

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

***6:00 p.m. – Policy Committee**

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

I. Opening

- A. Call to Order
- B. Invocation – Gidget Kidd
- C. Pledge of Allegiance– Kameron Rorie, 6th Grade Student, North Asheboro Middle School
- *D. Approval of Agenda

II. Swearing in Ceremony

- A. Swearing in of Gustavo Agudelo, Gidget Kidd, Kyle Lamb, and Jane Redding

III. Special Recognition and Presentations

- A. Community Partner Spotlight – Sam Ramsey, Chick-fil-A
- B. Board Spotlight – Digital Learning at North Asheboro Middle School
- C. Dr. Diane Frost, 2012 A. Craig Phillips NC Superintendent of the Year
- D. Scholarship Presentation – Phil Kirk
- E. Presentation by Moseley Architects – Jim Copeland
- F. Heather Soja, NC Finalist for the Presidential Awards for Excellence in Mathematics and Science Teaching
- G. Holiday Card Presentation – Mary Vargas, 3rd Grade Student, Balfour Elementary

IV. 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.

V. *Consent Agenda

- A. Approval of Minutes – November 10, 2011
- B. Personnel

VI. Information, Reports and Recommendations

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

B. New High School Accountability

VII. Action Items

- *A.** New High School Courses
- *C.** Proposed Bus Routes
- *D.** 2012-13 Calendar
- *E.** Policies
 - Policy 3610 – Counseling Program
 - Policy 4270/6145 – Concussion and Head Injury
 - Policy 6340 – Transportation Service/Vehicle Contracts
 - Policy 6401 – Ethics and the Purchasing Function

VIII. Superintendent's Report/Calendar of Events

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

IX. Board Operations

- A.** Important Dates to Remember:
 - Board Appreciation Luncheon – January 20, 2012, 11:30 a.m., at AHS/PDC
 - Legislative Breakfast – January 27, 2012, 8:00 a.m., at PDC
 - Winter Board Retreat – February 4, 2012, at Lindley Park Elementary
 - NSBA Annual Conference – April 21-23, 2012, Boston, MA
- B.** Reorganization of the Board
- C.** Recognition of Board Chair – Gidget Kidd

X. Adjournment

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

ASHEBORO CITY BOARD OF EDUCATION
December 8, 2011
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Addendum

- I. **Opening**

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

- VII. **Action Items**
 - *A. New High School Accountability - Updated

- X. **Adjournment**

Mission Statement

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

December 8, 2011

Community Spotlight:

We are pleased this evening to recognize Sam Ramsey, Chick-fil-A, for his continuous support of Asheboro City Schools. He has generously supported our schools through fund raising nights at Chick-fil-A, assisted our athletic and band boosters through various donations and has helped to provide kindergarten screening t-shirts for over 10 years. He has also served over 10 years on the board of the Asheboro City Education Foundation. Sam is a great friend to our community and Asheboro City Schools.

Board Spotlight:

North Asheboro Middle School will be featured this evening. 8th grade students Dayanera Gross and Jessica Sturdivant will highlight digital learning at NAMS.

Special Recognition:

Dr. Diane Frost, 2012 A. Craig Phillips North Carolina Superintendent of the Year

Heather Soja, North Carolina finalist for the Presidential Awards for Excellence in Mathematics and Science Teaching award

Mary Vargas, 3rd grader at Balfour School, 2011 Holiday Card winner

**Minutes of the Asheboro City Board of Education
November 10, 2011**

Policy Committee

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

Archie Priest	Gidget Kidd
Phillip Cheek	

Committee members absent were Dr. Kelly Harris and Linda Cranford.

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

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

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

Minor revisions were made to all of these policies in order to bring them in compliance with new general statutes of North Carolina. All six policies will go to the Board in December for 30-day review.

With no further business, the meeting was adjourned at 6:24 PM.

Finance Committee

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

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

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

Chairman Lamb called the meeting to order and referred to Mr. Blair to begin the meeting. Mr. Blair presented information regarding Budget Amendment F-02 and the status of Title I funding. Then information was presented on the signature card resolution for the Early Childhood Development Center. Dr. Frost shared that Charles W. McCrary Elementary School certified staff are eligible for a salary bonus from the State Department of Public Instruction due to their student achievement high growth status for the 2010-2011 school year.

There being no further business, the meeting adjourned at 7:15 p.m.

Board of Education

Opening

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

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

Archie Smith, Jr., Attorney

Board member absent was Jane Redding.

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

Chairman Kidd called the meeting to order. Steve Jones gave the invocation and Rachel Luna Sanchez, student at Donna Lee Loflin Elementary, led the pledge of allegiance.

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

Special Recognition and Presentations

Carla Freemyer recognized the Randolph Arts Guild for their continued support of Asheboro City Schools. The Randolph Arts Guild is an essential partner in bringing programs such as the Greensboro Symphony and cARTwheels performances to our elementary students. They support Youth Art Month by displaying student work throughout the month of March each year. A certificate of appreciation was presented to Derek Sides, Executive Director, of the Randolph Arts Guild.

Deanna Wiles from Donna Lee Loflin Elementary School highlighted the implementation of laptops in grades 4 and 5 and presented examples of student work.

Public Comments

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

Upon motion by Mr. Yow, seconded by Dr. Harris, the Consent Agenda was unanimously approved by the Board.

Consent Agenda

The following Consent Agenda items were approved:

Approval of Minutes – October 13, 2011

Discard Bid Approval (A copy of the bid approval will become a part of these minutes.)

Budget Amendment –F02 (A copy of the budget amendment will become a part of these minutes)

Signature Card – Early Childhood Development Center (A copy of the signature card will become a part of these minutes.)

Personnel

RESIGNATIONS/RETIREMENTS/SEPARATIONS

<u>Name</u>	<u>School/Subject</u>	<u>Effective</u>
Lemons, Mary	AHS/French	12/30/11
Brooks, Krista	NAMS/ESL	12/3/11
Brown, Mary Jane	BAL/ESL	12/30/11
Lamonds, Jimmy	GBT/Head Custodian	12/30/11

APPOINTMENTS

<u>Name</u>	<u>School/Subject</u>	<u>Effective</u>
Bryant, Jessica	LP/Inst. Asst. (P-T)	10/18/11
Kearns, Beth	LP/Fifth Grade	11/1/11
Marinucci, Rachel	SAMS/Special Ed.	1/2/12
Toscano, Kristen	SAMS/Special Ed.	9/17/11
Kessler, Sarah	BAL/Third Grade	11/17/11

TRANSFERS

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Salabak, Cassandra	LP/English as a Second Language to CWM/Media Coordinator	11/1/11

Information, Reports and Recommendations

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

- Policy 3610 – Counseling Program
- Policy 4270/6145 – Concussion and Head Injury
- Policy 6340 – Transportation Service/Vehicle Contracts
- Policy 6401 – Ethics and the Purchasing Function

Action Items

Administrators and members of the school leadership teams from Charles W. McCrary Elementary, Donna Lee Loflin Elementary, and Guy B. Teachey presented continuous improvement plans highlighting the schools' goals for the 2011-2013 school years. Administrators and members of the school leadership teams from Balfour Elementary and Lindley Park Elementary presented their continuous improvement plans for the 2011-2012 school year. A motion was made by Ms. Cranford and seconded by Mr. Priest, to approve the plans as presented. Motion passed unanimously. Continuous Improvement Plans will be posted on Asheboro City Schools' website.

Carla Freemyer presented a Proclamation declaring November 14-20 American Education Week. Motion to approve the proclamation was made by Mr. Yow, seconded by Mr. Lamb, and unanimously approved by the Board.

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

- Policy 3430 – School Improvement Plan
- Policy 4260 – Student Sex Offenders
- Policy 4301 – Authority of School Personnel
- Policy 4341 – Parent Involvement in Student Behavior Issues
- Policy 4353 – Long-term Suspension, 365-Day Suspension, Expulsion
- Policy 4362 – Requests for Readmission of Students Suspended for 365 Days or Expelled
- Policy 4370 – School Discipline Hearing Procedures

- Policy 4400 – Attendance

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

Dr. Allgood presented the Beginning Teacher Support Program. This plan is a program to support, train, mentor, and supervise Beginning Teachers during their first three years of their profession. The goal of the program is to provide the needed assistance to ensure success in teaching. A motion to accept the plan was made by Mr. Lamb and seconded by Mr. Cheek. The Board unanimously approved the plan as presented.

Dr. Allgood also discussed the many changes involved in the process of adopting a calendar. The board approved pursuing a waiver of the 185-day rule, designating professional development days in lieu of five additional student days. Therefore, a new calendar for 2012-2013 will be drafted and presented at the December board meeting.

Kyle Lamb reviewed with members of the Board the process of the nominating committee comprised of Mr. Lamb serving as Chairman along with Mr. Steve Jones, Ms. Jane Redding, and Ms. Gidget Kidd, ex-officio officer. Mr. Lamb shared the committee had met to review the 12 applications and limited interviews to four candidates. Mr. Lamb expressed appreciation to all the candidates and stated all candidates were highly qualified. The nominating committee presented its recommendation of Mr. Gustavo Agudelo. A motion was made by Mr. Lamb and seconded by Mr. Jones to approve the recommendation of Mr. Agudelo. The Board unanimously approved the committee's recommendations and appointed Mr. Agudelo to the Board of Education to serve the remaining unexpired term through November, 2013.

Superintendent's Report/Calendar of Events

Ms. Freemyer shared the Calendar of Events and Points of Pride.

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

Board Operations

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

- NCSBA Annual Conference, November 14-16
- February 4, 2012—Winter Board Retreat, Asheboro
- NSBA Annual Conference, April 21-23, 2012, Boston, MA

Kyle Lamb reported that he has signed up the Asheboro City Board of Education to participate in the Asheboro City Christmas parade on Friday, December 2, 2011.

Gidget Kidd, Jane Redding, and Kyle Lamb were re-elected to the school board on Tuesday, November 8, 2011.

Adjournment

There being no further business, a motion was made by Mr. Lamb seconded by Mr. Jones, and unanimously approved by the Board, to adjourn at 9:25 p.m.

Chairman

Secretary

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

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Poole, Mary	AHS/Custodian	11/30/11
Riggio, Joseph	NAMS/Custodian	12/2/11
Taylor, Summer	DLL/Special Education	12/30/11

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Neal, Heather	LP/English as a Second Language	11/28/11
Van Kirk, Yvonne	NAMS/English as a Second Language	12/5/11
Adams, Tammy	Substitute - \$69.00 day	11/21/11
Allred, Brandy	Substitute - \$69.00 day	11/21/11
Antill, Diane	Substitute - \$69.00 day	11/21/11
Fields, Nancie	Substitute - \$69.00 day	11/21/11
Gullett, Briana	Substitute - \$69.00 day	11/21/11
Hilliard, Kaleb	Substitute - \$69.00 day	11/21/11
Lyons, Susan	Substitute - \$69.00 day	11/21/11
Marion, Gabriel	Substitute - \$69.00 day	11/21/11
Przbylowski, Ann	Substitute - \$69.00 day	11/21/11
Rankin, Ann	Substitute - \$69.00 day	11/21/11
Schmidt, Crystal	Substitute - \$69.00 day	11/21/11
Smith, Leslie	Substitute - \$69.00 day	11/21/11
Thornton, Teresa	Substitute - \$69.00 day	11/21/11
Woodbury, Vivian	Substitute - \$69.00 day	11/21/11

C. LEAVE OF ABSENCE

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Fenech, Ilona	LP/Instructional Assistant	1/17/12 – 3/23/12

Asheboro City Schools
Personnel Transactions
December 8, 2011

***B. RESIGNATION**

NAME

Brinkley, Tammy

SCHOOL/SUBJECT

LP/Instructional Assistant

EFFECTIVE

12/30/11

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

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Neal, Heather	UNC – Chapel Hill B: International Studies	ESL

Heather Neal is recommended to teach English as a Second Language at Lindley Park and Teachey schools. Miss Neal is a graduate of Carolina who is enrolled in a Master's degree program in ESL at UNC-Greensboro. She completed numerous observation and internship hours in our district, primarily at Lindley Park School and is excited to begin her teaching career in Asheboro.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Van Kirk, Yvonne	University of Delaware B: French Guilford College Teacher Licensure	Elementary Education ESL

A veteran teacher with six years teaching experience, Yvonne Van Kirk is recommended to teach English as a Second Language at North Asheboro Middle School. A native of New York state, Ms. Van Kirk taught previously in the Guilford and Randolph County school districts, most recently at Southmont Elementary.

Policy 3300: School Calendar and Time for Learning

As recommended to the Board Policy Committee, November 10, 2011

Although time is a variable in the educational process, individual children must be provided appropriate instructional time in order to meet the educational goals and objectives of the board of education. A required update has been made to the existing policy that increases the minimum number of instructional days from 180 to 185 and the number of instructional hours from 1,000 to 1,025 that will be provided over the course of at least nine months. The length of the school year is 215 days. All other previous requirements remain the same.

To Replace ACS Version

SCHOOL CALENDAR AND TIME FOR LEARNING *Policy Code:* **3300**

The board believes that time is a variable in the educational process and that children may need different amounts of instructional time in order to fulfill the educational goals and objectives of the board. The board also recognizes that the school day and school year should be planned in such a manner as to facilitate student learning and to permit an accurate assessment of student achievement in scheduled testing periods.

A. INSTRUCTIONAL TIME

Interruptions of instructional time and time off task must be kept to a minimum. The principal is responsible for ensuring that instructional time is maintained and protected in the school schedule. Each teacher is responsible for ensuring optimal use of instructional time in his or her classes. School personnel are encouraged to seek creative means of reducing transitional time and scheduling non-instructional activities. A proposal for alternative scheduling of classes or other such strategies may be a part of a school improvement plan.

B. SCHOOL DAY

~~The length of the school day may vary from school to school if approved by the board of education, subject to the minimum instructional hours requirement established in Section D, below.~~

Every school will provide a minimum of 5.5 hours per day of instructional time unless the board has approved a school improvement plan for that school that provides varying amounts of instructional time. The daily schedule for elementary schools is 7:55 AM – 2:25 PM, for middle schools, 8:30 AM – 3:30 PM and for the high school, 8:30 AM – 3:24 PM.

C. OPENING AND CLOSING DATES

Except for year-round schools or schools under a modified calendar, the opening date for students will not be before August 25, and the closing date for students will not be after June 10.

The school board may offer supplemental or additional educational programs or activities outside the adopted school calendar.

When allowed by law, the board will seek a waiver of the opening and/or closing dates from the State Board of Education if the board determines that a waiver is in the best interest of the students and the school system.

D. SCHOOL YEAR

The school calendar in all schools will be for 215 days and will provide for a minimum of 185 days and 1025 hours of instruction covering at least nine months. A school “month” is defined as 20 days of instruction. As funding permits, the board may pursue increasing the number of instructional hours or days, at least for those students who need more time to learn the curriculum.

If, upon request of the board, the State Board of Education grants a waiver of the 185 instructional day requirement to allow up to five of those days to be used as teacher workdays, the required number of instructional hours will be reduced by the equivalent of each instructional day waived.

The board may initiate or review recommendations from the superintendent or a school improvement team for modifying the traditional school calendar to a year-round or extended calendar. The superintendent and individual schools are encouraged to obtain input from teachers and other personnel as well as from the community in developing proposals for modifying the school calendar. An extended school year or a year-round school may be included as a part of a school improvement plan.

Any calendar adopted by the board will be consistent with the following requirements.

1. Ten of the days on the calendar will be designated as annual vacation leave days.
2. Ten of the days on the calendar will be designated as holidays, including Veteran’s Day if it falls on a weekday.
3. The remaining 195 days are to be workdays for teachers. The total number of workdays for teachers employed for a 10-month term will not exceed 195 days. Those 195 days will be scheduled as follows.
 - a. One hundred and eighty-five days will be instructional days when students are present. These will be designated as “instructional” teacher workdays.
 - b. The remaining 10 days will be “flexible” teacher workdays and may be used by the board, superintendent or school principals for teacher workdays, additional instructional days or other lawful purposes. Each principal may schedule those days on the school calendar that have not been reserved by the board for other purposes. Before scheduling these days, each principal shall work with the school improvement team to determine the days to be scheduled and the purposes for which they should be scheduled.
 - c. Of the 10 “flexible” teacher workdays described in subsection D.3.b, the board will designate at least two days as days on which teachers may take accumulated vacation leave.
 - d. Further, the board may, due to school closings because of inclement

weather or other reasons, use any of the “flexible” 10 days designated in subsection D.3.b above as make-up days for those instructional days that were missed. The board will give teachers at least 14 days’ notice before requiring a teacher to work instead of taking vacation leave on any of these days. A teacher may elect to waive this notice requirement for one or more of these days.

- e. Further, if it is unable to schedule student makeup days until after the scheduled end of the school year, the school board may designate some of the “flexible” workdays described in subsection D.3.b above as additional make-up days after the last day of student attendance.
4. If the school calendar requires students to attend on Memorial Day, each principal shall ensure that the significance of Memorial Day is recognized in the school on that day. If students are not scheduled to attend school on Memorial Day, recognition of the significance of Memorial Day will be provided at another time as part of the citizenship curriculum (see policy 3530, Citizenship and Character Education).
5. If the school calendar requires students to attend school on September 17, which is Constitution and Citizenship Day, each principal shall ensure that the signing of the United States Constitution is commemorated in the school on that day. If students are not required to attend school on September 17, the principal shall ensure that Constitution and Citizenship Day is commemorated during the preceding or following week (see policy 3530, Citizenship and Character Education).

Legal References: 36 U.S.C. 106(d); G.S. 115C-12(33), -36, -47, -84.2, -105.21(b)(2), -238.31, -288; State Board of Education Policy GCS-G-001

Cross References: Goals and Objectives of the Educational Program (policy 3000), School Improvement Plan (policy 3430), Citizenship and Character Education (policy 3530)

Adopted:

Policy 3530: Citizenship and Character Education

As recommended to the Board Policy Committee, November 10, 2011

Asheboro City Schools place a high level of importance on the development of a clear understanding of citizenship by all students. As schools identify strategies to promote good citizenship of the students, staff, and the community, existing policy requires that they include seven specific character traits including respect, responsibility, honesty, kindness, courage, self-discipline and citizenship. In order to comply with the NCSBA's recommendation, the following traits have also been added: good judgment, integrity, civility, perseverance, responsibility for school safety, tolerance, and service to others. Additionally, North Carolina law continues its emphasis on teaching the founding principles of our nation at the high school level.

To Replace ACS Version

The board encourages all students to develop an understanding of citizenship, including the importance of a citizen's rights and responsibilities. At a minimum, the citizenship curriculum will incorporate the civic literary requirements of the Basic Education Plan and any statutory requirements regarding the recitation of the Pledge of Allegiance and the display of flags. In addition, within the timeframe established by state requirements, the high school curriculum will meet all state standards for teaching individual responsibility and other historical founding principles of our nation.

BOARD CITIZENSHIP REQUIREMENTS AND OPTIONS

~~The curriculum committee established in policy 3100, Curriculum Development, shall develop the curriculum regarding citizenship. The schools will develop strategies to promote good citizenship with appropriate input from the staff, students, and community.~~ In addition to meeting any state requirements, the citizenship curriculum also should be designed to reinforce the student behavior management plan. The curriculum shall include addressing character traits as provided in the Basic Education Plan. The character traits should include, but are not limited to, courage, good judgment, integrity, civility, kindness, perseverance, responsibility, tolerance, self-discipline, respect for school personnel, responsibility for school safety, service to others and good citizenship.

The citizenship curriculum must require that: (1) the United States and North Carolina flags be displayed in each classroom, when available; (2) recitation of the Pledge of Allegiance be scheduled on a daily basis; (3) appropriate instruction be provided on the meaning and historical origins of the North Carolina and United States flags and the Pledge of Allegiance; (4) Constitution and Citizenship Day be observed on September 17 to commemorate the signing of the United States Constitution or be observed the preceding or following week if students are not in school on September 17; and (5) appropriate instruction and/or recognition be provided concerning the significance of Memorial Day.

The citizenship curriculum also may include appropriate instruction on the rights and responsibilities of citizenship and guidelines for the use and display of the North Carolina and United States flags. The curriculum must ensure that no student will be compelled to salute the flag, recite the Pledge of Allegiance, stand to acknowledge the flag or stand to participate in the Pledge of Allegiance, or otherwise feel coerced to participate. In addition, the citizenship curriculum may encourage teachers to use the recitation of the Pledge of Allegiance as an opportunity to teach students about the history concerning coercion and the importance of the First Amendment to the Bill of Rights. Any flags donated or otherwise made available must be displayed in the classrooms.

Furthermore, the citizenship curriculum may include for middle school and high school students a community volunteer service requirement in order to demonstrate the value and effectiveness of volunteer contributions to the community. To be approved by the board, the curriculum (1) must provide students with sufficient notice of the service requirement; (2) must provide students

with enough options to meet the interests and transportation needs of the students; and (3) must not infringe on the constitutional rights of students by compelling or coercing a student to hold a particular viewpoint on volunteerism.

Legal References: 36 U.S.C. 106(d); G.S. 115C-12(33), -47(29a), -81(g), (h), (h1); N.C. Session Law 2011-273

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

Adopted:

Policy 4100: Age Requirements for Initial Entry

As recommended to the Board Policy Committee, November 10, 2011

This policy outlines the eligibility requirements for school admission as established by the State and the board. It has been updated to include additional types of specific evidence in addition to that included in existing policy which will qualify as secondary proof of age when a student is presented for admission for the first time. This evidence includes but is not limited to the following: (1) A certified copy of any medical record of the child's birth issued by the treating physician or hospital in which the child was born, or (2) a certified copy of a birth certificate issued by a church, mosque, temple, or other religious institution that maintains birth records of its members. For further clarification, the policy states that a "birth certificate or other satisfactory proof of age issued by a foreign country or institution will be accepted and treated in the same manner as comparable documents issued in the United States."

The board of education requires all students to meet the eligibility requirements for school admission established by the State and the board, including age. Any parent or legal guardian who is unclear whether age requirements are met is encouraged to contact the superintendent's office or the elementary school that the child is likely to attend.

A. ENTITLEMENT TO INITIAL ENTRY

A child who is presented for enrollment at any time during the first 120 days of a school year will be considered eligible for initial entry in either of the following circumstances:

1. the child reaches or reached the age of 5 on or before August 31 of that school year; or
2. the child resided in another state and was attending school during that school year in accordance with that state's laws or rules prior to moving to North Carolina. (The child does not need to reach the age of 5 on or before August 31 in this circumstance.)
3. The child did not reach the age of five on or before August 31 of that school year, but would be eligible to attend school during that school year in another state in accordance with the laws or rules of that state, and if all of the following apply:
 - a. the child's parent is a legal resident of North Carolina who is an active member of the uniformed services assigned to a permanent duty station in another state;
 - b. the child's parent is the sole legal custodian of the child;
 - c. the child's parent is deployed for duty away from the permanent duty station; and
 - d. the child resides with an adult who is a domiciliary of a local school administrative unit in North Carolina as a result of the parent's deployment away from the permanent duty station.

B. DISCRETIONARY ENROLLMENTS

The board may allow a child to be enrolled in the following circumstances:

1. the child is presented for enrollment after the first 120 days of a school year and meets one of the circumstances specified above for entitlement to initial entry; or

2. the child reached the age of 4 on or before April 16; and the child is presented for enrollment no later than the end of the first month of the school year; and the principal of the school finds, based on information submitted by the child's parent or guardian, that the child is gifted and that the child has the maturity to justify admission to school. In making such a determination, the principal will follow guidelines established by the State Board of Education. This local board regards admission of a four year old to be an extraordinary measure and not to be used merely because the child is developmentally advanced. In making such a determination, the principal shall follow guidelines established by the State Board of Education.

C. GRADE LEVEL OF INITIAL ENTRY

The initial point of entry will be the kindergarten level. After initial entry, a principal may move the child to the first grade if the principal determines that by reason of maturity, the child can be served more appropriately in the first grade.

D. EVIDENCE OF AGE

When a child is presented for admission for the first time, the principal may shall require the parent or guardian of any child presented for admission for the first time to furnish a certified copy of the child's birth certificate or other satisfactory competent and verifiable evidence of the child's date of birth. Such evidence may include, but is not limited to: (1) a certified copy of any medical record of the child's birth issued by the treating physician or the hospital in which the child was born; or (2) a certified copy of a birth certificate issued by a church, mosque, temple or other religious institution that maintains birth records of its members.

A birth certificate or other satisfactory proof of age issued by a foreign country or institution will be accepted and treated in the same manner as comparable documents issued in the United States. School officials shall use such documents only for the purpose of establishing the age of the child and not to inquire about the citizenship or immigration status of the child, parent or guardian.

~~However,~~ For a student who is considered homeless, the inability to provide documentation shall not prohibit or cause a delay in enrollment of the student. The homeless liaison will work with the student, parent/guardian, school personnel and other agencies to obtain necessary enrollment records or information in a timely manner.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 *et seq.*; G.S. 115C-288, -364; 130A-109; 16 N.C.A.C. 6E .0105; State Board of Education Policy GCS-J-001

Cross References: Homeless Students (policy 4125)

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

Administrative Procedure: None

Updated: January 10, 2008, February 12, 2009, March 11, 2010, June 9, 2011

Policy 4155: Assignment to Classes

As recommended to the Board Policy Committee, November 10, 2011

As noted in current practice within Asheboro City Schools, the principal has and exercises the authority to assign students to classes. Prior to actual assignment, he/she seeks input from the professional staff and takes into account information and requests submitted by parents. An addition required by G.S. 115C-366.3 has been made to this policy that allows parents to request the initial placement of their multiple birth children.

A. GENERAL AUTHORITY

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

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

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

a. Consultative Meeting with the School Principal

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

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

b. Initial Classroom Placement

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

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

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

c. Change to Initial Classroom Placement

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

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

2. Newly Enrolled Children of Military Families

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

a. Course Placement

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

b. Educational Program Placement

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

c. Special Education Services

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

d. Placement Flexibility

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

Legal References: G.S. 115C-36, -288, -366.3, -407.5

Cross References: Children of Military Families (policy 4050)

Adopted:

Policy 4335: Criminal Behavior

As recommended to the Board Policy Committee, November 10, 2011

This policy limits principals' duty to report criminal offenses occurring on school property to those ten that are listed in G. S. 115C-288(g). Previously if a principal failed to report, he/she could be charged with criminal misdemeanor. Presently, based on revisions to General Statute, state law does not make disciplinary action mandatory; however, it may be utilized as deemed appropriate.

Criminal or other illegal behavior is prohibited. Any student who the principal reasonably believes to have engaged in criminal behavior on school premises or at school activities will be subject to appropriate disciplinary action as stated in applicable board policies and may be criminally prosecuted as well.

School officials will cooperate fully with any criminal investigation and prosecution. School officials will independently investigate any criminal behavior that also violates school rules or board policy.

A. STUDENTS CHARGED WITH OR CONVICTED OF CRIMINAL BEHAVIOR

If necessary, the superintendent and principal may take reasonable measures to preserve a safe, orderly environment when a student has been charged or convicted with a serious crime, regardless of whether the alleged offense was committed on school grounds or related to school activities. Depending upon the circumstances, including the nature of the alleged crime, the child's age, and the publicity within the school community, reasonable efforts may include changing a student's classroom assignment or transferring the student to another school. Transfer to the alternative school may be made in accordance with the criteria established in board policy 3470/4305, Alternative Schools. The student will continue to be provided with educational opportunities unless and until the student is found to have violated board policy or school rules and is suspended or expelled in accordance with procedures established in board policy.

B. REPORTING CRIMINAL BEHAVIOR

Principals ~~must immediately shall~~ report to law enforcement all criminal offenses that occur on school property as required by State Board of Education Policy HRS-A-000. A principal who willfully fails to make a required report to law enforcement will be subject to disciplinary action, up to and including dismissal. ~~It is a criminal misdemeanor for A principal to fail to report immediately to law enforcement officers~~ must report the following acts to law enforcement when the principal has personal knowledge or actual notice from school personnel that such acts have occurred on school property, regardless of the age or grade of the perpetrator or victim: (1) assault resulting in serious personal injury; (2) sexual assault; (3) sexual offense; (4) rape; (5) kidnapping; (6) indecent liberties with a minor; (7) assault involving the use of a weapon; (8) possession of a firearm in violation of the law; (9) possession of a weapon in violation of the law; and (10) possession of a controlled substance in violation of the law.

The principal or designee shall notify the superintendent or designee in writing or by e-mail of any report made to law enforcement. Such notice must occur by the end of the workday in

which the incident occurred, when reasonably possible, but not later than the end of the following workday. The superintendent must inform the board of any such reports. In addition, the principal or designee must notify the parents or guardians of students who are alleged to be victims of any reported offenses.

Legal References: Gun-Free Schools Act, 20 U.S.C. 7151; G.S. 14-17, -18, -27.2 to -27.5, -32, -33, -34 to -34.2, -41, -60, -69.1, -69.2, -87, -87.1, -132, -132.2, -202.1, -269.2; ch. 90 art. 5; 115C-47(56); -288(g); State Board of Education Policy HRS-A-000

Cross References: Alternative Learning Programs/Schools (policy 3470/4305), Theft, Trespass and Damage to Property (policy 4330), Assaults, Threats and Harassment (policy 4331), Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333), School-Level Investigations (policy 4340)

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

Updated: May 11, 2000; September 9, 2004, March 12, 2009, July 15 2010, January 13, 2011

Policy 7240: Drug-Free and Alcohol-Free Workplace

As recommended to the Board Policy Committee, November 10, 2011

This policy has been updated to add additional substances/drugs to the list prohibited under the North Carolina Controlled Substances Act. It now states, “The board prohibits unlawful manufacture, sale, distribution, dispensing, possession or use of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroids, alcohol, stimulants, synthetic cannabinoids, counterfeit substances or any other controlled substances as defined...” within this Act and other regulations.

DRUG-FREE AND ALCOHOL-FREE WORKPLACE

Policy Code:

7240

The board of education recognizes that reducing drug and alcohol abuse in the workplace improves the safety, health and productivity of employees. It is the policy of the board of education that a drug-free and alcohol-free workplace will be maintained.

A. Prohibited Activities

The board prohibits unlawful manufacture, sale, distribution, dispensing, possession, or use of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroids, alcohol, stimulants, synthetic cannabinoids, counterfeit substances or any other controlled substance as defined in (1) schedules I through VI of the North Carolina Controlled Substances Act or in (2) schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. 812) and further defined by regulation at 21 C.F.R. 1300.01 through 1300.04, or defined in schedules. schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. §812) and further defined by regulation at 21 C.F.R. §1300.11 through §1300.15 is prohibited. No employee will be impaired by the excessive use of prescription or nonprescription drugs. This policy is not violated by an individual's proper use of a drug lawfully prescribed for that individual by a licensed health-care provider.

Employees are prohibited from using or being under the influence of alcohol while acting in the course and scope of the employees' duties while at school-sponsored activities or while on school property. This policy does not apply to an employee's consumption of alcoholic beverages that are served at a reception or other similar function that occurs outside the regular workday and that the employee is authorized or required to attend as a part of his or her employment duties.

B. Applicability

This policy will govern each employee before, during or after school hours while on any property owned or leased by the board of education; at anytime during which the individual employee is acting in the course and scope of his or her employment with the board of education; and at any time that the employee's violation of this policy has a direct and adverse effect upon his or her job performance or the board of education.

C. Duty to Report

An employee must notify his or her supervisor in writing of any conviction under any criminal drug statute for a violation occurring within the scope of the preceding paragraph of this policy. Notification shall be given not later than the next scheduled business day after such

conviction, in accordance with board policy 7300, Staff Responsibilities. Within 10 days of receiving a notice of conviction by an employee whose position is funded in any part by a federal grant, the assistant superintendent of human resources shall notify the funding agency of the conviction. "Conviction" as used in this policy includes the entry in a court of law or military tribunal of: (1) a plea of guilty, *nolo contendere*, no contest or the equivalent; (2) a verdict or finding of guilty; or (3) a prayer for judgment continued ("PJC") or a deferred prosecution. Notification will be given not later than five calendar days after such conviction.

D. Consequences

Violation of this policy will subject an individual to personnel action by the board of education which could result in non-renewal or termination of employment with the school district or the requirement that the employee participate satisfactorily in a drug or alcohol abuse assistance or rehabilitation program approved by the board of education, or federal, state or local health, law enforcement or other appropriate agency. Information concerning available counseling, rehabilitation and re-entry programs will be provided to employees.

This policy is not violated by an individual's proper use of a drug lawfully prescribed for that individual by a licensed health-care provider. This policy will be distributed to all employees.

Legal References: 21 U.S.C. 812; 41 U.S.C. 701 *et seq.*; 21 C.F.R. 1300.01-.04; G.S. 20-138.2B; 90-89 to -94; 115C-36

Cross References: Drug and Alcohol Testing of Commercial Motor Vehicle Operators (policy 7241), Staff Responsibilities (policy 7300)

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

Updated: May 11, 2000, September 11, 2008

Administrative Procedure: Yes

Next Generation School Accountability Draft Model 2011-2012

The North Carolina Department of Instruction is developing a new accountability model to ensure that adults in schools are responsible for achieving challenging yet attainable goals for their students and that parents and the public have a clear, comparable understanding of the performance of students within North Carolina's public schools. The goal is to institute an accountability model that improves student achievement, increases graduation rates and closes achievement gaps. With the release of the ESEA waiver option from the US Department of Education on September 23, 2011, the NCDPI will be seeking a waiver from the current ESEA regulations under NCLB utilizing the new proposed accountability model. The new accountability model seeks to include both performance indicators as well as growth measures for schools to signify how well schools are preparing students and if students are getting better over time. As required by the ESEA waiver, the new proposed model will include a College and Career Ready expectation for all students. Currently the model is in draft form, and the NC Department of Instruction is seeking feedback on the proposal to formalize their waiver request due in February, 2012.

Reporting and Categories

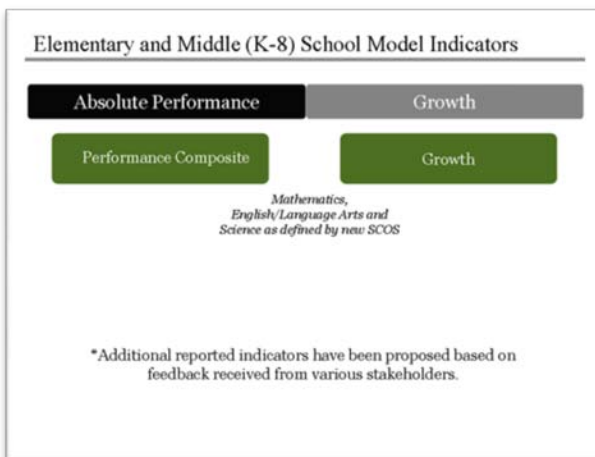
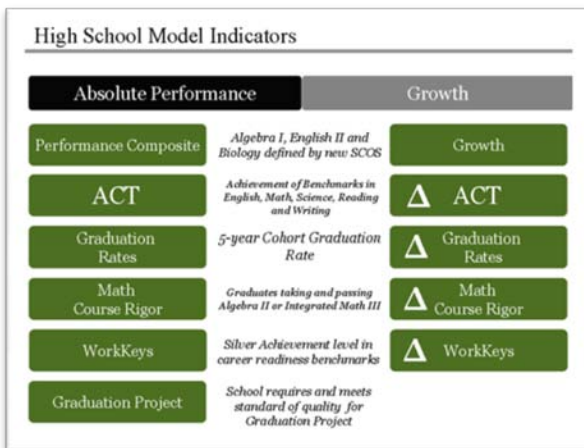
The new accountability model will have an absolute performance index and growth index.

Elementary Model Indicators	
Absolute Performance Index	Growth Index
Performance Composite <i>from End of Course Assessments</i>	Student Growth <i>from End of Course Assessments</i>
Draft - Sept 2011 17	

High School Model Indicators	
Absolute Performance Index	Growth Index
Performance Composite <i>Math I, English II and Biology defined by new SCOS</i>	Growth
ACT <i>Achievement of Benchmarks in English, Math, Science, Reading and Writing</i>	Δ ACT
Graduation Rates <i>5-year Cohort Graduation Rate</i>	Δ Graduation Rates
Math Course Rigor <i>Graduates taking and passing Algebra II or Integrated Math III</i>	Δ Math Course Rigor
18	

Next Generation School Accountability Draft Model 2011-2012

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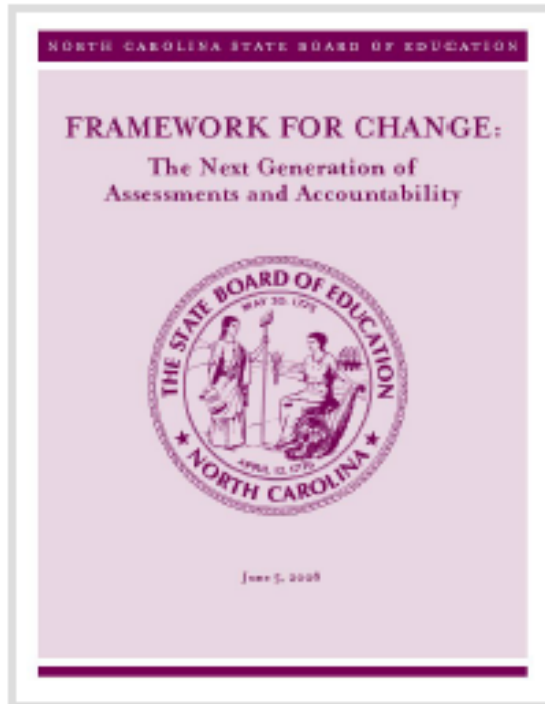




Next Generation School
Accountability
December 8, 2011

Framework of Change

7. **Develop a new high school accountability model that includes the high school graduation rate, participation in the high school Future-Ready Core, student performance in core subjects, and other measures of readiness for post-secondary education and skilled work.** To more meaningfully and transparently reflect progress toward graduating students who are future-ready and prepared for life in the 21st century, the DPI is directed to develop a new accountability model for high schools. An advisory committee with appropriate technical expertise should guide the development of the model. *The focus of the new model must remain on student achievement and academic growth.*



NC's Goals:

- Institute an accountability model that....
 - **Improves student outcomes**
 - **Increases graduation rates**
 - **Closes achievement gaps**

Elementary School Model Indicators

Absolute Performance Index

Performance Composite
from End of Course Assessments

*How well does this
school prepare
students?*

Growth Index

Student Growth
from End of Course Assessments

*Are they getting better
over time?*

*Are students
learning
important
things?*

High School Model Indicators

Absolute Performance Index

Performance Composite
from End of Course Assessments

Post-Secondary Readiness

Graduation
Rates

Math
Course Rigor

*How well does this
school prepare
students?*

*Are students
learning
important
things?*

*Are students
graduating?*

*Are students taking and
passing **challenging**
classes?*

Growth Index

Student Growth
from End of Course Assessments

△ Post-Secondary
Readiness

△ Graduation
Rates

△ Math
Course Rigor

*Are they getting better
over time?*

Proposed **Uses** *(of indicators)*

Report

Reward and
Sanction

Target Assistance

Weighting

Absolute Performance Index

Growth Index

Performance Composite
from End of Course Assessments

$W\%$ $W\%$

Student Growth
from End of Course Assessments

Post-Secondary Readiness
ACT (or SAT)

$X\%$ $X\%$

Δ Post-Secondary
Readiness

Graduation
Rates

$Y\%$ $Y\%$

Δ Graduation
Rates

Math
Course Rigor

$Z\%$ $Z\%$

Δ Math
Course Rigor

Recommended Weights in High School

Performance Composite

% of students scoring proficient on new Algebra I, English II and Biology defined by new SCOS

35%

ACT Readiness Benchmarks Achieved

% of students scoring at a college and career ready level on the four ACT components

20%

Graduation Rate

% of students in cohort graduating from high school within 5 years

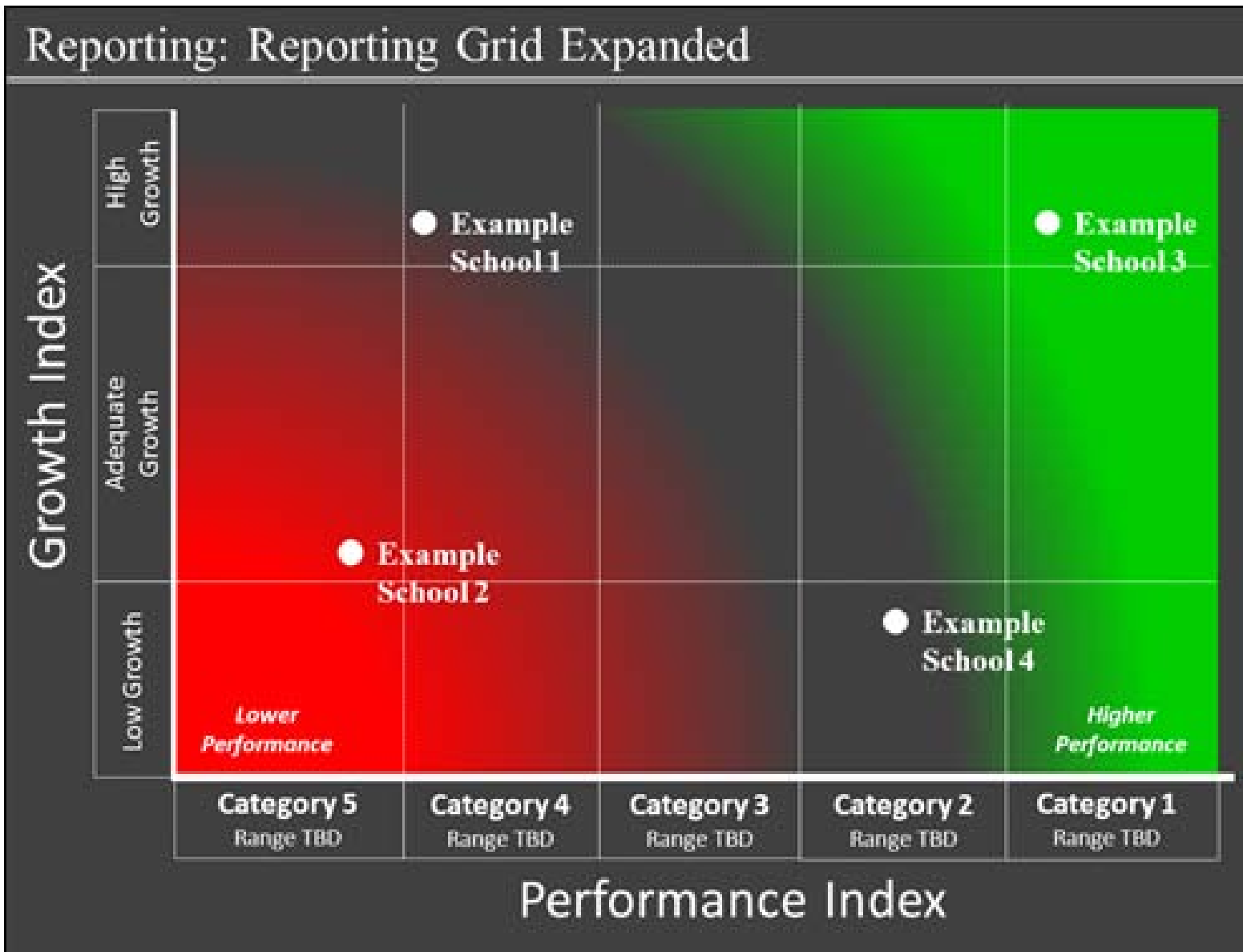
35%

Math Course Rigor

Graduates who took and passed Algebra II or Integrated Math III

10%

Proposed Reporting Grid Model



ACT, PLAN, and WorkKeys in 2011-2012

ACT

- Will administer the ACT to all 11th graders on March 6, 2012 (Post-Secondary Readiness)

PLAN

- Will administer the PLAN to all 10th graders between Dec. 5 – 16, 2011 (Diagnostic)

WorkKeys

- Will administer to qualifying students in 2012 (Extra Points Indicator)

No test results will be used for school accountability purposes in 2011-12.

What are the ACT College Readiness Benchmarks?

“The ACT Benchmarks are minimum scores on the ACT English, Mathematics, Reading, and Science Tests that reflect at least a 50 percent chance of achieving a B or higher grade, or at least a 75 percent chance of a C or higher grade, in entry-level, credit-bearing college English Composition, College Algebra, social science, and Biology courses, respectively.”

~ACT’s College Readiness System, 2008

They are based on an empirical study but they - by themselves - are not the only thing it takes to be **READY** for the next step.

ACT's College and Career Readiness System

Encourages student academic and behavioral planning through early identification of educational and career goals

MEASURING STUDENT PROGRESS TOWARD READINESS

EXPLORE

8th Grade
Curriculum-based
educational and
career planning
program

25

PLAN

10th Grade
Curriculum-based
educational and
career planning
program

32

ACT

11th & 12th Grade
Curriculum-based
assessment for
learning outcomes

36

What are the ACT's College Readiness Benchmarks?

College Course or Course Area	TEST	EXPLORE Score	PLAN Score	ACT Score
English Composition	English	13	15	18
Social Sciences	Reading	15	17	21
College Algebra	Mathematics	17	19	22
Biology	Science	20	21	24

Sample Calculation

Absolute Performance Index

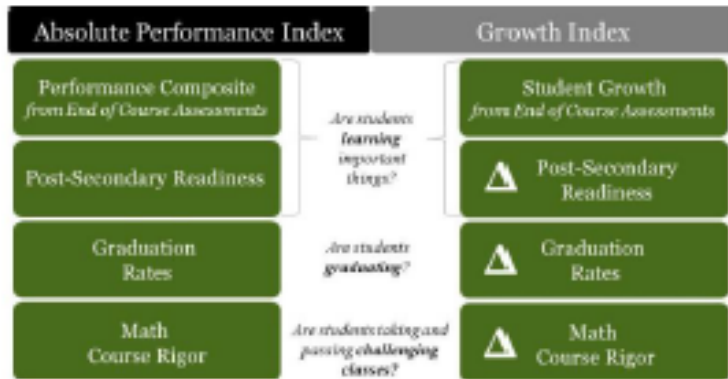
Sample Calculation for High School A

Performance Composite	76.2%	.762	x 175	=	133.4	points
ACT Readiness Benchmarks Achieved	43.2%	.432	x 100	=	43.2	points
Graduation Rate	79.1%	.791	x 175	=	138.4	points
Graduates who took and passed Alg II/Int III	64.0%	.640	x 50	=	32.0	points

347 out of 500
Performance Index

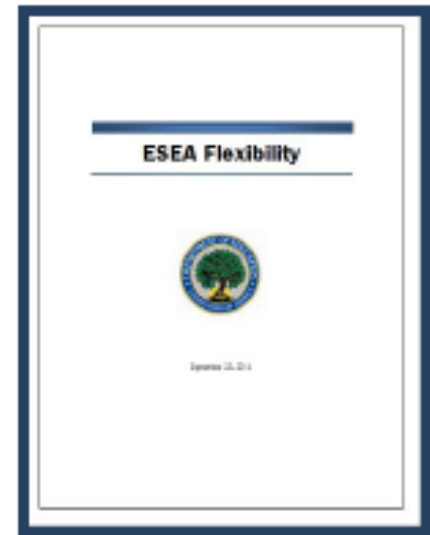
NC's Opportunity

New State Model for 2012-13



ESEA Flexibility

September 23, 2011



Embed the requirements of

One Coherent Model

Overview of Proposed Accountability Model



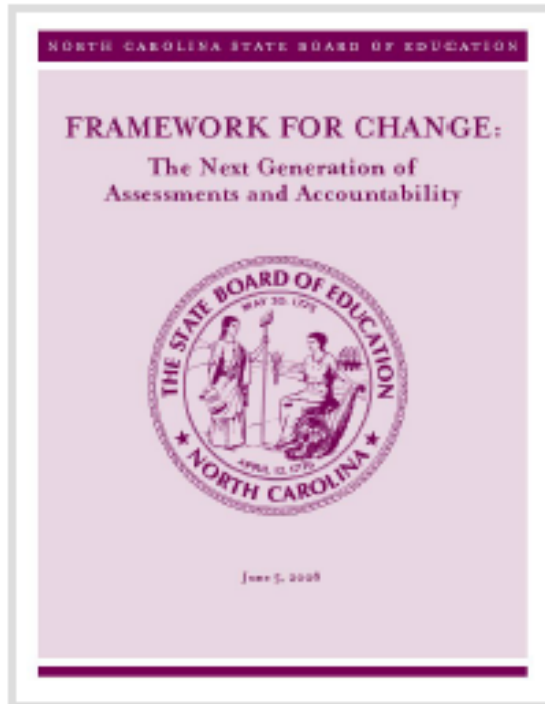
Feedback: newaccountabilityfeedback@dpi.nc.gov



Next Generation School
Accountability
December 8, 2011

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NC's Goals:

- Institute an accountability model that....
 - **Improves student outcomes**
 - **Increases graduation rates**
 - **Closes achievement gaps**

Elementary School Model Indicators

Absolute Performance Index

Performance Composite
from End of Course Assessments

*How well does this
school prepare
students?*

Growth Index

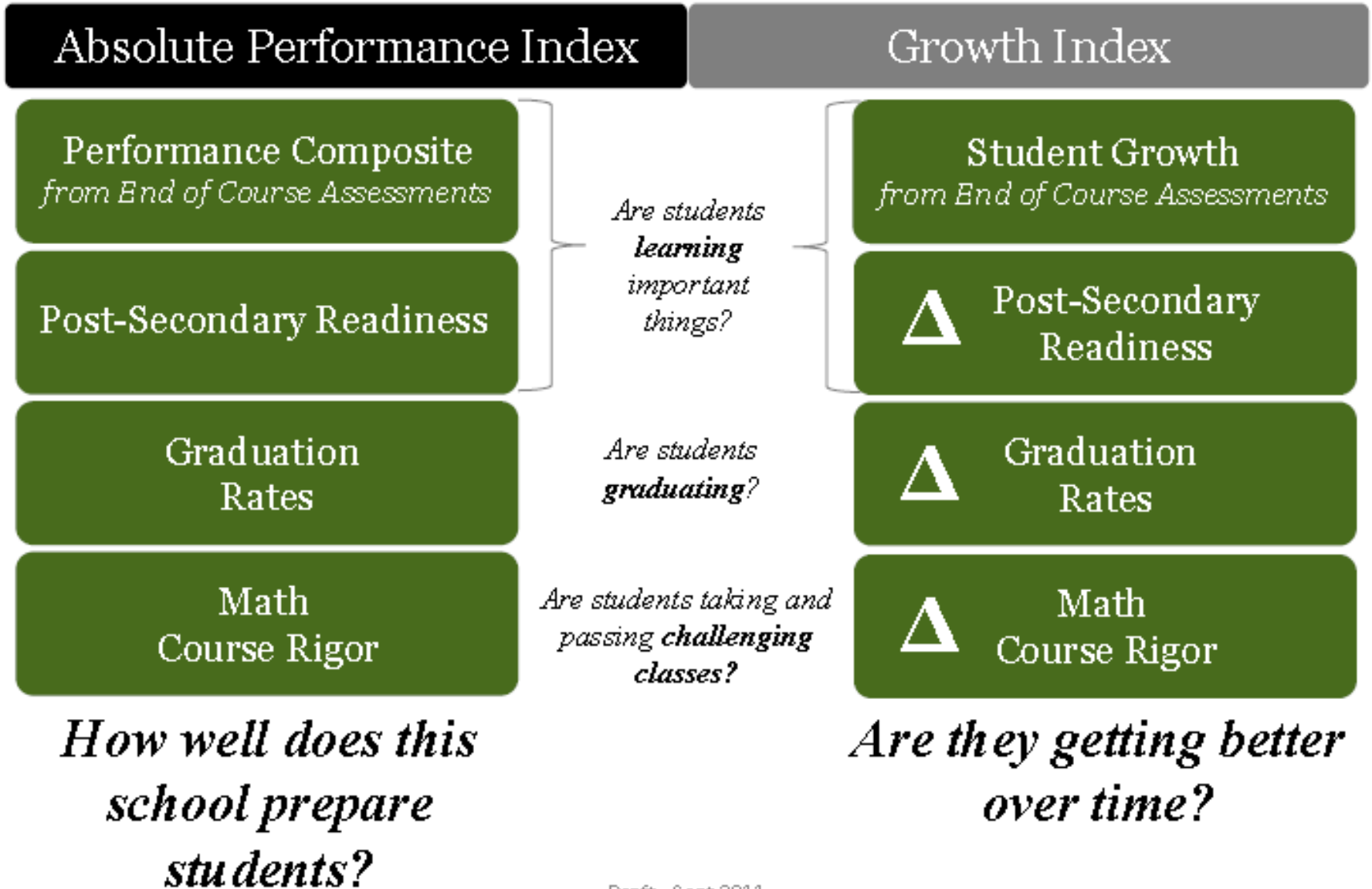
Student Growth
from End of Course Assessments

*Are they getting better
over time?*

*Are students
learning
important
things?*

High School Model Indicators

(Presented at the November SBE Meeting)



NC DPI Sought Feedback on Model

- Business Community
- NC SBE Members
- Superintendents
- Principals
- Teachers
- Schools of Education
- Educator Groups
 - NCAE
 - Teacher Advisory
 - Principal Advisory
 - RESAs



Update: Revisions based on feedback

- ▶ *New: Revisions to the Proposed Model*
 - 6 Equal Indicators (WorkKeys and Graduation Project added)
 - Multi-measures Reported Individually
 - 3 Reporting Categories (Green, Yellow, Red)
 - Disaggregated by Subgroups

- ▶ *Board Action January of 2012*

- ▶ **2012 and 2013: Data and Standards Setting Steps**
 - Set category benchmarks using implementation data (ACT, EOGS, and EOCs)
 - Finalize school growth using
 - RttT teacher effectiveness growth experts
 - Input from NCTA
 - Initial data from new assessments

High School Model Indicators

Absolute Performance

Growth

Performance Composite

*Algebra I, English II and
Biology defined by new SCOS*

Growth

ACT

*Achievement of Benchmarks in
English, Math, Science, Reading
and Writing*



ACT

Graduation
Rates

*5-year Cohort Graduation
Rate*



Graduation
Rates

Math
Course Rigor

*Graduates taking and passing
Algebra II or Integrated Math III*



Math
Course Rigor

WorkKeys

*Silver Achievement level in
career readiness benchmarks*



WorkKeys

Graduation Project

*School requires and meets
standard of quality for
Graduation Project*

Elementary and Middle (K-8) School Model Indicators

Absolute Performance

Growth

Performance Composite

Growth

*Mathematics,
English/Language Arts and
Science as defined by new SCOS*

*Additional reported indicators have been proposed based on feedback received from various stakeholders.

Proposed **Uses** *(of indicators)*

Report

Reward and
Sanction

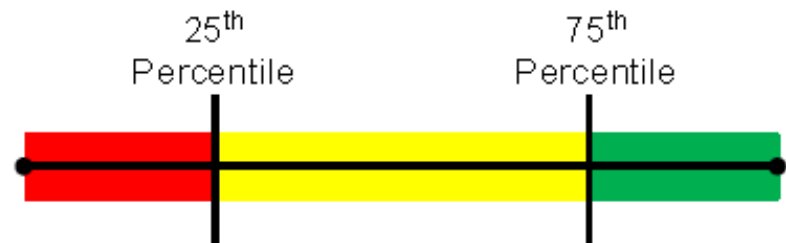
Target Assistance

Reporting

Absolute Performance

- 3 categories (Green, Yellow, Red)
- Range for categories determined at baseline year (based on standards set at the 25th percentile and 75th percentile)







Growth






- Look at movement within and between categories over time
- 3 categories (Green, Yellow, Red)
- Graduation Project would not have growth

Reporting: School Accountability Profile

High School 1 – Accountability Report

Indicator	Red	Yellow	Green
EOC/EOG			
Math Course Rigor			
Graduation Rate			
ACT			
WorkKeys			
Graduation Project	Does Not Require	Requires, but does not meet standards	Requires and meets standards 

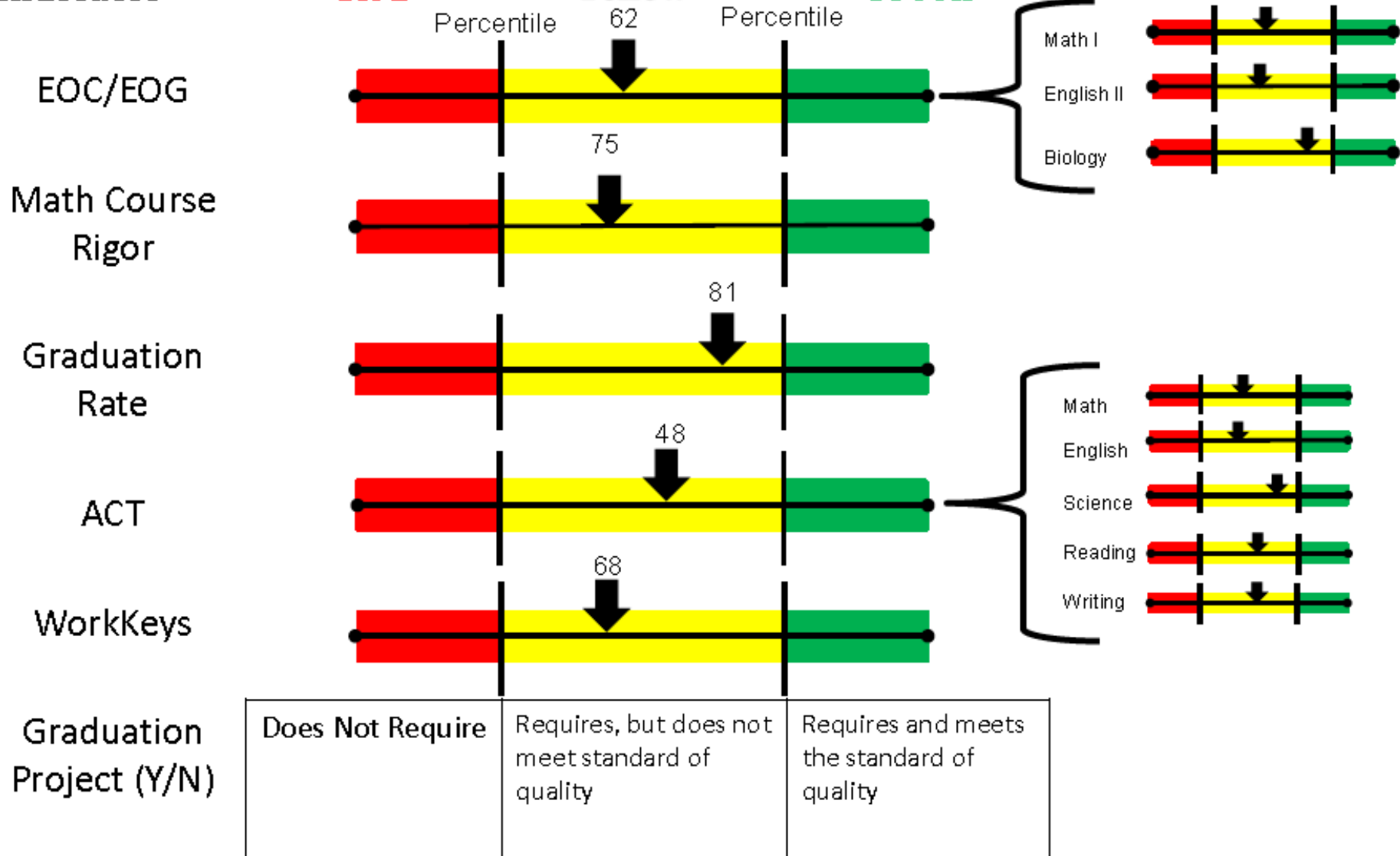
Indicator	Absolute Performance
EOC/EOG	67
Math Course Rigor	70
Graduation Rate	73
ACT	50
WorkKeys	43
Graduation Project	Yes (requires and meets standards)

-  Green – 75th percentile and above
-  Yellow – 26th to 74th percentile
-  Red – 25th percentile and below

Reporting: School Accountability Profile

Indicator

Red 25th **Yellow** 75th **Green**
 Percentile 62 Percentile



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WorkKeys®







- WorkKeys is a job skills assessment system measuring “real-world” skills that employers believe are critical to job success.
- Three assessments used to measure the skills people use when solving work-related problems.
 - Applied Mathematics
 - Locating Information
 - Reading for Information

National Career Readiness Certificate

Students will receive an industry-recognized, portable, evidence-based credential that certifies essential skills needed for workplace success.



	Bronze - scores at least a level 3 in each of the three core areas and has the necessary foundational skills for 16 percent of the jobs in the WorkKeys database
	Silver - scores at least a level 4 in each of the three core areas and has the necessary foundational skills for 67 percent of the jobs in the WorkKeys database
	Gold - scores at least a level 5 in each of the three core areas and has the necessary foundational skills for 93 percent of the jobs in the WorkKeys database
	Platinum - scores at least a level 6 in each of the three core areas and has the necessary foundational skills for 99 percent of the jobs in the WorkKeys database

NC Accountability Model w/ESEA Flexibility

High School 1 – Accountability Report

EOC/EOG and Graduation Rate indicators will be used to determine Priority Schools Focus Schools Reward Schools



Indicator	Red	Yellow	Green
EOC/EOG*	●		
Math Course Rigor		●	
Graduation Rate		●	
ACT	●		
WorkKeys		●	
Graduation Project			Requires and meets standard of quality

*The EOC/EOG indicator will be used for reporting AYP. Data will be disaggregated and reported by subgroup.

- District and School Transformation service delivery will include schools that are not Title I or Title I eligible.

ESEA Waiver and Annual Measurable Objectives

- The state must re-set ***annual measurable objectives***.
This means relieving schools from the requirement that all students be proficient in 2014.
- The state's suggested method:
 - *Reset AMOs for all students to be proficient by 2019-2020*
 - *Reset AMOs in fall 2013 when setting standards for new assessments (for 2011-12 use current AMOs)*

Notes:

All schools will continue to have all or nothing AYP designations; *however*, AYP status **will not** trigger sanctions.

Timeline to Final

October	<ul style="list-style-type: none">• Oct 5 - Discussion of Uses and ESEA Waivers in 2012-13 Model
November	<ul style="list-style-type: none">• Nov 2 - Discussion of Uses and ESEA Waivers• Nov 7 – Release Proposed Model for Feedback (reflecting waivers)
December	<ul style="list-style-type: none">• Dec 1 - 2012-13 Model for Discussion
January	<ul style="list-style-type: none">• Jan 4 - 2012-13 Model for Action
February	<ul style="list-style-type: none">• Mid-Feb - ESEA Waiver Deadline #2

Public Feedback Window including

- Public
- Educators
- RESAs
- Title I Committee of Practitioners
- NCAE
- Others

Overview of Proposed Accountability Model



Feedback: newaccountabilityfeedback@dpi.nc.gov

Proposed Courses for Asheboro High School for 2012-2013

Course Title: AP Statistics

Course Description & Philosophy:

The class will study the role of statistics to solve problems and make predictions on future outcomes in many different fields: economics, manufacturing, government, science, engineering, public health. Statisticians make forecasts on population growth, economic conditions, or the outcome of elections or work to develop the theories on which statistical techniques are based. Students will study the data analysis process, methods of collecting data, designing surveys, experimental design, graphical and numerical methods for describing data, summarizing bivariate data, random variables and probability distributions, simulation, sampling variability and sampling distributions, variability, confidence intervals, goodness-of-fit tests, Chi-Squared Tests, simple linear regression, correlation, nonlinear relations and transformations, multiple regression, and hypothesis testing.

AP Statistics is an advanced mathematics course. A strong emphasis is placed on critical thinking skills, collecting and using real data in applying statistical methods. Students will prepare for taking the AP Exam in May. Students will form hypotheses, collect and analyze data, explain methods, interpret results and communicate effectively orally and written. Students make discoveries through homework, projects and problem solving, and learn to apply critical thinking through the variations in ways to apply statistics and draw conclusions.

AP Statistics will be taught in a year-long format. Discovery activities, cooperative learning groups, peer-teaching, peer-editing and peer-review are integral components of the course.

Course Title: AP English Literature and Composition Course Overview

Course Description & Overview:

AP English Language and Composition is a semester long course, offered to juniors as an introductory level college class that combines American literature, global literature, and the study of rhetoric. Students will carefully analyze a broad range of nonfiction prose selections, write several types of essays, develop critical reading and writing skills through daily in-class activities, out-of-class assignments, seminar discussions, conferences with peers about personal essays, and a process approach to all five communication skills: reading, writing, speaking, listening, and viewing.

Students will experience primarily American literature, interspersed with global literary selections, both fiction and nonfiction, through thematic units interspersed with diverse genres, which model and teach writing strategies, rhetorical devices, various genres, and stylistic devices.

Assessment is done primarily through multiple choice and essays as a mirror to the summative exam; however, quizzes are given on vocabulary words, daily grades are taken for class assignments, response notebooks are evaluated periodically and formative assessment is used to assess student mastery. Additionally, emphasis on the recursive nature of writing and revision of essays is crucial to demonstrate time and effort to improving writing skills. Certain writing assignments will be considered major grades: character sketch, narrative of biographical "light bulb" moment, comparison contrast of two poets (student choice), argumentative speech on American culture focus, and the research paper component of the Graduation Project process using annotated resources and college-ready practices.

Course Title: AP Computer Science

Course Description & Philosophy:

AP Computer Science is a year-long introductory course in computer science that emphasizes the design and implementation of computer programs to solve computing-related problems. Students will learn to develop programs that are understandable, adaptable, and when appropriate, reusable. The course emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester college course in computer science. In addition, the responsible use of computer systems is an integral part of the course. Mathematics is reinforced. No prior computer programming experience is needed. Students will learn and use the Java programming language.

Topics Covered:

- A. Program design
- B. Program implementation techniques
- C. Programming constructs
- D. Program analysis
- E. Data structures
- F. Standard algorithms
- G. Ethical and social implications of computing and computer science

Course(s) Title: Robotics I and Robotics II

Course Description:

The Robotics curriculum is developed by Intelitek and supplied to participating schools by Learning Labs. The curriculum has been fully developed and is complete with a learning management system (LearnMate) through which the curriculum will be delivered. Intelitek developed the curriculum with cooperation and in conjunction with industry leaders.

Curriculum Materials:

Robotics I:

http://www.intelitek.com/ProductDetails.asp?Product_ID=459&CategoryID=55&Industrial=&Education=&category_str_id=

Robotics II:

http://www.intelitek.com/ProductDetails.asp?Product_ID=459&CategoryID=55&Industrial=&Education=&category_str_id=



Asheboro City Schools

...the subject is excellence

Support Services

Director: Dr. Brad Rice

P.O. Box 1103, Asheboro, NC 27204-1103 • 1126 S. Park St. • (336) 625-5104 • (336) 625-9238, fax

The ACS transportation department would like to recommend piloting a reduced walk zone for the elementary schools by adding the following community bus stops inside the established “walk-zone”.

Charles W. McCrary

City View St & Chestnut St
City View St & Peachtree St
City View St & Summit Av
W Ward St & N Park St
W Ward St & Ross St

Donna Lee Loflin

Powhatan Av & Uwharrie St
Powhatan Av & S McCrary St
Breeze Hill Rd & Fermer Rd
Spencer Av & Kingsway Rd
Spencer Av & Lee St
S Park St & Armfield Av
S Park St & Lanier Av
Lanier Av & S Church St

Lindley Park

Parkview St & Ridgecrest Rd
Parkview St & Dublin Rd
Redding Rd & Shamrock Rd
Greystone Rd & Kildare Rd
Avondale Av & Shamrock Rd
Cliff Rd & Stowe Av
Cliff Rd & Maple Av
Silver & Glenwood
S Cox St & Rich Ave

Note: Balfour and Guy B. Teachey do not currently have a “walk-zone”.



Proposed Bus Routes

Pick up Hub Pilot Program

To reduce the elementary walk zones

December 8, 2011





Guiding Laws and State Board Policy

- § 115C
Article 17 – Supporting Services
- State Board of Education Policy
Manual
Twenty-First Century Systems
Transportation





Public School Laws Governing School Transportation

§ 115C-242 (4)

*A local board of education which elects to operate a school bus transportation system, shall not be required to provide transportation for any school employee, **nor shall such board be required to provide transportation for any pupil living within one and one half miles of the school in which such pupil is enrolled.***





Public School Laws Governing School Transportation

§ 115C-246 (b)

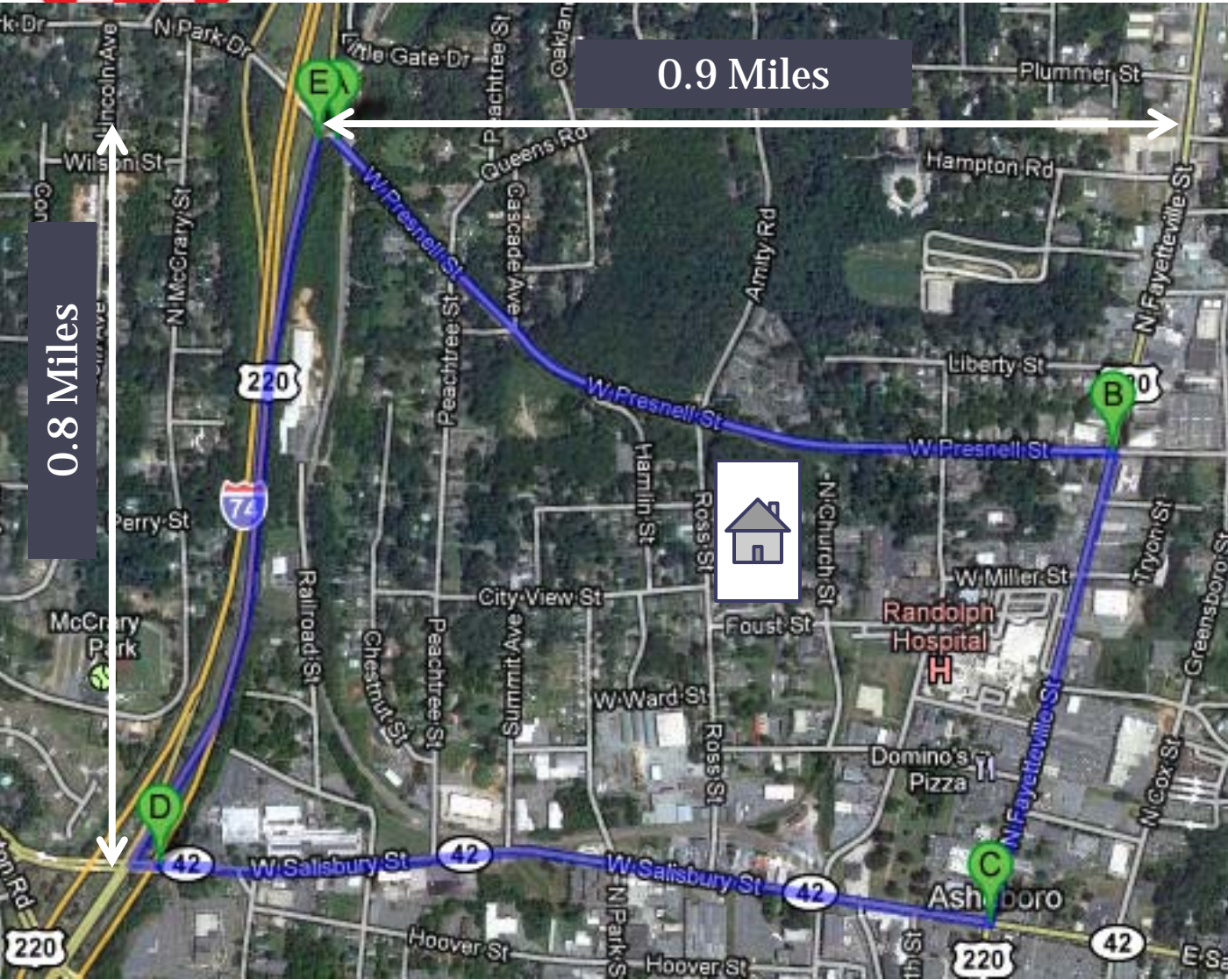
*..... Each public school bus shall be routed so that the bus passes within one mile of the residence of each pupil assigned to that bus. A **pupil who lives one and one-half miles or more from the school to which the pupil is assigned shall be** eligible for school bus transportation.*

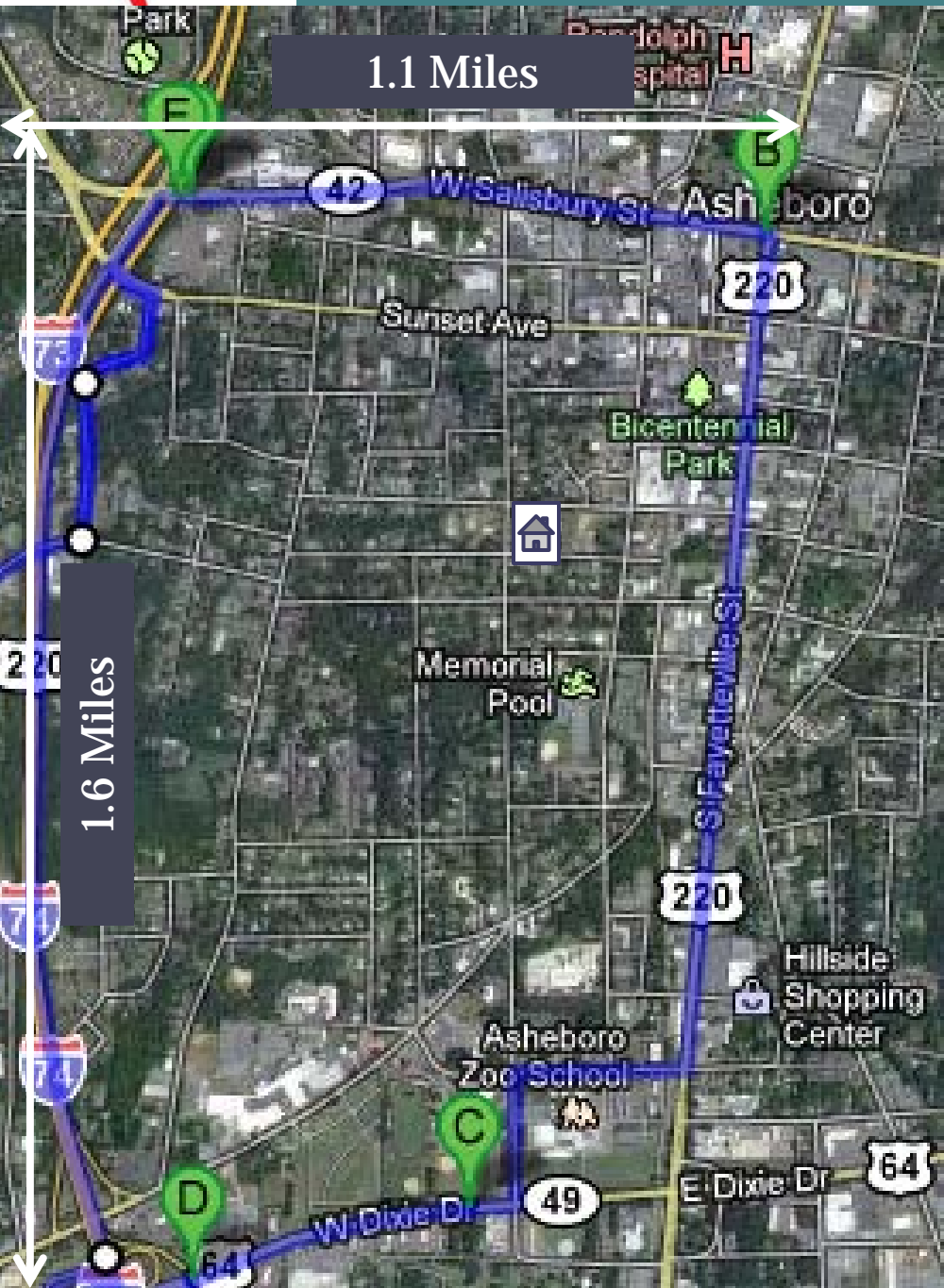




Charles W. McCrary

Current Walk Zone





Donna Lee Loflin

Current Walk Zone

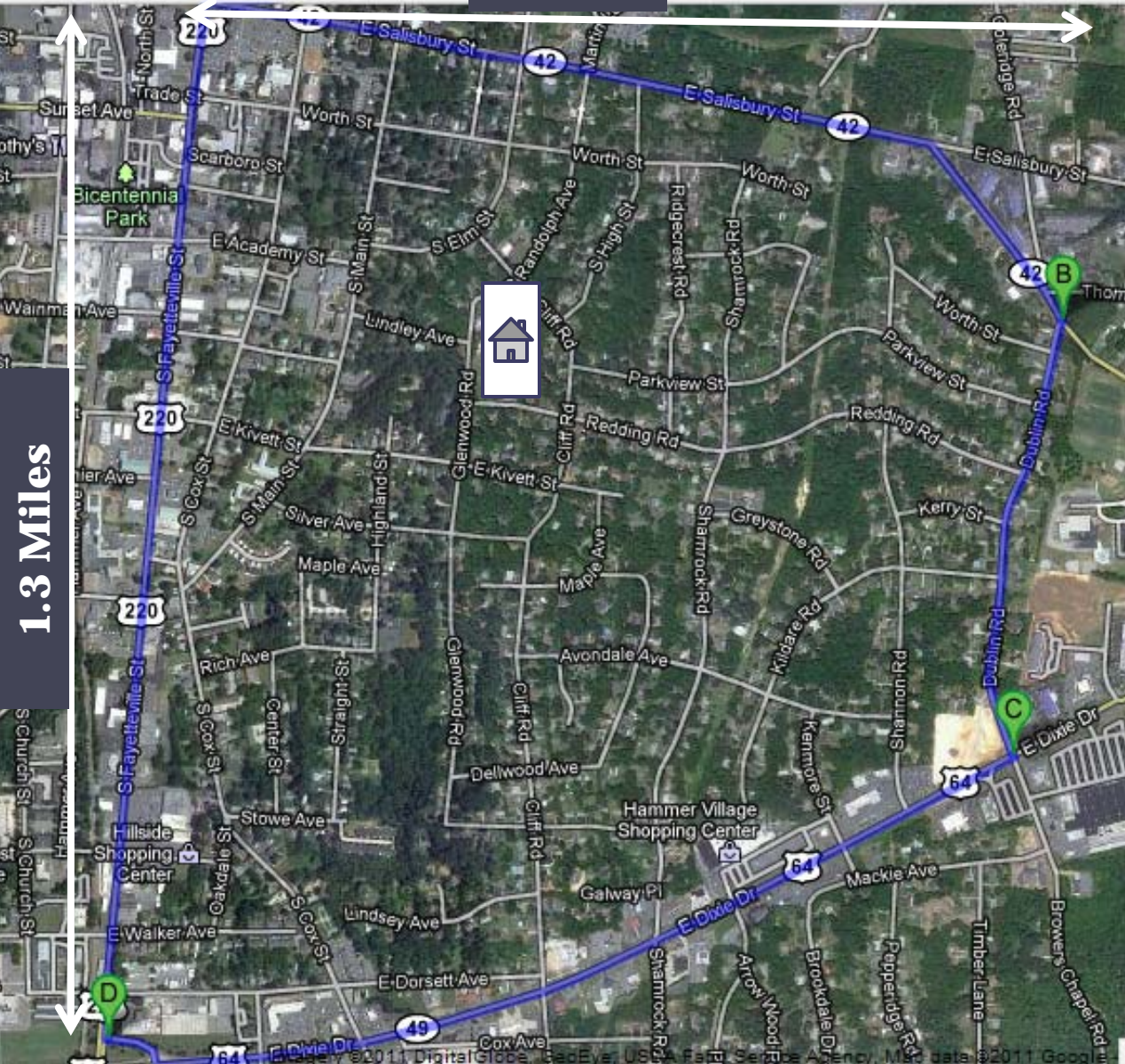




1.0 Mile

Lindley Park

Current Walk Zone





Distance of Walk Zone to Elementary Schools

	NW	NE	SE	SW
Charles W. McCrary	0.594 Miles	0.372 Miles	0.463 Miles	0.686 Miles
Donna Lee Loflin	0.698 Miles	0.584 Miles	0.923 Miles	1.172 Miles
Lindley Park	0.814 Miles	0.578 Miles	0.820 Miles	1.045 Miles





DPI Suggests reducing the walk zone for a variety of valid reasons.

Safety factors within the 1.5 mile radius is the main concern.

Lack of sidewalks with no alternative walk paths is most often cited.

Hazardous streets, railroad tracks, physical barriers like rivers/large streams, and bridges without a safe walk path are other examples.





DPI Suggests reducing the walk zone for a variety of valid reasons.

Walk zones should be carefully examined and implemented where reasonable.

Requiring students to walk or bike to school when there are legitimate safety issues, defeats the purpose of the enhanced safety afforded by the school bus.





DPI Suggests reducing the walk zone for a variety of valid reasons.

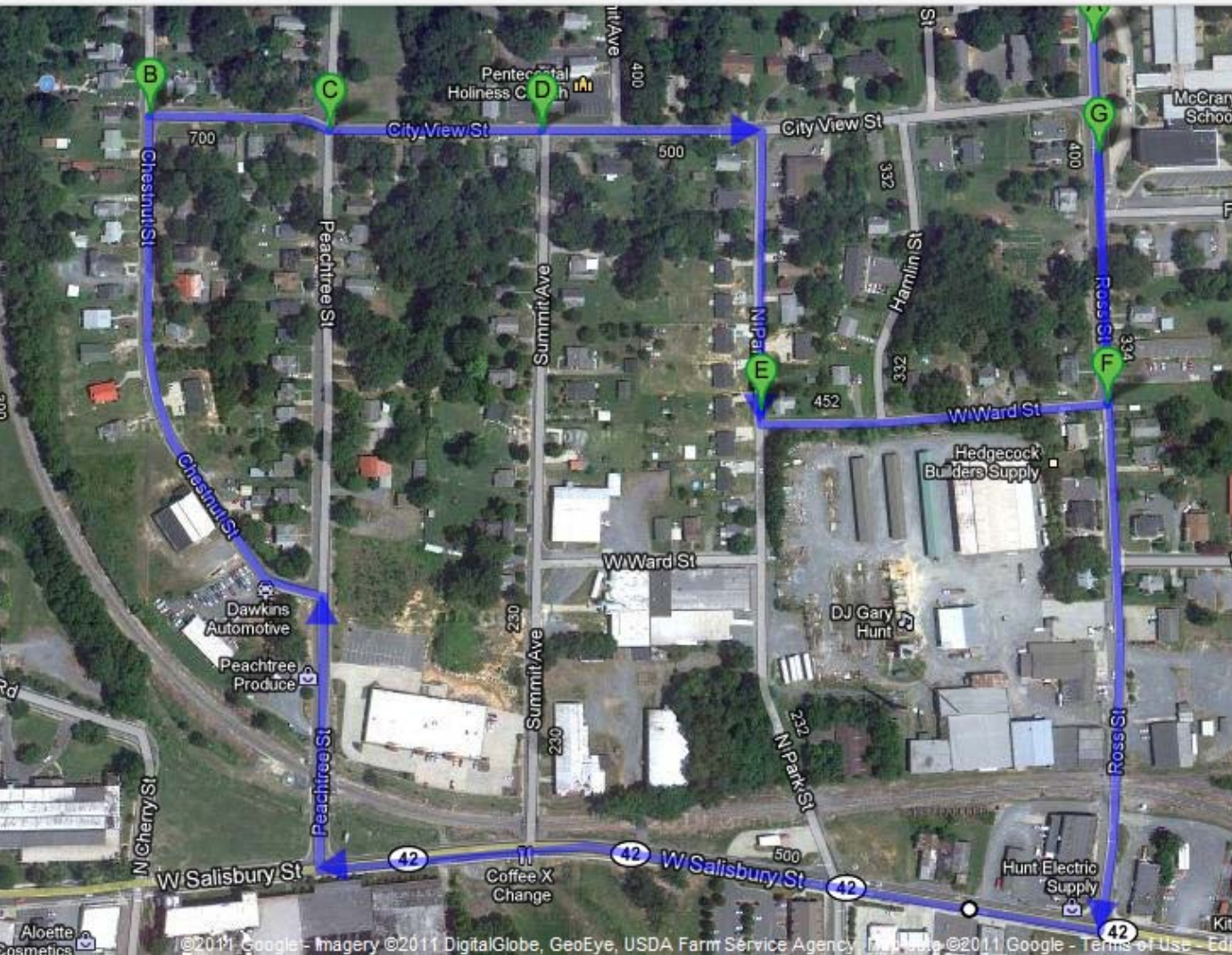
Costs for transporting these students would not be as extreme since a large number of buses probably travel these areas already.

However, stops in these areas should be consolidated in a safe manner, and located for easy bus access.





Charles W. McCrary



City View St & Chestnut St

City View St & Peachtree St

City View St & Summit Av

W Ward St & N Park St

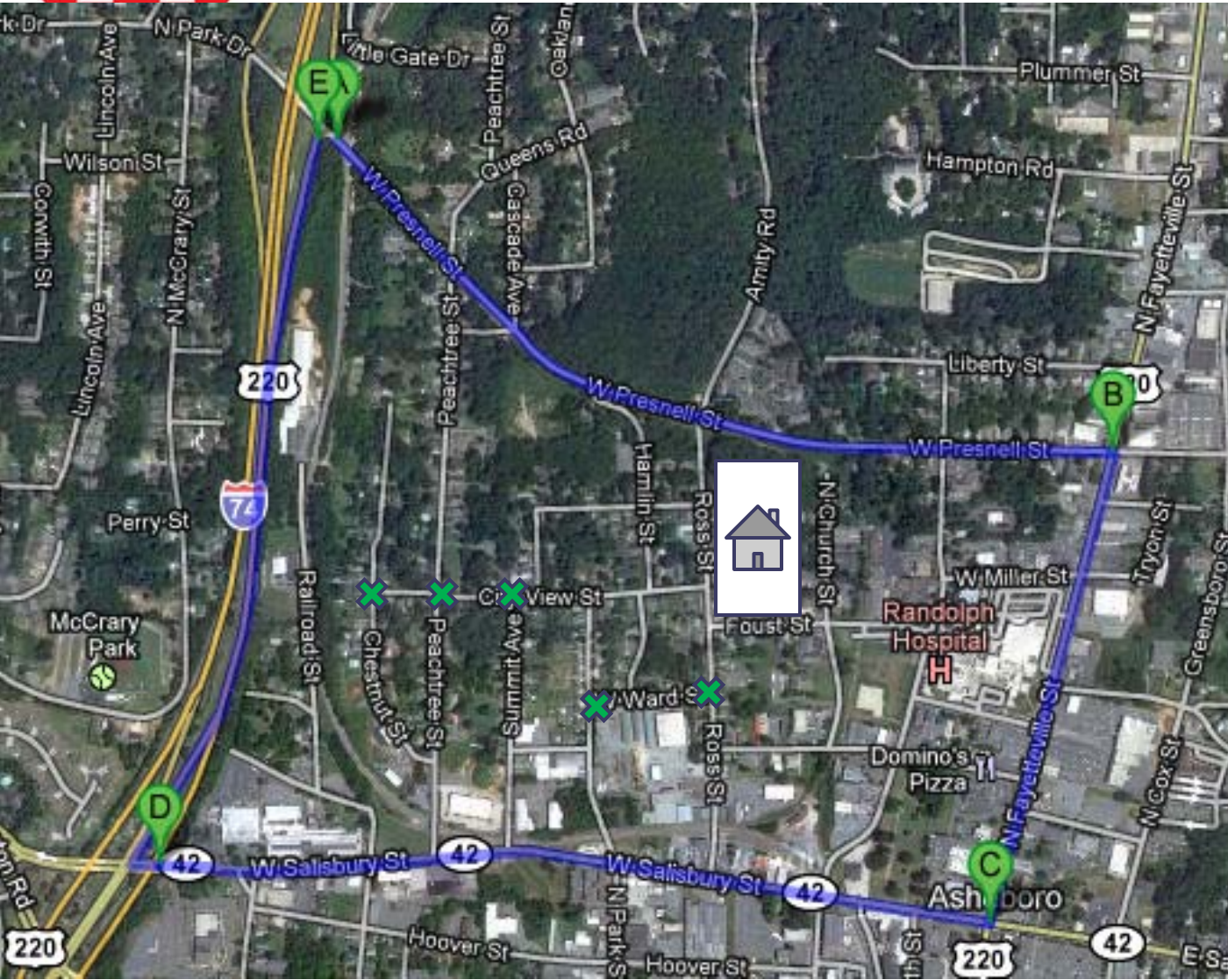
W Ward St & Ross St





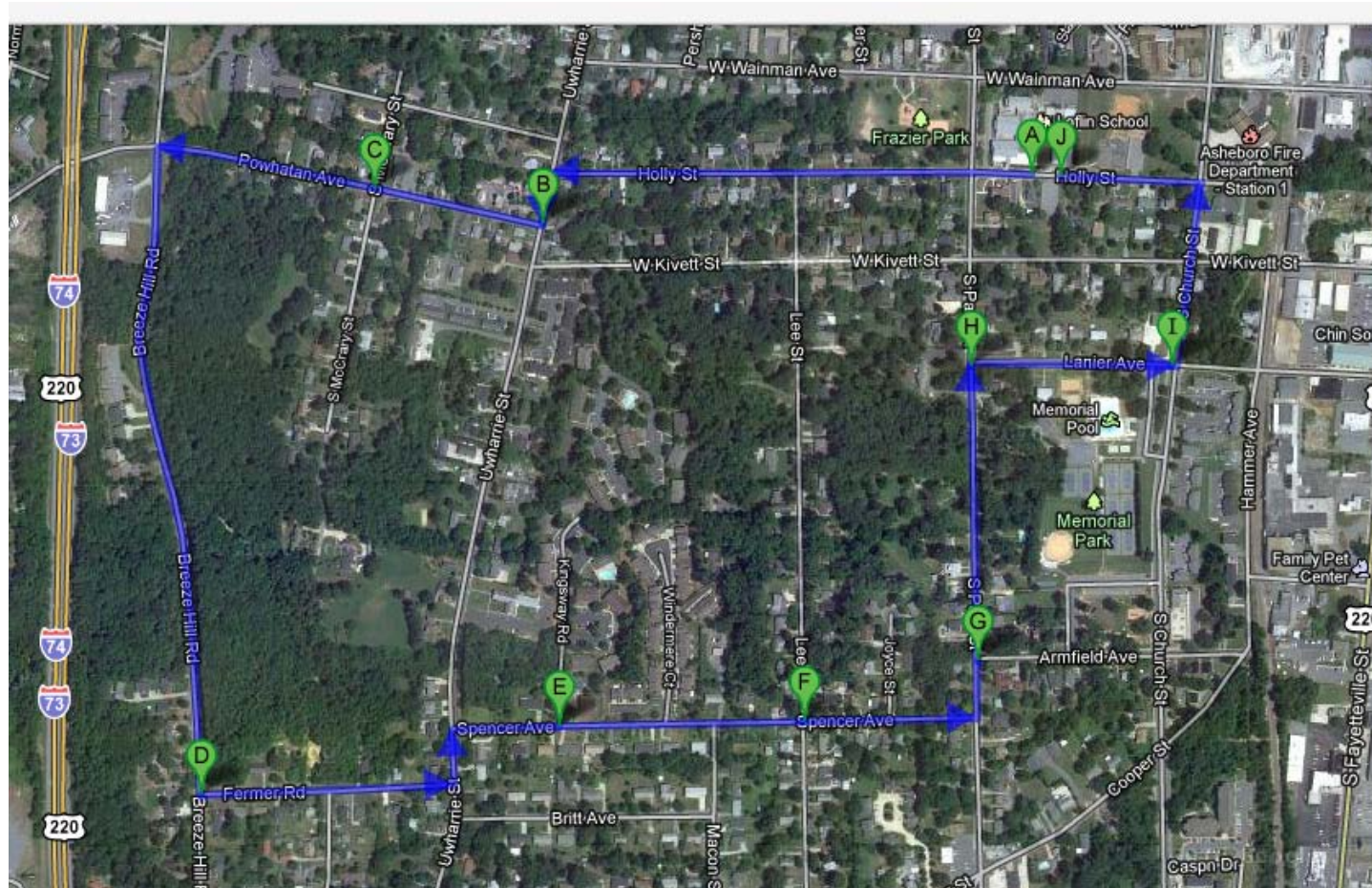
Charles W. McCrary

Current Walk Zone
With Proposed Stops





Donna Lee Loflin



Powhatan Av & Uwharrie St

Powhatan Av & S McCrary St

Breeze Hill Rd & Fermer Rd

Spencer Av & Kingsway Rd

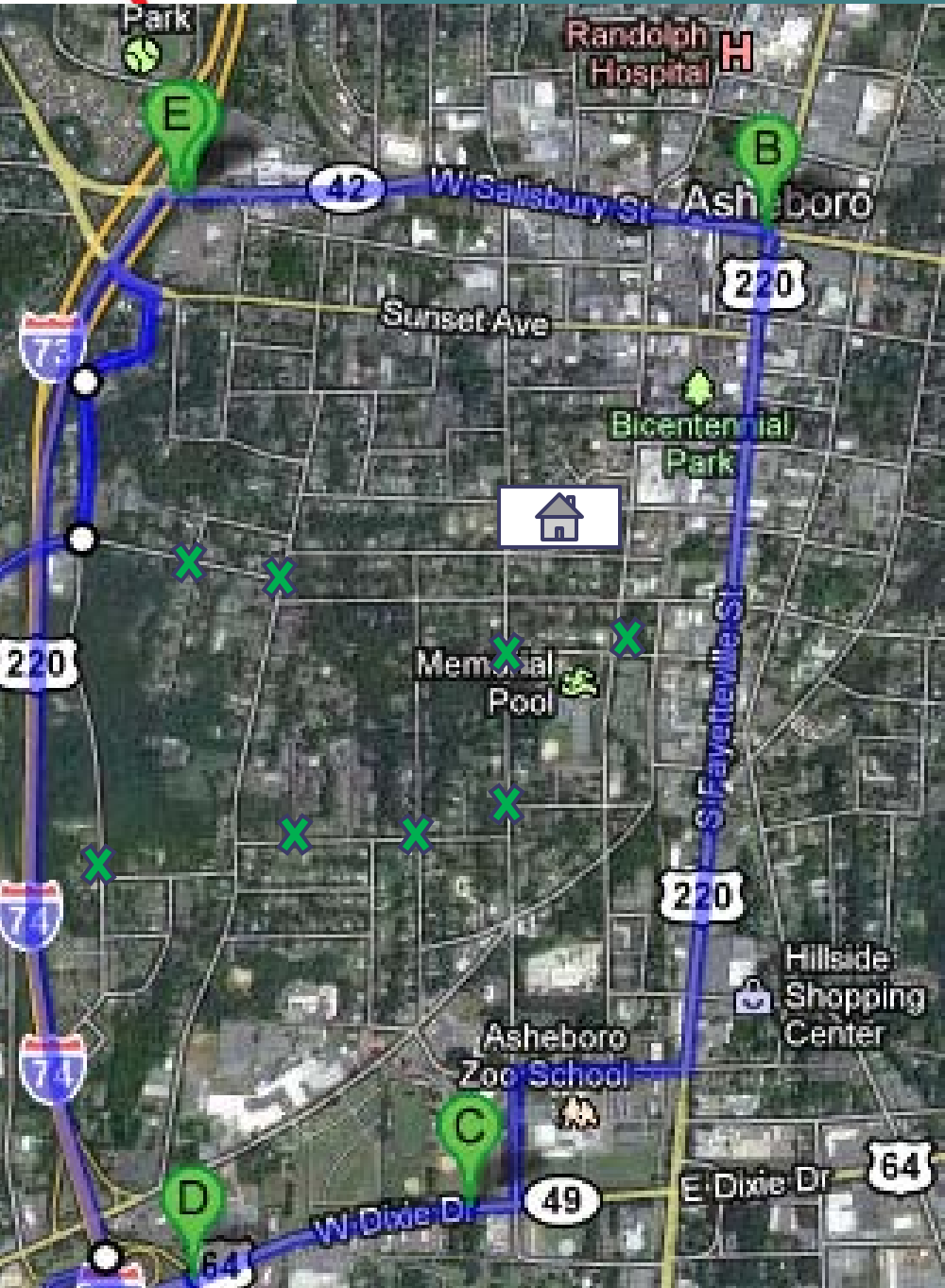
Spencer Av & Lee St

S Park St & Armfield Av

S Park St & Lanier Av

Lanier Av & S Church St





Donna Lee Loflin

Current Walk Zone
With Proposed Stops





Lindley Park

Parkview St & Ridgecrest Rd

Parkview St & Dublin Rd

Redding Rd & Shamrock Rd

Greystone Rd & Kildare Rd

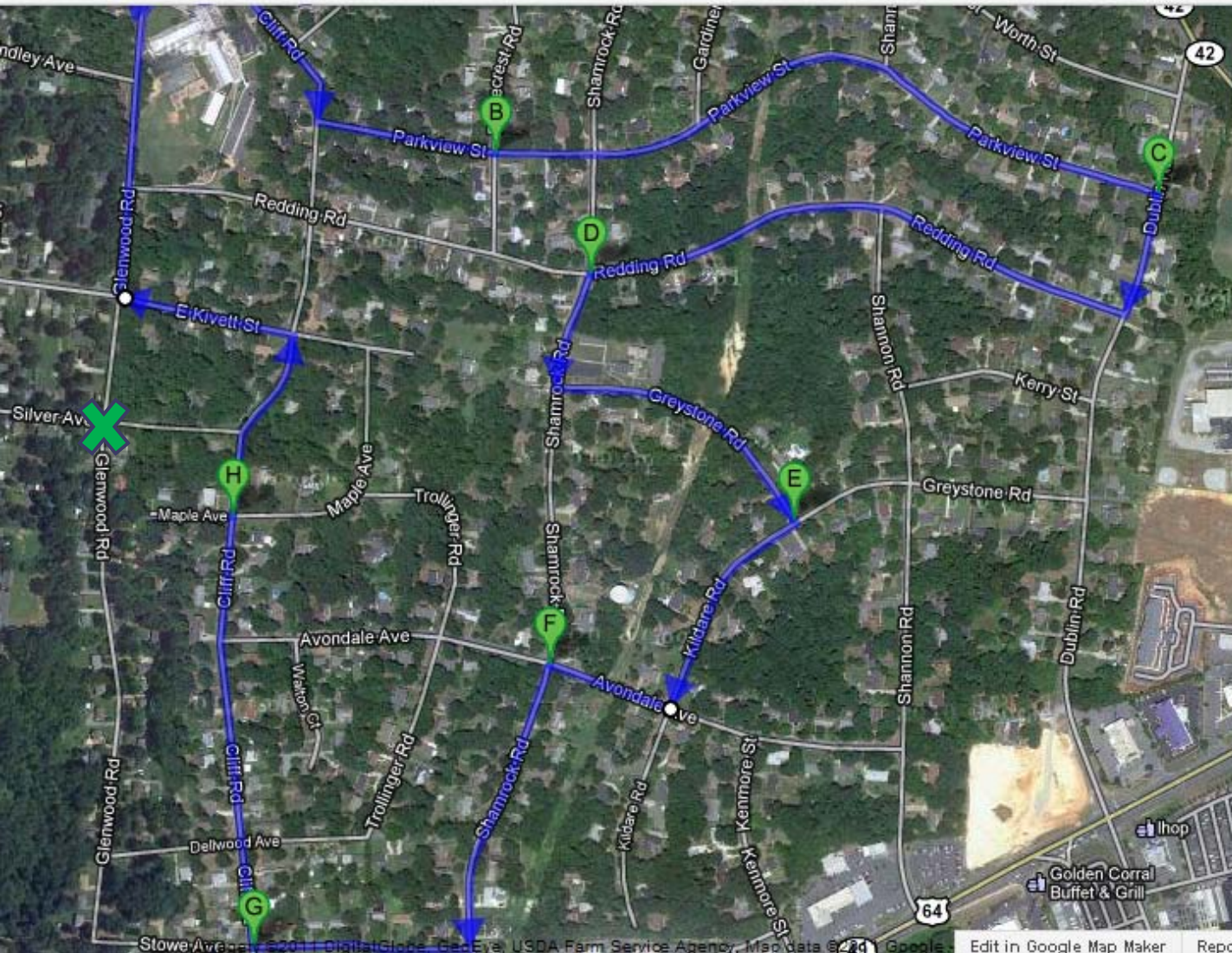
Avondale Av & Shamrock Rd

Cliff Rd & Stowe Av

Cliff Rd & Maple Av

*****Silver & Glenwood*****

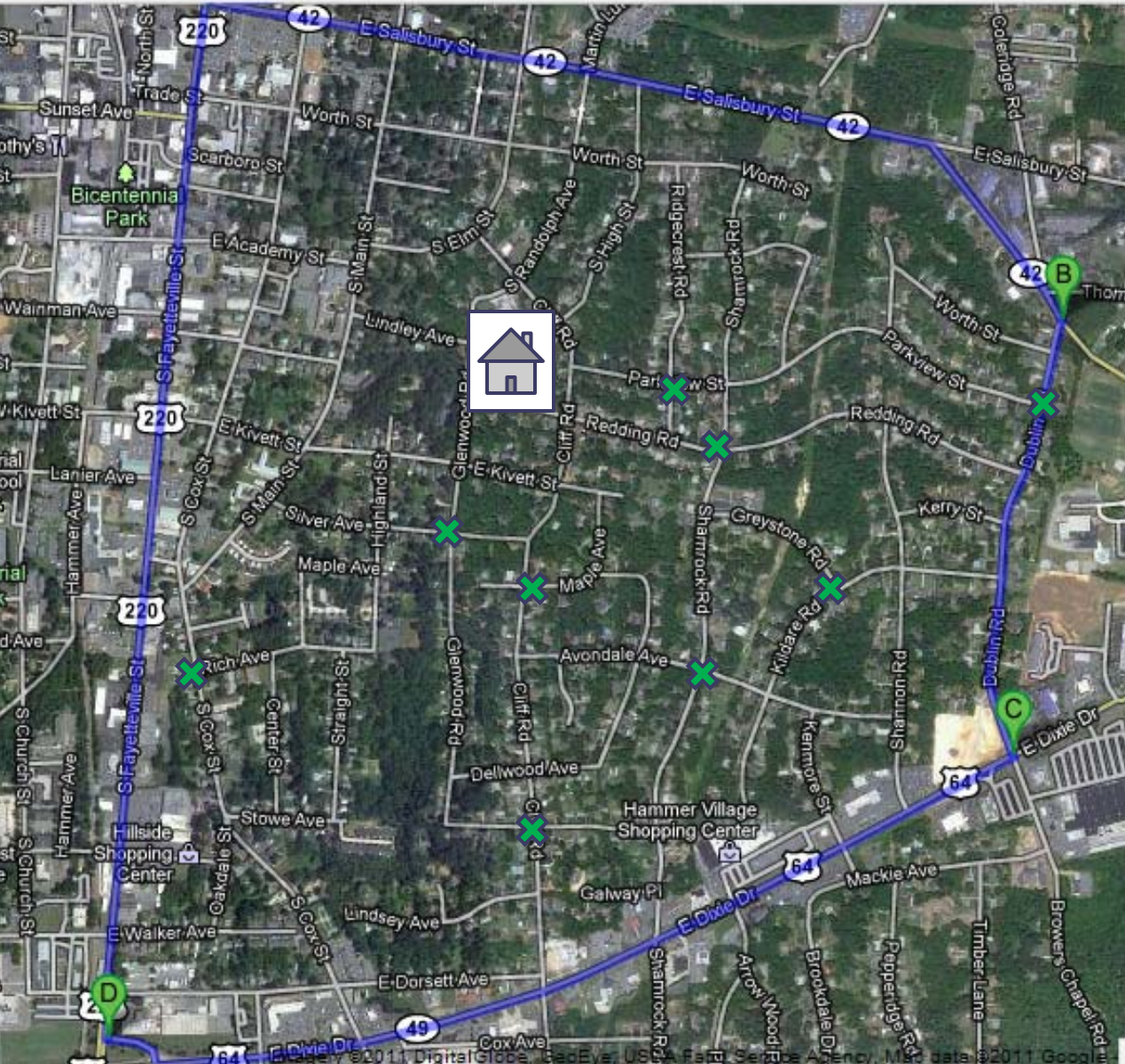
*****S Cox St & Rich Ave*****





Lindley Park

Current Walk Zone
With Proposed Stops





Logistics

Morning

- Regular routes would drop off at the Schools at 7:15.
- Staff would walk students in the building 10 minutes early
- Hub route would drop off at the school by 7:30.

Afternoon

- Hub route would pick up from the Schools at 2:25.
- Staff would supervise the regular route students for 10 minutes.
- Regular route would be picked up by 2:35.





Communication Plan

- Website
- Brochure
- Alert-Now
- Signs at Schools & Library
- Social Media





Any Questions?





At this time I would like to ask for your approval to begin using the proposed pick up sites to reduce the elementary walk zones.



School Calendar 2012-2013

December 2011

In Review:

1. A calendar for 2012-13 was created in January 2011, applying calendar law as established in 2005.
2. During the summer of 2011 the General Assembly passed legislation requiring 185 instructional days in a school year. This action established a need to change the calendar for 2012-2013.
3. We learned in September that we were eligible for a waiver of the August 25th start date and applied for the waiver. ACS was eligible for the waiver as a result of days missed by Randolph County Schools for inclement weather. We created calendars incorporating a start date of August 22 (if start date waived) and August 25 (without waiver of the start date).
4. On November 7 we learned of the opportunity to request a waiver of the 185 instructional day calendar and applied for the waiver. Concerned with the lack of teacher workdays available during the 185 day calendar, we created a new calendar that incorporated "Professional Development Days" in lieu of additional instructional days. These days for professional development would be used for training in the Common Core Standards and completing other duties and responsibilities of teaching.

Where We Are:

1. The State Board of Education was to act on waiver requests at its December meeting. The Board declined to act, however, citing that the 185 instructional day requirement is in General Statute and not Board policy. The State Board took no action, encouraging the General Assembly to amend legislation.
2. Only one calendar essentially is "legal" at this time. It is identified in Board materials as "2012-2013 School Calendar with Start Date Waiver."
3. The additional calendar – "2012-2013 School Calendar with Start Date and 185 Day Waiver" may be revisited if the General Assembly changes legislation, allowing waiver of the 185 day requirement.

Recommendation:

We request approval of the "2012-2013 School Calendar with Start Date Waiver." This calendar would be applied if legislation is not changed by the General Assembly. We also request approval of the "2012-2013 School Calendar with Start Date and 185 Day Waiver." This calendar would be applied as allowed by changes in legislation.

Asheboro City Schools Calendar 2012 - 2013

DRAFT 9/20/11 (185 Day Calendar With Start Date Waiver)

DRAFT 9/20/11

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

August 2012						
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12	13	14	15	16	17	18
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26	27	28	29	30	31	

September 2012						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
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October 2012						
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28	29	30	31			

November 2012						
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December 2012						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July	
4	Holiday

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

September	
3	Holiday

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

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

January	
1, 21	Holiday
14	Workday

February	
18	Vacation/Annual Leave

March	
8	Workday
29	Holiday

April	
1-5	Vacation/Annual Leave

May	
27	Holiday

June	
7	Last Day for Students
10-11	Workdays

Holidays
Teacher Workdays
Required Workdays
Vacation/Annual Leave

January 2013						
S	M	T	W	T	F	S
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February 2013						
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March 2013						
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31						

April 2013						
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May 2013						
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June 2013						
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23	24	25	26	27	28	29
30						

Asheboro City Schools Calendar 2012 - 2013

DRAFT 11/14/11

(Calendar with Start Date Waiver and 185 Day Waiver)

DRAFT 11/14/11

July 2012						
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1	2	3	4	5	6	7
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August 2012						
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September 2012						
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October 2012						
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November 2012						
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December 2012						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July	
4	Holiday
August	
15	Staff Reports
16	Professional Development
15,17, 20,21	Workdays
22	First day for students

September	
3	Holiday
October	
4	Professional Development
5	Workday

November	
12	Holiday
21	Workday
22-23	Holiday
December	
21	Vacation/Annual Leave
24-26	Holiday
27, 28, 31	Vacation/Annual Leave

January	
1, 21	Holiday
17	Professional Development
18	Workday

February	
18	Vacation/Annual Leave

March	
8	Professional Development
29	Holiday

April	
1-5	Vacation/Annual Leave
26	Professional Development

May	
27	Holiday

June	
7	Last Day for Students
10-11	Workdays

Holidays
Teacher Workdays
Required Workdays
Vacation/Annual Leave
Professional Development

January 2013						
S	M	T	W	T	F	S
		1	2	3	4	5
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February 2013						
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24	25	26	27	28		

March 2013						
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24	25	26	27	28	29	30
31						

April 2013						
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May 2013						
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June 2013						
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23	24	25	26	27	28	29
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Calendar Feedback
DRAFT 11/14/11

LOVE THE CALENDAR!
Laura Holland, CWM

Policy 3610: Counseling Program

As recommended to the Board Policy Committee, October 13, 2011

The purpose of the guidance and counseling program described in this policy is to implement strategies that support and maximize learning, to help students grow personally and socially, and to provide a foundation for ensuring a smooth transition from school to the world of work. Updates include additional clarification of counseling guidelines.

COUNSELING PROGRAM

Policy Code: 3610

Guidance and counseling programs are provided by the school district with the ultimate aim of improving student performance by implementing strategies and activities that support and maximize learning ~~increasing skills~~; helping students to grow in their personal and social development; ~~make adjustments; addressing problems that interfere with learning or the classroom environment~~; and providing a foundation for acquiring the skills that enable students to make a successful transition from school to the world of work. ~~assisting in career and college planning.~~ The principal of each school is directed to develop a counseling program that meets the objectives of the State Board of Education's comprehensive school counseling program curriculum and that will meet the needs of the student population at that school ~~with the objective of improving student performance~~. School guidance counselors and other guiding adults in middle and high schools shall provide guidance and information to students about high school course selections and requirements prior to ninth grade, in order to inform them about the requirements for college entry, including accelerated preparation for college entry. Guidance counselors will encourage ninth grade students to complete these requirements in less than four years where feasible and appropriate.

The counseling program is the shared responsibility of teachers, counselors, parents and community members, and should operate in with the collaboration of all individuals ~~with teachers and others~~ involved in educating students, including those who assist children with special needs or students who are at risk of dropping out of school or not meeting performance expectations. Input from parents and students should be sought in accordance with the school's plan for involvement of the community in school programs. All schools must follow the Parental Involvement Plan (policy 1310/4002) in regard to parental notification and permission for counseling programs.

In addition, school personnel shall annually provide all students in Grades 9 through 12 with information on the manner in which a parent may lawfully abandon a newborn baby with a responsible person, in accordance with G.S. 7B-500.

Counseling may be provided on an individual basis or in small or large groups. School counselors may refer students who have extensive needs or needs that go beyond the purpose of the counseling program to community resources.

Students may seek counseling or be referred by staff or parents. Any staff member who is aware that a student is contemplating suicide or is otherwise suffering from an emotional or psychological crisis must immediately notify the school counselor in accordance with any rules established by the superintendent or principal. Any counselor or other staff member who knows or has cause to suspect child abuse, or neglect, dependency or death as a result of maltreatment must report the information as provided in policy 4240 (Child Abuse - Reports and Investigations) and as required by law.

Counseling programs are most effective when voluntarily entered into by a student. School

Policy Code: 3610

officials and teachers may recommend a counseling program to help a student meet standards of conduct and academic performance established by the board and school district. However, students will not be required to attend individual or small group counseling sessions to address identified significant personal issues unless agreement has been reached with the parent and student in a behavior contract, an intervention plan or, for special education students, in an individualized education plan. (See Student Behavior Policies (4300 series), Student Progression and Placement (policy 3420), Special Education Programs/Rights of Disabled Students (policy 3520).)

Information obtained in a session with a counselor will be privileged and protected from disclosure as provided by law. A counselor cannot be required to testify concerning privileged information unless, as provided by G.S. 8-53.4, the student waives the privilege or the court compels testimony as necessary to the proper administration of justice. The school counselor privilege does not, however, exempt the counselor from reporting child abuse as required by G.S. 7B-301. Any notation made by a counselor for his or her own use is a confidential document and is neither a public record nor a part of the student's record. Such confidential documents do not have to be shared with parents or others except as required by law, such as G.S. 7A-544. Any document prepared by a counselor that is shared or intended to be shared with other staff is considered an educational record of the student and is available to the parent or eligible student in accordance with board policy on student records, policy 4700, Student Records.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 7B-301, -500; 8-53.4; 115C-12, -47, -401; State Board of Education Policies GCS-F-011, GCS-L-006

Cross References: Goals and Objectives of the Educational Program (policy 3000), Student Progression and Placement (policy 3420), Special Education Programs/Rights of Disabled Students (policy 3520), Parental Involvement (policy 1310/4002), Child Abuse - Reports and Investigations (policy 4240), Student Behavior Policies (4300 series), Student Records (policy 4700)

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

Revised: October 12, 2006, August 14, 2008

Policy 4270/6145

As recommended to the Board Policy Committee, October 13, 2011

This is a new policy that focuses on the commitment of Asheboro City Schools to follow practices that reduce the potential for short-term and long-term effects of concussions and other head injuries. The recommendation for review and adoption of this policy is to describe what these practices are and how they are implemented. The creation of this policy also ensures that Asheboro City Schools are in compliance with concussion safety requirements for interscholastic athletic competition established G.S. 115C-12(23) as amended in the Gfeller-Waller Concussion Awareness Act of 2011 and follow these same requirements set forth in State Board of Education rules and policies for middle and high schools.

The board recognizes that concussions and other head injuries may be serious and potentially life threatening and that such injuries may result in serious consequences later in life if managed improperly. The board is committed to practices that reduce the potential for short-term or long-term effects from such injuries. In support of this commitment, the board directs school employees to comply with the concussion safety requirements for interscholastic athletic competition established by G.S. 115C-12(23) as amended in the Gfeller-Waller Concussion Awareness Act of 2011, and to implement and follow all concussion safety requirements set forth in State Board of Education rules and policies for middle and high schools. The superintendent or designee shall develop a plan consistent with state requirements and shall implement and monitor compliance with this policy. The superintendent is authorized to investigate the use of baseline testing for student-athletes and require that student-athletes undergo such testing prior to their participation in any interscholastic athletic competition.

A. DEFINITION OF CONCUSSION

A concussion is a traumatic brain injury caused by a direct or indirect impact to the head that results in disruption of normal brain function, which may or may not result in a loss of consciousness.

B. SCHOOL HEAD INJURY INFORMATION SHEET

Each year, all coaches, school nurses, athletic directors, first responders, volunteers, student-athletes, and parents of student-athletes must be provided with a concussion and head injury information sheet that meets the requirements of the State Board. Before any student, school employee, volunteer or first responder will be allowed to participate in interscholastic athletic activities, including tryouts, practices or competitions, he or she must sign the head injury information sheet and return it to the coach. Parents also must sign the sheet and return it to the coach before their children may participate in any interscholastic athletic activity. The principal of each school shall ensure that a complete and accurate record of the returned signed sheets is maintained in accordance with law and State Board policy.

C. REMOVAL FROM AND RETURN TO PLAY

Any student-athlete who is exhibiting signs or symptoms consistent with a concussion must be removed from athletic activity immediately. Further, the student-athlete must not be allowed to return to play or practice that day or on any subsequent day until he or she has been evaluated and has received written clearance for participation that complies with the requirements of G.S. 115C-12(23) and any other applicable law or State Board policy.

D. EMERGENCY ACTION PLANS

Each principal or designee shall develop a venue-specific emergency action plan to

respond to serious medical injuries and acute medical conditions in which the condition of the injured student may deteriorate rapidly. All such plans must include a delineation of roles, methods of communication, available emergency equipment and a plan for emergency transport. The plans must be (1) in writing, (2) reviewed by an athletic trainer who is licensed in North Carolina, (3) approved by the principal if developed by a designee, (4) distributed, posted, reviewed and rehearsed in accordance with G.S. 115C-12(23), and (5) compliant with any other requirements of state law and State Board policy.

E. RECORD KEEPING

The superintendent shall require each principal to maintain complete and accurate records of actions taken in his or her school to comply with this policy and applicable legal authority. Records shall include accounts of any education or training as may be required by law or State Board of Education policy.

The superintendent's annual report to the board on compliance with laws and policies related to student wellness shall include a report on the system's compliance with laws and policies related to concussions and head injuries. (See Section G of policy 6140, Student Wellness.)

Legal References: G.S. 115C-12(23); S.L. 2011-147

Cross References: Student Wellness (policy 6140)

Other Resources: Matthew Gfeller Sport-Related TBI Research Center at UNC website http://tbicenter.unc.edu/MAG_Center/Home.html; *Report to the North Carolina General Assembly: Study of Sports Injuries at Middle School and High School Levels*, N.C. Department of Public Instruction (2011)

Adopted:

Policy 6340: Transportation Service/Vehicle Contracts

As recommended to the Board Policy Committee, October 13, 2011

This policy has been amended to add a requirement for developing safety standards for contracted transportation services used to transport students to school-related activities. These standards must comply with the requirements established by the State Board. This includes not only buses but other vehicles transporting students as well.

TRANSPORTATION SERVICE/VEHICLE CONTRACTS

Policy Code:

6340

The board may enter into contracts with public or private carriers in accordance with G.S. 115C-253, State Board of Education policy, ~~and~~ any other applicable law, and this policy. Any contracts also must comply with board policy 6450, Purchase of Services.

The superintendent or designee shall develop safety standards for contracted transportation services used to transport students to school-related activities. The standards must comply with the requirements established by the State Board. The superintendent or designee shall develop a list of companies or individuals that meet these standards and are approved to provide student transportation services. If appropriate, the superintendent shall recommend that the board enter into interlocal cooperation agreements to assist in developing the standards and list of approved entities required under this paragraph.

The superintendent shall ensure that the school system contracts for student transportation services only with companies or individuals who are on the approved list.

The board may purchase or lease student transportation vehicles in accordance with law and board policy including State Purchasing Requirements for Equipment, Materials and Supplies (policy 6430), Local Purchasing Requirements for Equipment, Materials and Supplies (policy 6440) and Continuing Contracts (policy 6425). Any such vehicle must meet federal safety standards. All titles will be issued to the board of education. Sufficient liability coverage must be maintained in accordance with board policy 8340, Insurance.

Effective June 1, 2008, any public school bus purchased or transferred to the school system that is capable of using diesel fuel must be capable of using diesel fuel with a minimum biodiesel concentration of B-20.

The board will consider requests for providing transportation services to a charter school. Such consideration will take into account any factors required by law.

Legal References: 49 U.S.C. 30125, 30165; G.S. 115C-42, -47(25), -239, -240, -247, -249, -253, -255; *Preventive Maintenance and Vehicle Replacement Manual*, State Board of Education Policy TCS-H-005; State Board of Education Policies TCS-H-009, TCS-H-010, TCS-H-011; *School Charter Transportation Recommended Guidelines and Procedures*, available at <http://www.doe.in.gov/safety/docs/presentation/motorcoach.pdf>

Cross References: Continuing Contracts (policy 6425), State Purchasing Requirements for Equipment, Materials and Supplies (policy 6430), Local Purchasing Requirements for Equipment, Materials and Supplies (policy 6440), Purchase of Services (policy 6450), Insurance (policy 8340)

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

Updated: January 10, 2008

Policy 6401: Ethics and the Purchasing Function

As recommended to the Board Policy Committee, October 13, 2011

This policy has been updated to include additional legal standards from General Statute that further defines the requirement to conduct the purchasing function in an ethical manner. It adds that “any gifts, favor, reward, service or promise of reward, including a promise of future employment, in exchange for recommending, influencing, or attempting to influence the award of a contract of the board” are not allowed.

The board is committed to conducting the purchasing function in an ethical manner. The board's purchasing goals and principles will not be compromised by individuals motivated by personal gain.

The board of education and its officers, agents and employees are subject to the laws governing conflicts of interest in furnishing supplies to the board and the use of confidential information.

No board member or officer, agent or employee involved in the purchasing function shall accept any gifts, favor, reward, service or promise of reward, including a promise of future employment, in exchange for recommending, influencing, or attempting to influence the award of a contract with the board. Employees may not accept trips or meals from contractors, subcontractors or suppliers except gifts or favors of nominal value or meals furnished at banquets.

The school district's cost estimate for any public contract is confidential prior to bidding or other competitive purchasing processes. The identity of contractors who have obtained proposals for bid purposes for a public contract is confidential until the bids are opened in public and recorded in the board minutes. Any employee who divulges confidential information to any unauthorized person will be subject to disciplinary action.

The superintendent or his or her designee is responsible for ensuring that all affected personnel are aware of board policy requirements and applicable laws. Any individual aware of any violation of this policy or applicable laws should report such violation to the superintendent, or, if it involves the superintendent, to the board chairperson.

Legal References: 4 G.S. 14-234, -234.1; 133-32, -33; Attorney General Opinion requested by L.W. Lamar regarding G.S. 133-32, the Applicability to Attorneys and Law Firms Providing Professional Services to Local Boards of Education, dated May 13, 1993

Cross References: Board Member Conflict of Interest (policy 2121), Bidders' List (policy 6441/9121), Employee Conflict of Interest (policy 7730)

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

Administrative Procedure: None

School/Location	Date	Event	Time
	Monday, December 05, 2011	2nd six week Report Cards goes home	
PDC	Wednesday, December 07, 2011	Student Advisory Council Breakfast	7:30am
DLL	Wednesday, December 07, 2011	Senior Holiday Lunch	12noon
BAL	Thursday, December 08, 2011	Math Night	5:30-7:00pm
AHS/PAC	Thursday, December 08, 2011	AHS Chorus Concert	7:30pm
AHS/PAC	Thursday, December 08, 2011	Board of Education Meeting	7:30pm
NAMS	Tuesday, December 13, 2011	NAMS Band Concert	7:00pm
AHS/PAC	Tuesday, December 13, 2011	SAMS Band Concert	7:30pm
LP	Thursday, December 15, 2011	PTO Meeting and 3rd grade Holiday Performance	5:30-7:00pm
NAMS	Thursday, December 15, 2011	Chorus Concert	7:00pm
SAMS	Thursday, December 15, 2011	Chorus Concert	7:30pm
AHS/PAC	Thursday, December 15, 2011	High School Band Concert	7:30pm
NAMS	Monday, December 19, 2011	Science Fair	
AHS/PAC	Tuesday, December 20, 2011	AHS Jazz and Percussion Concert	7:30pm
PDC	Wednesday, December 21, 2011	Superintendent's Holiday Luncheon	11:30am to 1:00pm
AHS	Thursday, January 05, 2012	Senior Project Night	5:30pm
SAMS	Tuesday, January 10, 2012	Science Fair	
PDC	Thursday, January 12, 2012	Board of Education Meeting	7:30pm
AHS/PDC	Friday, January 20, 2012	Board Appreciation Luncheon	12noon
	Tuesday, January 25, 2011	3rd six week Report Cards goes home	
PDC	Friday, January 27, 2012	Legislative Breakfast	8:00am
CO	Monday, January 30, 2012	PTO President's Round Table	6:30pm
SAMS	Tuesday, January 31, 2012	District Science Fair	12noon - 1:00pm
LP	Saturday, February 04, 2012	Winter Board Retreat	8:00am to 4:00pm
PDC	Thursday, February 09, 2012	Board of Education Meeting	7:30pm

PDC	Monday, February 13, 2012	FAN workshop - preparing for high school registration (8th grade parents)	6:30pm
LP	Tuesday, February 14, 2012	Lunch of Love for Dads	
PDC	Tuesday, February 21, 2012	District Spelling Bee	7:00pm
PDC	Wednesday, February 22, 2012	Superintendent's Student Advisory Council Breakfast	7:30am
AHS/PAC	Tuesday, February 28, 2012	Children's Theatre - Magical Pinata (grades 3-5)	9am, 10:30am, 12:30pm



Points of Pride

December 8, 2011



Student Achievements:

- SAMS student earned YES! Grant (Wright)
- AHS JROTC earned four trophies at Warrior Classic Drill Competition
- Two AHS students earned "Excellence in Acting" awards (Richey, Morgan)
- Four AHS students selected to All State Chorus
- NC Statehood celebration held at Teachey

Staff Recognitions:

- Five earn National Board Certification (Andrews, Brewer, Coleman, Hyatt, Grosch)
- Dr. Frost, 2012 North Carolina Superintendent of the Year
- Safety Award presented to AHS staff
- ECED retained NAEYC accreditation
- Karen Smith named ACS Exception Children Teacher of Excellence
- Jay Moore (tennis) and Chuck Henderson (football) named Coach of the Year in their respective sports

Parent Involvement:

- Reading Night, Balfour
- Grandparents Day Breakfast, Lindley Park
- FAN workshop for 6-12 parents

Events bringing community into our schools:

- Technology Showcase, NAMS
- CIS Reality Store

Asheboro City Schools Strategic Plan Milestones

2011-2012

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

1. Every student graduates college and career ready.

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

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

- Implement “Technology in Learning Fair” to showcase student and faculty projects.
The Digital Learning Expo is in motion. Communications have gone out to all of the school technology facilitators and the date is set: Tuesday, April 3, 2:00-6:30pm at the Professional Development Center. We hope this will be a great way to showcase our students’ products and projects using technology.

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

- Prepare for implementation of Health Sciences Small Learning Community in partnership with Randolph Community College.
The Governor’s new Career and College Promise program provides three different pathways for high school students to access college courses through our community college. We will review these options with you at our retreat in February.

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

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

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

The first round of benchmark assessments has been completed, and schools are reviewing data and making adjustments in their instructional plans to address areas where student performance is less than expected. Jennifer Smith and I will conduct progress monitoring visits December 8-15 at each site to review school data and evidences of student achievement in reading , mathematics, and science.

6. Implement innovative after school enrichment and intervention programs.

- Continue before and after school enrichment programs.

7. Establish a rigorous and relevant CTE program.

- Implement CTE strategic plan.

We are recommending adding Robotics 1-2 and Advanced Placement Computer Science as new courses for 2012-13. These courses align with our CTE strategic vision of increasing student preparation for STEM (Science, Technology, Engineering, and Mathematics) careers.

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

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

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

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

- Continue to use and refine formative assessments (NC FALCON), including performance assessments.
- Encourage student-led conferences.
- Implement and refine RTI (Response to Instruction) in grades 6-12.
- Continue to develop and expand standards-based grading practices.

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

- Continue Teacher Leadership Academy for cohort #2.
- Implement new teacher evaluation system with appropriate refinements and state requirements.
- Teachers will participate, plan, and lead professional learning communities (collaborative conversations).

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

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

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

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

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

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

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

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

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

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

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

- Implement parent portal.

2. Increase communication and outreach to parents.

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

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

- Continue partnership with High Point University for Masters in School Administration cohort.
- Continue partnerships with UNCG, including new Core Math project with McCrary School.

- Continue and expand RCC partnerships for Huskins, College Transfer, and Learn and Earn courses for AHS students.
- Collaborate with new STEM partners to enhance teacher and administrator capacity to prepare students for STEM careers (e.g., Golden Leaf Foundation project “STEM Stars” and new TAP grant with Jeane Joyner).

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

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

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

1. Implement long range facilities plan.

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

The facilities committee of the Board will meet on December 19 to further examine affordable options for upgrading the ECDC facility.