Monday, May 16, 2016	Spring Sports Ceremony	7 - 9 p.m.	PAC
Wednesday, May 18, 2016	Teacher of the Year Banquet	6 p.m.	Pinewood Country Club
Thursday, May 19, 2016	AHS Chorus Spring Concert	7:30 p.m.	AHS PAC
Tuesday, May 24, 2016	AHS Jazz Concert	7:30 p.m.	AHS PAC
Wednesday, May 25, 2016	Senior Awards Night	7 - 9 p.m.	PAC
Thursday, May 26, 2016	AHS Band Spring Concert	7 - 9 p.m.	PAC
Tuesday, May 31, 2016	AHS Arts Class Final Performance	TBA	AHS PAC
Wednesday, June 08, 2016	Last Day of School/Graduation	7:00 p.m.	Lee J. Stone Stadium
Thursday, June 9, 2016	Retirement Breakfast	7:30 a.m.	AHS PAC
Thursday, June 09, 2016	Board Committee Meetings & Regular Meeting	6 - 9 p.m.	PDC



Points of Pride

April 14, 2016

Student achievements:

- Josiah Clark, a senior euphonium player in the Asheboro High School Band program, has been selected for the prestigious North Carolina Bandmaster's Association Senior High School Honor Band.
- Ten students and one advisor from South Asheboro Middle School and nine students and one advisor from Asheboro High School participated in the North Carolina Association of Student Council's 90th Annual State Convention.
- Maria Castro and Emily Dawson represented the Asheboro Zoo FFA Chapter in the GuilRand FFA Federation Public Speaking Competitions. Maria placed 1st in the Federation in Extemporaneous Public Speaking and Emily Dawson placed 1st in the Federation in Prepared Public Speaking.
- The Mustangs on the Move Girls Running Club at McCrary Elementary School participated in the 2016 Human Race.
- Five students from Asheboro High School selected to attend the 2016 session of the North Carolina Governor's School. Students included: Juan Avilez, Benjamin Clauser, Carter Hurley, Allison Kauffman, and Samantha Gimenez.
- State wrestling champion, Sawyer Davidson, has received Senior All-American status.
- Asheboro High School student Wilson Kidd, for earning the prestigious Eagle Scout Award.
- Teachey students participated in the JDRF Kidswalk on April 7th. Students have raised close to \$1,000 so far for JDRF.
- Freddy Kelley and Taylor Hildreth 7th graders at SAMS received 2nd place in the NCCTM District Math Fair.

Staff recognition:

- Eighteen teachers from across the district have been selected for Cohort 7 of the Teacher Leadership Academy. Teachers included Laura King (CWM), Kristin Richardson (CWM), Emily Ramon (BAL), Rebekah Hanson (BAL), Sharon Andres (SAMS), Carolyn McCauley (SAMS), Adriana Paschal (NAMS), Vincent Dave (NAMS), Rita Morton (AHS), Michael Fleming (AHS), Nicole Peters (AHS), Belinda Brady (AHS), Brittany Roth (GBT), Katie Hill (GBT), Megan Cockman (DLL), Meghan Joyce (DLL), Mallory Nye (LP), Sheri Johnson (LP).
- Mr. Saunders, principal of SAMS, was honored with an award from ESGR (Employment Support of the Guard and Reserve).

Parent involvement

- A total of 344 parents and students attended Science Night at Donna Lee Loflin on March 17th..

Events bringing community into our schools:

- During Career Week at McCrary Elementary School, students had the opportunity to hear from more than 40 visited who shared information about their careers.
- Technology and Innovation Extravaganza brought families and community leaders into our schools for the STEAM competition and Digital Expo.
- Mr. Mark Strider who owns Game On, an indoor batting cage and fitness facility in Asheboro, presented to 8th graders at North Asheboro Middle School.
- Loflin Elementary had its annual Career Day a couple of weeks ago. There were over 20 presenters representing a variety of STEM, including Medical Laboratory Science, Horticulture, Computer Technology, and Engineering.

BOARD OF EDUCATION GOALS 2015-16

STRATEGIC GOAL:

By 2016, **90 percent** or more of Asheboro City Schools' students will graduate with the skills needed as 21st century learners, workers, and citizens.

STRATEGIC OBJECTIVES:

1. Engage each student

- A. Teach the standards through the lens of the **4 C's (Critical Thinking, Collaboration, Communication, and Creativity)** using innovative teaching practices with community partner engagement.
 - Eighteen teachers from the three secondary schools are participating in the Literacy Design Collaborative and Math Design Collaborative with the Southern Regional Education Board (SREB). SREB is also training IFs and 2 district coaches to support the teachers in implementing the rigorous and innovative teaching practices.
 - Schools are using the ELEOT tool to discuss increasing rigor through collaboration, creativity and critical thinking. There is a concerted effort to help classrooms become more student-centric! Much progress is being made in this area.

- B. Implement **global awareness** recommendations.
 - A recommendation has been made to Dr. Worrell to begin the first dual-language immersion programs at an identified school in 2016-17. The Board of Education learned detailed information during the ACS Winter BOE Retreat on January 30, 2016.
 - A team from Visiting International Faculty and Jusmar Maness, Balfour principal, shared Information/plan for dual language immersion beginning at Balfour next year during the Winter BOE Retreat on January 30, 2016.

- C. Evaluate and engage in strategic problem solving and coaching support to strengthen **Positive Behavior Instructional Support** implementation at each school.
 - A survey will be conducted to assess current training needs. This data will be used in conjunction with 2014-15 implementation data to determine a training plan for the current year.
 - Schools that have earned PBIS recognition for the 2014-2015 school year were announced by Dr. McCamish. Seven of our schools earned recognition:
 - Exemplar (highest recognition)-Guy B. Teachey Elementary and South Asheboro Middle School
 - Model-Balfour Elementary, McCrary Elementary, Loflin Elementary, and North Asheboro Middle School
 - Green Ribbon-Lindley Park Elementary
 - Two representatives from each school attended the PBIS Recognition Celebration on November 17, 2015, at the Koury Convention Center.
 - Two assessment support meetings are scheduled to review new assessment requirements from NCDPI with the school teams and offer support for using the data to support improved implementation.
 - Three PBIS Coach meetings are scheduled to provide ongoing support for school teams to maintain and improve PBIS implementation. A meeting was held on 2/3/16 to

support the teams with completing PBIS assessments in the spring. PBIS Coach Meetings were held on 2/23/16, 3/17/16 and 4/7/16 to provide support for Supplemental Intervention Implementation, using data for problem-solving and action planning.

- Three sessions of new team member PBIS refresher training are being offered to school team members to help ensure team members are knowledgeable about PBIS implementation. PBIS team member training sessions were held on 2/29/16, 3/21/16 and 4/14/16 to provide an intensive overview of Universal Supports.
- Schools will evaluate implementation using the SET and TFI within the next month. This information will be used to guide school action planning, as well as provide data for the district-wide executive summary.

D. Implement district-wide program to prevent **bullying**.

- Staff trainings have occurred at all schools.

E. Implement updated lockdown and **crisis plan procedures**.

- Asheboro Police Department conducted Crisis response drills at Asheboro High School in August.
- Staff trainings have occurred in each school.
- The first lockdown drill has been completed.
- Dr. Rice & Dr. Worrell collaborated with the Emergency Services, Randolph County Government, Sheriff's Department and the Asheboro Police Department about current procedures for Law Enforcement Response to Lockdown Situations in Government and School Buildings.
- Participated in Strategic National Stockpile Exercise on 12/3/15.
- Collaborating with Randolph County in the development of the Hazard Mitigation Plan.
- Multi-Agency All-Hazards Drill conducted at AHS on 1/18/16.

F. Provide professional development on **digital teaching and learning** as directed from the Asheboro City Schools Professional Development Needs Survey.

- Digital teaching and learning professional development for the Instructional Facilitators two days each month to increase their knowledge and skills so that they can train teachers at their respective schools.
- A team of Instructional Facilitators along with the Directors of Elementary and Secondary Education attended the NCTIES (NC Technology in Education Society) Conference March 3 and 4 to learn Instructional Technology strategies to share with the district.
- Each school is in the initial stages of developing a Maker Space. The IF team and media specialists visited the UNCG Maker Space to get ideas and inspiration!

G. Implement support for the new **learning management system**, Canvas, in Grades 4-12 for students and for all staff.

- All Instructional Facilitators attended a webinar and face-to-face professional development to support teachers in implementing the Canvas LMS.
- Nathan Craver provided professional development to Lindley Park 4th and 5th Grade teachers on August 20th
- Technical Support Staff and Nathan Craver attended Webinars to on 8/12 and 8/26 to support the back-end user support of Canvas LMS
- 65 Teachers at AHS have completed the Canvas Challenge Online Professional Development Course

- Staff Development has been offered at AHS, SAMS, NAMS, CWM, LPES, and GBT
- All staff members at SAMS are entering lesson plans for feedback and review by instructional facilitators and administrators
- Administrative Leadership Team Meetings have gone virtual through the Canvas Web-Conference Tool, allowing assistant principals to remain in their buildings and still attend the meeting.
- CWM Staff are participating in the blended PD course on Student-Centered Math Instruction

2. Assess for learning

A. **Align the core curriculum** with state testing specifications and **implement systematic progress monitoring system** (Benchmark Analysis, PEP process, Data Discussions, EVAAS, etc.)

- District pacing guides have been modified to identify power standards that are aligned to state testing specifications.
- The first round of benchmarks has occurred, teachers have analyzed the data, and students that have not mastered the standards are receiving interventions.
- Dr. McCamish, Ms. Rich, and Dr. Pack are working with IFs, Administrators, and teachers to refine the PEP process to reflect the changes in the MTSS process and current legislation. The goal is for the new process to be piloted in several classes during the spring. The document and process will be revised based on feedback and input from teachers and administrators. Training and support will be provided to implement the revised process district-wide in the Fall 2016.
- The first round of benchmarks for semester and yearlong courses was completed in October. Performance Data has been analyzed by teachers, administrators, and Instructional Facilitators to inform instruction and support student learning. Teachers were able to areas of strength and opportunities for improvement for students.
- The second round of cumulative benchmark assessments for yearlong courses were conducted students in grade 3-8 in mid December.
- Comprehensive benchmark assessments for Biology, English 2, and Math 1 were completed in December 2015. A cumulative benchmark has been scheduled for students in the Foundation of Math 1 course. Data from these benchmark assessments will guide the review and reteaching before the administration of the End-of-Course Assessments.
- Select K-8 teachers are piloting the ISP (Instructional Success Plan) which will document instructional success for our students. Teachers will provide input to refine the ISP for the MTSS process in ACS.

B. Encourage and support school based **data driven strategies** to inform instruction and intervention.

- Preliminary data from 2014-2015 was shared with schools at the Administrative Leadership Retreat on July 20, 2015, with a focus on continuous improvement goal setting and data analysis.
- The North Carolina Department of Public Instruction released the 2014-2015 READY Assessment Data and results on the Federal Annual Measurable Objectives on September 2.
- School Leadership Teams have analyzed data and developed annual goals on their Continuous Improvement Plans. Each school has presented their Continuous

Improvement Plan before the Board of Education at the October (elementary) and November (secondary and ECDC) meetings. These plans have been approved by the Board of Education.

- Subject and individual teacher growth reports have been shared with administrators and teachers through the Educational Value Added Assessment System (EVAAS). This data will populate Standard 6 for teachers and Standard 8 for administrators on individual summative evaluations.
- Asheboro High School completed the Roster Verification process for first semester courses.
- Continuous Improvement Plan progress monitoring visits have occurred with Dr. Worrell and members of the cabinet visiting with each school. Representatives from each school's leadership team shared current data to support progress toward achieving annual goals and supporting student learning.
- Students in Asheboro High School EOC courses completed a comprehensive benchmark at the beginning of the second semester. Pared with a comprehensive benchmark in May, this will allow for a pre-/post-test analysis of student knowledge and learning.

3. Improve achievement

- A. Utilize the Asheboro City Schools' Literacy Plan as a road map to **improve writing K-12**.
 - Instructional Facilitators have reviewed the ACS Literacy Plan expectations with teachers and are planning writing instruction with teachers.
 - Progress monitoring at the elementary level includes analysis of written responses for comprehension questions to improve TRC reading levels and enhance reading achievement.
 - Secondary teams participating in the Literacy Design Collaborative (LDC) have completed two modules in their classes requiring students to write products using rich texts. Teachers will be creating their third module for implementation during the March work session with the SREB and local trainers.
- B. Expand implementation of **Letterland** as a **consistent phonics instructional approach** in pre-kindergarten and kindergarten classrooms at each school site.
 - Letterland has been expanded into ALL kindergarten classrooms in the district for the 15-16 school year and into half of the pre-kindergarten classrooms.
 - McCrary Elementary is piloting Letterland for grades 1-2 to gather data on implementation for the district.
- C. Expand **Reading Foundations professional development** to secondary level teachers to increase reading content knowledge and enhance instructional skills as funding is available.
 - Reading Foundations is being offered to a cohort of secondary teachers during the 2015-16 school year. First session was August 18, 2015. The second session was held Oct. 7, 2015.
 - Three Elementary Instructional Facilitators will be completing their training to become state-level and district-level trainers. They will be assisting with the secondary PD this year to fulfill their training requirements.
- D. Develop and expand opportunities for students to **recover and enrich learning** beyond regular school hours.

- Asheboro City Schools' STEAM Camp was held in July at NC Zoo.
 - Health Science Academy Orientation Week began on August 10, 2015.
 - Asheboro City Schools held an Hour of Code event on Monday, December 7, 2015 for students and their families to participate in computer science activities. During the week of December 7, all schools in ACS hosted Hour of Code activities in their buildings.
- E. Increase opportunities for students to **earn college credits and industry credentials**.
- We have added a **Workplace Readiness** credential for our students to earn through our Career Management course at Asheboro High School beginning with the 2015-16 school year. This credential indicates students' level of competence in soft skills that are critical for success in today's workplace.
- F. Develop district-wide implementation plan for **Multi-Tiered System of Supports [MTSS]** by assessing current implementation, readiness, developing timelines, coaching supports, professional development plans, and other district supports in order to ensure schools can implement with fidelity.
- District coach/coordinators have been identified and coordinate planning efforts with the district instructional team. Current efforts are focused on assessing district capacity and readiness.
 - The new draft of the MTSS plan was shared with selected teachers on December 10 for feedback. Principals will provide additional feedback at the December ALT meeting.
 - District has identified a district coordinator of MTSS.
 - District MTSS team members have been identified, and through core team membership and flexible grouping, the team met on 2/25/16 to complete the NC DPI MTSS Readiness Instrument and will submit it to NC DPI by March 6, 2016.
 - Additional meeting dates for the District MTSS team and the MTSS Implementation team will take place throughout the spring.
 - The March 2nd MTSS District Problem Solving meeting focused on establishing protocol for communication, meeting norms, methods to organize future/current problem solving efforts, determining consensus for decision making, and focus for team activities and actions.
 - The team met on 3/15/16 to review the referral form for adding items to the agenda and develop the communication plan for sharing information across stakeholders.
 - The team met on 4/4/16 to begin data collection and problem-solving on the issue of developing a district-wide professional development plan.

4. Create opportunities

- A. Increase opportunities for **parental involvement** through resources and events.
- We are developing a partnership with A&T University to create parent education modules with the Instructional Facilitators that will be delivered to parents throughout the year at the elementary schools.
 - A Parent Summit for families of students with disabilities will be held by the Exceptional Children's Services Department on 4/20/16. This event will provide a structured opportunity for engage in dialogue and gather feedback about ways to support and collaborate with families. The information gathered will be used to design future events and learning opportunities.
- B. Provide opportunities for **stakeholder engagement and improved communication** through

social media, digital communications, and community partner events.

- Two strategic planning meetings have been held with over 70 community partners in attendance.
- We continue to promote district events and news via our social media outlets and our number of likes and followers reflects an increase.
- Use of Peachjar (electronic flyer) to generate interest and participation in our Hour of Code event.
- Ongoing use at the school and district level of our Blackboard Connect telephone messaging system to promote events and increase communication with families.
- The 2014-2015 North Carolina School Report Cards were released on December 1. Copies of each school's report card were printed and shared with parents/guardians.

C. Actively seek **partnerships with the community, industry, and institutions of higher education** to create opportunities for students.

- The AIG Parent Advisory Team met on November 17, 2015 to begin the process of gathering feedback on the District AIG plan. The next scheduled meeting is February 2, 2015.
- In November, the Pathways to Prosperity leadership team met to initiate the pathway process for Asheboro City Schools, Randolph County School System, and Randolph Community College in the area of Health Sciences.
- The Pathways to Prosperity Strategic Planning Team for Health Sciences held their first meeting on February 16, 2016. The remaining meetings are March 24, April 26, and May 24.
- The Student Services Department, EC Department and select school sites continue exploring options for service provision with local mental health agencies for students.

5. Build capacity

A. **Develop and promote professional development** options through Canvas learning management system and North Carolina Educator Effectiveness System.

- Asheboro City Schools' Administrative Leadership Team was introduced and had the opportunity to utilize the Canvas LMS system during the annual retreat in July.
- Instructional Facilitators have been given professional development on Canvas to support teachers in their buildings in learning to implement the learning management system in their classroom. The IFs are developing a plan to provide staff development to their teachers through a self-paced online course offered in Canvas LMS.
- Over 70 staff members have participated in the Canvas Challenge Online Professional Development Course
- Dubraska Stines is developing a course on SIOP Training to be offered in a blended learning environment through the Canvas LMS beginning November 20th.
- At the November Administrative Leadership Team meeting, administrators learned how to utilize the North Carolina Educator Effectiveness System (NCEES) to individualize professional development to meet teacher developmental needs.

B. Implement **Teacher Leadership Academy 2.0**.

- TLA 2.0 met on July 21-22, 2015 - The focus was on Strategic Planning, AdvancED preparations.

- TLA 2.0 members had the opportunity to meet with Dr. Horatio Sanchez, Convocation keynote speaker, following Convocation.
- Plans are in the making for Cohort 6 TLA 2016-17.
- The application process for TLA Cohort 6 for 2016-17 opened in February. The next cohort participants will be notified in March.
- The application and selection process for TLA Cohort 6 began in February. Information was shared at the February ALT meeting.

C. Maximize programs and initiatives to **recruit and retain high quality teachers and administrators.**

- New Teacher Orientations held August 10, 11, 13, 2015 - Orientation held for first-year teachers.
- Lead Mentors assigned to all schools through Title II High Quality Teachers federal funding.
- New Employees Reception - Monday, August 31, 2015.
- All Beginning Teachers and several Lead Mentors had the opportunity to meet with Dr. Horatio Sanchez, Convocation keynote speaker, following Convocation.
- BT-1s met on Thursday, October 29 at the PDC. Delta Nu (Asheboro City/Randolph County educators) provided refreshments. BT-1s continued their professional development on “growth vs fixed mindsets” with the district BT Support Team and DRIVE Educational Consultants.
- Beginning stages of implementing the TeacherMatch online application process through the state HRMS database.
- Attended fall career fairs at ASU and UNC-Charlotte to identify December graduates to fill potential mid-year vacancies.
- Attended the Speech Pathologist Recruitment Fair at UNCG on 2/19/16.
- BT-1s met on Wednesday, January 20 at the PDC. Teachers received .5 days of continued professional development provided by DRIVE Educational consultants.

North Carolina Guide to Strengthening Our Public Schools



PreK-12 Public Education Strategic Plan

North Carolina School Superintendents Association

April 2016

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*Creating North Carolina's future through
a stronger system of public education.*

Executive Summary

The North Carolina School Superintendents Association (NCSSA) is a professional organization dedicated to the mission of providing leadership and advocacy for public school education throughout North Carolina. The members of NCSSA are compelled by a common mission and a sense of urgency to educate each young person in North Carolina so that our communities, state, and nation will continue to thrive.

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North Carolina's ability to compete for jobs, develop a stronger economy, and promote greater economic prosperity for all of its citizens is dependent on the quality of its public schools.

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Transportation, health and human services, safety, and a pro-business climate are also important, but our state's greatest asset is its people. Our future depends on today's public school graduates who must be prepared for success in a highly skilled workforce, committed to continuous learning, and able to participate as productive citizens. We need graduates who are effective communicators, critical thinkers, collaborative workers, and whose creativity will drive entrepreneurship and innovation.

As Superintendents of North Carolina's Public Schools, we believe it is imperative that North Carolina develops and commits to a shared vision for public education. This vision includes outlining the knowledge and skills that students must know and be able to demonstrate upon graduation in order to be successful learners, employees, and citizens in the 21st century. It also includes the instructional delivery and learning support systems, human capital, and funding needed to provide our students with a world class education.

This *North Carolina Guide to Strengthening Our Public Schools* is a proactive education reform plan developed by NCSSA to:



Create a public education system that better prepares North Carolina’s students for success in globally competitive jobs and in higher education;



Frame the debate on education issues and the funding necessary to both sustain and increase the accomplishments that have been made;



Focus the attention of policymakers on what will make a difference in student achievement;



Establish and maintain a strategic direction for public education; and



Galvanize support of stakeholders who will enable continuous forward momentum for improvement in the quality of public education.

The *North Carolina Guide to Strengthening Our Public Schools* contains six key goals and areas of strategic focus:

Prepared Graduates | All North Carolina students will graduate prepared for college, careers, and citizenship.

Assessment | School districts will use multiple, balanced, and appropriate assessments to measure student growth and achievement.

Instructional Delivery | All North Carolina public school students will receive high quality instruction delivered by the nation’s best teachers.

Digital Learning | North Carolina will embrace digital learning to transform our public schools and communities.

Human Capital | Develop North Carolina’s human capital for the provision of high-quality public education.

Funding Public Education | North Carolina will rank 25th nationwide in public school funding by 2025.

Key strategies have been identified to achieve each of the six major goals:

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PREPARED GRADUATES

Goal 1: All North Carolina students will graduate prepared for college, careers, and citizenship.

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Key Strategies

- 🎓 Ensure an aligned system of content standards, instruction, and assessments.
- 🎓 Incorporate rigorous content that aligns with internationally benchmarked performance competencies.
- 🎓 Ensure all students have grade-appropriate career development experiences.
- 🎓 Use multiple measures to assess students’ performance on college and career readiness standards.









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ASSESSMENT

Goal 2: School districts will use multiple, balanced, and appropriate assessments to measure student growth and achievement.

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Key Strategies

-  Use high quality, evidence-based formative assessments to monitor student learning.
-  Use authentic assessments such as problem-based projects, collaborative presentations, and community review of student work.
-  Provide a web-based portal for sharing assessments, rubrics, and curriculum materials.
-  Provide state-supported access to statistical analysis and reporting tools that can provide relevant and timely information to manage improvement of student learning, instructional delivery, and school performance.
-  Limit the number of summative assessments needed for accountability, national or international comparisons, and to validate the ongoing formative assessment process.
-  Adopt and implement a robust assessment model that provides meaningful information for decision-making about college and career readiness.



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INSTRUCTIONAL DELIVERY

Goal 3: All North Carolina public school students will receive high quality instruction delivered by the nation's best teachers.

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Key Strategies

-  Provide funding and access to rich content and instructional resources.
-  Provide funding and access to digital tools to support teaching, learning and operational needs.
-  Establish a stable timeline for implementation of revised curriculum standards.
-  Assure curriculum is aligned to state standards and provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.
-  Develop and implement benchmark assessments aligned with state standards.
-  Provide funding for a continuous program of professional learning before, during and after the implementation of revised standards.



DIGITAL LEARNING

Goal 4: North Carolina will embrace digital learning to transform our public schools and communities.

Key Strategies

- 🏠 Include digital learning as a core component of all educational plans for innovation and personalized learning.
- 🏠 Provide reliable and effective infrastructure for all stakeholders at school and at home.
- 🏠 Provide state funding to support infrastructure for each district.
- 🏠 Provide technical support that will be available rapidly enough that instructional and business operations are minimally impacted by technology problems.
- 🏠 Provide a mobile device and access to rich digital resources for every educator and student at home and school.
- 🏠 Provide a state funding stream for employing a technology facilitator at each school and professional development to support digital learning.
- 🏠 Develop and implement standards for digital citizenship at every grade level.












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HUMAN CAPITAL

Goal 5: Develop North Carolina’s human capital for the provision of high-quality public education.

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Key Strategies

-  Increase salaries and benefits of all teachers, principals, administrators, superintendents and classified staff so that North Carolina will be in the top of its competitive market and in the top 10% in the nation.
-  Maintain a strong NC State Retirement System.
-  Provide programs/incentives to encourage high school students to become teachers.
-  Provide strong mentoring and induction programs for new teachers and principals.
-  Provide flexibility and open reciprocity for teachers from other states to meet North Carolina state licensure requirements.
-  Reform the state licensure system to streamline the process for becoming licensed to teach in NC.
-  Implement a fair and uniform evaluation system that provides for timely reporting of student achievement data and other performance indicators to be considered in teacher and principal evaluations. The data and indicators should be derived from a balanced system of assessments that are valid and reliable.
-  Pass legislation providing for two-year or four-year contracts for teachers.
-  Provide funding and resources for professional development for teachers, principals, administrators, and classified staff.

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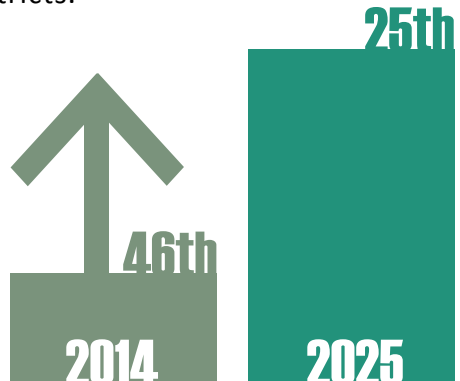
FUNDING FOR PUBLIC EDUCATION

Goal 6: North Carolina will rank 25th nationwide in public school funding by 2025.

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Key Strategies

- 🎓 Restore funding reductions and appropriate additional funding to assure that schools have adequate resources needed to deliver a world class instructional program, close the achievement gap, and ensure that all students are prepared for college, careers, and citizenship.
- 🎓 Expand pre-kindergarten programs by broadening eligibility requirements to serve more 3- and 4-year-olds.
- 🎓 Assure that all new mandates are funded fully to include personnel required for implementation, materials and resources, professional development, monitoring and support, and evaluation.
- 🎓 Provide additional flexibility to school districts to allocate state resources to meet statewide accountability measures and student performance goals. All flexibility granted to charter schools should also apply to school districts.



Closing

This *North Carolina Guide to Strengthening Our Public Schools* was developed by NCSSA as a proactive education reform plan to better prepare North Carolina’s students for a global job market, continued education, and productive citizenship.

Our intent was to frame the debate and focus attention on the education issues that we believe will make a difference in student achievement, and ultimately, in economic development and quality of life in North Carolina.

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We invite policymakers, elected officials, business and industry leaders, educators, parents, students, and all stakeholders to join this conversation, embrace a shared vision and strategic direction for public education, and provide the economic investment and funding needed to continue our forward momentum to improve our public schools and achieve success for our students.

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NCSSA members stand ready to work collaboratively with other entities across our state to achieve the goals, objectives, and strategies contained herein and **create North Carolina’s future through a stronger system of public education.** ■

For more information

Detailed information is provided in each of the six areas of strategic focus, including the primary goal, rationale, objectives, and key strategies. This expanded version of the North Carolina Guide to Strengthening Our Public Schools can be accessed on the website of the North Carolina Association of School Administrators at www.ncasa.net.

This guide is supported by the superintendents of North Carolina's 115 public school districts and was created through their collaboration, with leadership from the following Co-Chairs:

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