

**ASHEBORO CITY BOARD OF EDUCATION**  
**July 10, 2014**  
**7:30 p.m.**  
**Asheboro High School**  
**Professional Development Center**

**\*6:00 p.m. – Policy Committee**

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

**I. Opening**

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – Jane Redding
- \*D.** Approval of Agenda

**II. 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.

**III. \*Consent Agenda**

- A. Approval of Minutes – June 12, 2014, and June 26, 2014
- B. School Treasurers 2014-2015
- C. Signature Card – Balfour Elementary School
- D. Personnel

**IV. Information, Reports and Recommendations**

- A. Policies
  - Policy 1310/4002 – Parental Involvement
  - Policy 1320/3560 – Title I Parental Involvement
  - Policy 3100 – Curriculum Development
  - Policy 3460 – Graduation Requirements

**V. Action Items**

- \*A.** Policies
  - Policy 9000 – Planning to Address Facility Needs
  - Policy 9010 – Site Selection
  - Policy 9020 – Facility Design
  - Policy 9030 – Facility Construction
  - Policy 9210 – Care and Maintenance of Grounds and Outdoor Equipment
  - Policy 9220 – Security of Facilities
- \*B.** Chandler Property Transfer from Randolph County Schools' District to Asheboro City Schools' District
- \*C.** Board of Education Goals 2014-2015
- \*D.** Board Meeting Date Change from April 9 to April 16, 2015

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

- A. Calendar of Events
- B. Smith Sinnett Proposed Timeline/Process for Asheboro High School Upgrades

**VII. Board Operations**

**A. Important Dates to Remember:**

- Monday, July 14, Teacher Leadership Academy
- Thursday, August 14, Board of Education Meeting
- Friday, August 22, 7:30 a.m., Back to School Convocation
- Monday, August 25, First Day of School for 2014-15
- Thursday, September 11, Board of Education Meeting
- Wednesday, September 17, 4:00 – 8:00 p.m. NCSBA District 5 Meeting in Chatham County
- Thursday, October 9, Board of Education Meeting
- Wednesday, October 15-Friday, October 17, NCSBA Fall Law Conference in Asheville, NC
- Thursday, November 13, Board of Education Meeting
- Monday, November 17-Wednesday, November 19, NCSBA Annual Conference in Greensboro
- Thursday, December 11, Board of Education Meeting

**VIII. Adjournment**

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

ASHEBORO CITY BOARD OF EDUCATION  
July 10, 2014  
7:30 p.m.  
Asheboro High School  
Professional Development Center

**Addendum**

I. **Opening**

III. **\*Consent Agenda**

- D. Personnel
- E. Child Nutrition Milk Bid

VIII. **Adjournment**

**Mission Statement**

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

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

**June 12, 2014**

### **Policy Committee**

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

Chris Yow  
Phillip Cheek  
Linda Cranford

Gidget Kidd  
Jane Redding

Board member absent was Steve Jones.

Staff members present were: Dr. Diane Frost, Dr. Brad Rice, Jennifer Smith, Carla Freemyer, and Dr. Drew Maerz.

The meeting was called to order at 6:00 p.m. and Dr. Maerz began review of the agenda.

- Policy 1310-4002 – Parental Involvement
  - Minor edits to bring policy up to date
  - Added system-wide and state-mandated tests to the list of annual parent notifications
  - Removed student performance standards from list of notifications
  - Updated cross-referenced policies
- Policy 1320-3560 – Title I Parental Involvement
  - Removed the term “Reading First” from the policy
- Policy 3100 – Curriculum Development
  - Updated policy to read “current statewide instructional standards” in place of “NC Standard Course of Study”
- Policy 3460 – Graduation Requirements
  - Added statement covering dual enrollment and earning credit for college courses completed
  - Updated State Mathematics Requirements table
  - Section covering high school exams updated to reflect the term “High School Final Exams” and lists NC Final Exams and includes Career and Technical Education Assessments as possible requirements
  - Updated diploma endorsements

All policies will go to the full board in July for 30-day review.

With no further business, the meeting was adjourned at 6:09 p.m.

### **Finance Committee**

The Finance Committee convened at 6:50 p.m. in the Professional Development Center conference room with the following board members present:

Archie Priest  
Jane Redding

Kyle Lamb

Board members absent were Gus Agudelo, Joyce Harrington, Dr. Kelly Harris, and Steve Jones.

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

Mr. Blair presented the following items:

- Interim budget
- Summer Feeding Contract with Sodexo
- 2014-2015 Pay Dates
- Wells Fargo Signature Card
- NC Department of State Treasurer Signature Card

Then Dr. Frost and Mr. Blair provided information on the recently adopted North Carolina Senate budget and House budget.

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:

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

Archie Smith, Jr., Attorney

Board member absent was Joyce Harrington.

Staff members present were Dr. Diane Frost, Jennifer Smith, Harold Blair, Carla Freemyer, Pam Johnson, Mike Mize, Dr. Brad Rice, Dr. Drew Maerz, Wendy Rich, Nathan Craver, Dr. Julie Pack, and Elizabeth Johnson.

Chairman Redding called the meeting to order and led the meeting with a moment of silence, followed by the Pledge of Allegiance.

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

#### **Special Recognition and Presentations**

The board spotlight was the Battle of the Books winners for elementary and middle school. Certificates were presented to the South Asheboro Middle School's team: Alvis Adames, Morgan Brower, Sara Bullins, Michael Cornelison, Sam Cornwall, Erin Devilbiss, Laura Gomez, Whitney Hoffman, Jessie Holmes, Julie Lewis, Jaden Skelly, Erick Stickler, and Madison Stickler. The SAMS Battle of the Books coaches were Julia Dawson, Barry Barber, and Kim Hoffman.

Certificates were also presented to the Charles W. McCrary Battle of the Books team: Fully Bossong, Jarrett Kidd, Itai Garcia, Henna Gibbs, Elena Pearch, and Caleb Walker. Coaches for McCrary's team were Cassie Salabak, Billie Coleman, and Hope Haywood.

Also spotlighted were two state math team winners from Balfour Elementary School. Christopher Mustico and Tripp Wilson won first place at the state math fair for their project, "To Infinity and Beyond: A study of bottle rocketry." They received a certificate from the board along with their coach, Wendy Graham.

Carla Freemyer introduced Christina Kinley from Asheboro City Schools' Central Office who was recognized as Asheboro City Schools' Classified Employee of the Year.

Jennifer Smith presented Barbara Sykes from Charles W. McCrary Elementary who was selected as Asheboro City Schools' Instructional Assistant of the Year.

**Public Comments**

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

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

**Consent Agenda**

The following Consent Agenda items were approved:

*Approval of Minutes – May 8, 2014, and May 29, 2014*

*Application for Career and Technical Education State/Federal Funding (A copy of the Career and Technical Education State/Federal Funding Application will become a part of these minutes.)*

*Interim Budget (A copy of the Interim Budget will become a part of these minutes.)*

*Summer Feeding Contract (A copy of the Summer Feeding Contract will become a part of these minutes.)*

*Personnel*

**NON-CAREER STATUS TEACHERS RECOMMENDED FOR CONTINUED EMPLOYMENT**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Carr	Sean	SAMS	Exceptional Children
Haney	Laura	BAL	Exceptional Children
Roberts	Laura	ECDC	Speech Pathologist
Toscano	Kristen	SAMS	Exceptional Children
White	Jenny	AHS	EC Program Facilitator
Yates	Andrea	BAL	Speech Pathologist

**RESIGNATIONS/RETIREMENTS/SEPARATIONS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL/SUBJECT</b>	<b>EFFECTIVE</b>
Brodersen	Lori	AHS/French	6/13/14
Chapman	Charles	AHS/Testing Coordinator	6/13/14
Curry	Melissa	SAMS/English LA/Social Studies	6/13/14
Dunker	Kisha	GBT/Instructional Assistant	6/13/14
Harvey	Patrick (PJ)	AHS/History	6/13/14
Hunnings	Erica	CWM/5th Grade	8/1/14
Johnson	Jennifer	AHS/Health Science	6/13/14
Juarez	Jennifer	ECDC/Speech Pathologist	5/29/14
Mitchell	Adam	DLL/Music	6/13/14
Meyer	Gail	LP/5th Grade	6/30/14
Robinson	Leslie	GBT/EC Program Facilitator	6/30/14
Teague	Vickie	DLL/Custodian	6/2/14
Burrow	Dustin	CO/Bus Driver	6/10/14
Copas	Michael	NAMS/Exceptional Children	6/30/14
Goodman	Michael	SAMS/Technology Education	6/13/14
Johnson	Ebony	LP/4th Grade	6/13/14
McClosky	Joel	CWM/5th Grade	6/30/14
Snipes	Danny	CO/Bus Driver	6/10/14

## **APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL/SUBJECT</b>	<b>EFFECTIVE</b>
Adams	Bethany	SAMS/6th Grade Math/Science	8/18/14
Allgood	Timothy	AHS/English (PT)	8/18/14
Berrier	Wesley	SAMS/Business Technology	8/18/14
Saunders	Corey	BAL/Physical Education	8/18/14
Tufts	Elizabeth	NAMS/Exceptional Children	8/18/14
Snyder	Thomas	SAMS/Social Studies	6/30/14
Wolfe	Meredith	NAMS/Literacy Coach	6/13/14

## **TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL/SUB</b>	<b>EFFECTIVE</b>
Cooper	Tiffany	LP to NAMS/6th Grade Math	8/18/14
Gareau	Monique	NAMS/BAL to BAL/ESL	8/18/14
Tuttle	Charlotte	ECDC to CO/Head Custodian to Sec.	5/19/14
Allred	Melissa	PTLA Intern to NAMS Literacy Coach	8/18/14

*Executive Summary for Title III Application 2014-2015* (A copy of the Title III Application will become a part of these minutes.)

*2014-2015 Pay Dates* (A copy of the 2014-2015 Pay Dates will become a part of these minutes.)

*Wells Fargo Signature Card* (A copy of the Wells Fargo Signature Card will become a part of these minutes.)

*NC Department of State Treasurer Signature Card* (A copy of the NC Department of State Treasurer Signature Card will become a part of these minutes.)

## **Information, Reports and Recommendations**

Sandi Norman presented an update on Communities in Schools and the many services provided for Asheboro City Schools' students.

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

- Policy 9000 – Planning to Address Facility Needs
- Policy 9010 – Site Selection
- Policy 9020 – Facility Design
- Policy 9030 – Facility Construction
- Policy 9210 – Care and Maintenance of Grounds and Outdoor Equipment
- Policy 9220 – Security of Facilities

## **Action Items**

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

- Policy 2121 – Board Member Conflict of Interest
- Policy 2321 – Closed Sessions
- Policy 3410 – Testing and Assessment Program
- Policy 4250/5075/7316 – North Carolina Address Confidentiality Program
- Policy 4345 – Student Discipline Records
- Policy 4351 – Short-Term Suspension
- Policy 6225 – Free and Reduced Price Food Services
- Policy 7130 – Licensure
- Policy 7410 – Teacher Contracts
- Policy 7425 – School Administrator Contracts

- Policy 7811 – Plans for Growth and Improvement of Licensed Employees
- Policy 7920 – Professional Personnel Reduction in Force
- Policy 7930 – Professional Employees: Demotion and Dismissal
- Policy 7950 – Non-Career Status Teachers: Nonrenewal
- Policy 8240 – Investments (Remove)
- Policy 8411 – School Fund Raising Activities
- Policy 9110 – Selection and Use of Architects and Engineers

The Board unanimously approved to accept the policies as presented. (A copy of the policies will become a part of these minutes.)

Carla Freemyer presented the 2014 Graduation Guarantee for board approval. A motion was made by Ms. Kidd, seconded by Mr. Cheek, to approve the 2014 Graduation Guarantee as presented. Motion passed unanimously. (A copy of the 2014 Graduation Guarantee will become a part of these minutes.)

A committee comprised of Linda Cranford as chairman and board members, Kyle Lamb and Phillip Cheek, recommended the Board appoint Mr. Reynolds Lisk to fill a vacancy on the Randolph Community College Board of Trustees effective July 1, 2014. Upon motion by Ms. Cranford and seconded by Mr. Yow, the Board unanimously approved Mr. Lisk to fill the position.

### **Swearing in Ceremony**

Chairman Redding recognized Dr. Diane Frost who led the installation of the new superintendent. Dr. Frost offered the Oath of Office to Dr. Terry W. Worrell, Superintendent-elect, along with Ms. Patsy Nichols, notary public. Dr. Frost congratulated Dr. Worrell and presented her as the superintendent for Asheboro City Schools, effective July 1, 2014. Chairman Redding on behalf of the Board of Education congratulated and welcomed Dr. Worrell to the superintendency.

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

Carla Freemyer shared the Calendar of Events highlighting the following dates: Board of Education Retreat, Thursday, June 26; Board of Education Meeting, Thursday, July 10; Convocation, Friday, August 22; and the first day of school for students 2014-15, Monday, August 25.

Ms. Freemyer reviewed the latest edition of *Points of Pride* highlighting several student and staff recognitions.

Superintendent Frost presented Kathi Keys, reporter for The Courier-Tribune newspaper, with a bouquet of flowers and certificate for her many years of "Excellence in Education Reporting" on Asheboro City Schools and coverage of Board of Education meetings during Dr. Frost's tenure as superintendent. Ms. Keys has been instrumental in communicating with the community and public of the many good things happening in our schools.

Dr. Frost also thanked the Board for the retirement reception they hosted on Sunday, June 8. It was a wonderful event for her personal family and work family to attend.

Steve Jones presented Dr. Frost with a bouquet of flowers and thanked her for her many years of service with Asheboro City Schools.

### **Board Operations**

Chairman Redding recognized Archie Smith upon his retirement for his service as a board member and board attorney for Asheboro City Schools' Board of Education. Ms. Redding presented Mr. Smith with a card and gift from the Board.

Wilson Alexander was appointed as Asheboro City Schools' board attorney effective July 1, 2014.

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

- County Commissioners' Meeting (Budget Adoption) - June 16, 2014, 6:00 p.m.
- Summer Board Retreat - June 26, 2014, 5:30-8:30 p.m., Professional Development Center
- Board of Education Meeting - Thursday, July 10, 2014, 7:30 p.m.



**Executive Session**

A motion was made by Mr. Lamb, seconded by Mr. Agudelo, and unanimously approved by the Board to enter executive session at 8:26 p.m. to discuss the Superintendent's Annual Performance Evaluation.

Motion to adjourn from executive session and reconvene in regular session was made by Mr. Lamb, seconded Mr. Agudelo, and unanimously approved by the Board.

**Open Session**

A motion was made by Mr. Cheek and seconded by Mr. Lamb to approve the compensation package per the superintendent's contract. The Board unanimously approved the motion.

**Adjournment**

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Agudelo, and unanimously approved by the Board, to adjourn at 8:43 p.m.

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Chairman

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Secretary

**Minutes of the Asheboro City Board of Education**  
**June 26, 2014**  
**Board Retreat**  
**5:30 p.m.**

The Asheboro City Board of Education met in a work session on Thursday, June 26, 2014, in the Professional Development Center with the following members present:

Jane Redding, Chairman	Gus Agudelo
Phillip Cheek	Linda Cranford
Gidget Kidd	Kyle Lamb
Archie Priest, Jr.	Joyce Harrington
Chris Yow	

Board members absent were Dr. Kelly Harris and Steve Jones.

Staff members present were Dr. Diane Frost, Wendy Rich, Dr. Brad Rice, Harold Blair, Carla Freemyer, Mike Mize, Jennifer Smith, Pam Johnson, Dr. Drew Maerz, Julie Pack, and Elizabeth Johnson. Additional staff present were Dr. Terry Worrell and Sandra Edwards.

Chairman Redding opened the meeting and extended a welcome to meeting participants.

Mr. John Sinnett of Smith Sinnett Architecture presented “Asheboro High School Re-Envisioned” and a nine-phase approach. He also presented research on the existing footprint of Asheboro High School and options for expansion. A proposed timeline for stakeholders to study options and strategies was given with a kick-off meeting in July ending with vision results in December.

Carla Freemyer presented the following personnel transactions:

<b>Resignations/Retirements/Separations</b>	<b>School/Subject</b>	<b>Effective</b>
Roman, Jordi	NAMS/Assistant Principal	7/4/14
<b>Administrative Contract</b>	<b>School/Subject</b>	<b>Effective</b>
Owens, Yajaira	NAMS/Assistant Principal	7/7/14 – 6/30/16

Upon motion by Mr. Lamb, seconded by Mr. Agudelo, the Personnel Action was unanimously approved by the Board.

Sandra Edwards presented the Child Nutrition bid from Sodexo for approval by the Board. Mr. Lamb motioned to approve the bid with Ms. Harrington seconding, and the Board unanimously approved the Sodexo Child Nutrition bid for 2014-2015. (A copy of the Child Nutrition bid for 2014-2015 will become a part of these minutes.)

Mr. Blair presented Budget Amendments CE-02 and OR-02. A motion was made by Mr. Yow to approve the budget amendments, seconded by Ms. Cranford, and unanimously approved by the Board. (A copy of the Budget Amendments CE-02 and OR-02 will become a part of these minutes.)

Mr. Blair also gave an update of the 2014-2015 budget projections.

Board members and staff celebrated the accomplishments of school year 2013-2014. Cabinet members reviewed progress for each of the 2013-2014 Board Goals.

The proposed Board of Education Goals and strategies for school year 2014-2015 were also introduced.

There being no further business, the meeting adjourned at 8:14 p.m.

\_\_\_\_\_  
Chairman

\_\_\_\_\_  
Secretary



# Asheboro City Schools

*...the subject is excellence*

*Office of the Superintendent*

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

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## **School Treasurers 2014-2015**

Jamie H. Baker  
**Asheboro High School**

Angela D. McLelland  
**South Asheboro Middle School**

Lisa M. Rhodes  
**Balfour Elementary School**

Tammy R. Davidson  
**Early Childhood Development Center**

Amy C. Duckworth  
**Charles W. McCrary Elementary School**

Pamela N. Purvis  
**Donna Lee Loflin Elementary School**

Tina E. Poole  
**Guy B. Teachey**

Nicole L. Cox  
**Lindley Park Elementary School**

Faye C. McLeod  
**North Asheboro Middle School**

**RESOLUTION OF LODGE, ASSOCIATION OR OTHER SIMILAR ORGANIZATION**

By: Balfour

Referred to in this document as "Financial Institution"

Referred to in this document as "Association"

I, DR. TERRY W WORRELL, certify that I am Secretary (clerk) of the above named association organized under the laws of NORTH CAROLINA, Federal Employer I.D. Number 56-6000989, and that the resolutions on this document are a correct copy of the resolutions adopted at a meeting of the Association duly and properly called and held on 7/11/14 (date). These resolutions appear in the minutes of this meeting and have not been rescinded or modified.

**AGENTS** Any Agent listed below, subject to any written limitations, is authorized to exercise the powers granted as indicated below:

Name and Title or Position	Signature	Facsimile Signature (if used)
A. <u>BARNEY HAROLD BLAIR, JR - DIRECTOR OF FINANCE</u>	X _____	X _____
B. <u>JUSMAR RODRIGUEZ MANESS/PRINCIPAL</u>	X _____	X _____
C. <u>LISA M RHODES/TREASURER</u>	X _____	X _____
D. _____	X _____	X _____
E. _____	X _____	X _____
F. _____	X _____	X _____

**POWERS GRANTED** (Attach one or more Agents to each power by placing the letter corresponding to their name in the area before each power. Following each power indicate the number of Agent signatures required to exercise the power.)

Indicate A, B, C, D, E, and/or F	Description of Power	Indicate number of signatures required
_____	(1) Exercise all of the powers listed in this resolution.	_____
<u>A</u>	(2) Open any deposit or share account(s) in the name of the Association.	<u>1</u>
<u>ABC</u>	(3) Endorse checks and orders for the payment of money or otherwise withdraw or transfer funds on deposit with this Financial Institution.	<u>2</u>
_____	(4) Borrow money on behalf and in the name of the Association, sign, execute and deliver promissory notes or other evidences of indebtedness.	_____
_____	(5) Endorse, assign, transfer, mortgage or pledge bills receivable, warehouse receipts, bills of lading, stocks, bonds, real estate or other property now owned or hereafter owned or acquired by the Association as security for sums borrowed, and to discount the same, unconditionally guarantee payment of all bills received, negotiated or discounted and to waive demand, presentment, protest, notice of protest and notice of non-payment.	_____
_____	(6) Enter into a written lease for the purpose of renting, maintaining, accessing and terminating a Safe Deposit Box in this Financial Institution.	_____
_____	(7) Other _____	_____

**LIMITATIONS ON POWERS** The following are the Association's express limitations on the powers granted under this resolution.

**EFFECT ON PREVIOUS RESOLUTIONS** This resolution supersedes resolution dated ALL PREVIOUS. If not completed, all resolutions remain in effect.

**CERTIFICATION OF AUTHORITY**

I further certify that the Association has, and at the time of adoption of this resolution had, full power and lawful authority to adopt the resolutions on page 2 and to confer the powers granted above to the persons named who have full power and lawful authority to exercise the same. (Apply seal below where appropriate.)

If checked, the Association is a non-profit lodge, association or similar organization.

X \_\_\_\_\_  
(Secretary)

X \_\_\_\_\_  
(Attest by Other Officer)

X \_\_\_\_\_  
(Attest by Other Officer)

**Asheboro City Schools  
Personnel Transactions  
July 10, 2014**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Hays	Erica	LP	5th Grade	6/19/2014
Holland	Chris	CO	Warehouse	7/18/2014
Hoover	Jennifer	AHS	English	7/1/2014
Kidd	Amy	ECDC	Hearing Impaired	8/4/2014
McNeill	Denise	CO	Payroll	6/30/2014
Morton	Joseph	AHS	Technology	7/1/2014
Seibold	Bethann	SAMS/AHS	AIG Consultant	7/1/2014

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Andrews	Sharon D.	SAMS	Social Studies	8/18/2014
Brady	Belinda	AHS	Health Science Education	8/18/2014
Davis	Jackson	CO	Maintenance (temporary)	5/16/14 - 8/22/14
Graves	Corbin	CWM	Art	8/18/2014
Grindstaff	Benjamin	SAMS	Social Studies	8/18/2014
Herrin	Kirsten	SAMS	Science	8/18/2014
Hunt	Vivian	BAL	PT Custodian	7/8/2014
Lucas	Jordan	CO	Maintenance (temporary)	5/13/14 - 8/22/14
Mabe	Michael	SAMS	Head Custodian	6/27/2014
Miley	James	SAMS	Mathematics	8/18/2014
Ritter	Daniel	NAMS	Mathematics	8/18/2014
Robles	Omayra	GBT/DLL	English as a Second Language	8/18/2014
Robinson	Avery	CO	Maintenance (temporary)	6/13/14 - 8/22/14
Ross	Anthony	SAMS	English/Language Arts	8/18/2014
Silva	Prisila	CO	PT Custodian (temporary)	6/11/2014
Thomas	Camela	SAMS	Mathematics/Science	8/18/2014
Wall	Benjamin	AHS	Social Studies	8/18/2014
Williamson	Jennifer	BAL	English as a Second Language	8/18/2014

**C. TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Smith	Megan	LP to SAMS/AHS	3rd Grade to AIG Consultant	8/18/2014
Worcester	Kyle	BAL/ECDC to ECDC	Custodian to Head Custodian	6/16/2014

**Asheboro City Schools  
Personnel Addendum  
July 10, 2014**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Hardister	Cynthia	BAL	4th grade	7/8/2014

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Howe	Shaun	DLL	Music	8/18/2014

**Asheboro City Schools  
Certified Appointments  
July 10, 2014**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Andrews, Sharon D.	East Tennessee State University B: Elementary Education University of Southern Mississippi M: Elementary and Middle Education	Elementary

Ms. Sharon D. Andrews is recommended to teach Social Studies at South Asheboro Middle School for the 2014-2015 school year. Ms. Andrews is a veteran educator with 19 years of teaching experience. The past 10 years she has taught 6<sup>th</sup> grade science, math and social studies at Guilford Middle School. She has also taught in Virginia and Mississippi and taught 6<sup>th</sup> grade ELA and math in Liberia through the Peace Corps. We are pleased to welcome Ms. Andrews to South Asheboro Middle School and Asheboro City Schools.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Brady, Belinda	Randolph Community College A: Applied Science Radiography East Carolina University B: Applied Science Health Service Management	Health Science Education

Ms. Belinda Brady is recommended to teach Health Science Education at Asheboro High School for the 2014-2015 school year. Ms. Brady is an experienced radiological technologist with a diverse background that will benefit students in the Health Science Academy. Ms. Brady is looking forward to beginning her teaching career at Asheboro High School. We welcome Ms. Brady to Asheboro City Schools.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Graves, Corbin	East Carolina University B: Fine Arts, Art Education	Art

Mr. Corbin Graves is recommended to teach Art at Charles W. McCrary Elementary School for the 2014-2015 school year. Mr. Graves completed his student teaching at D.H. Conley High School (Pitt County Schools) and Creekside Elementary School (Durham County Schools), as well as an internship at Emerge Gallery and Arts Center through the Pitt County Arts Council. As an AHS Blue Comet, Mr. Graves is excited to return home to Asheboro to begin his teaching career. We are pleased to welcome Mr. Graves to Asheboro City Schools.



<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Grindstaff, Benjamin	Appalachian State University B: History M: Educational Media	Middle Grades Social Studies Instructional Technology Computers in Education

Mr. Benjamin Grindstaff is recommended to teach Social Studies at South Asheboro Middle School for the 2014-2015 school year. Mr. Grindstaff just completed his first year teaching at West Middle School, Montgomery County, where he taught 7th grade Social Studies. Prior to moving into the classroom, Mr. Grindstaff spent five years as the Director of Performance and Accountability for Montgomery County Schools. Mr. Grindstaff is excited to continue his teaching career in Asheboro and is looking forward to integrating his technology skills in a one-to-one environment. Welcome Mr. Grindstaff to Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Herrin, Kirstin	UNC – Charlotte B: Visual Communications	Middle Grades Science

Ms. Kirstin Herrin is recommended to teach Science at South Asheboro Middle School for the 2014-2015 school year. Ms. Herrin has been an instructional assistant at Donna Lee Loflin School since March 2013, and substituted in our schools for several years prior. Her passion for teaching and learning inspired her to become a teacher through the lateral entry process. Ms. Herrin is excited to transition to the middle school level and looks forward to integrating her love for the arts into the science curriculum. We are pleased to welcome Ms. Herrin in this new role.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Miley, James	Metropolitan State College of Denver B: Behavioral Science – Education	Elementary Middle Grades Mathematics

Mr. James Miley is recommended to teach Mathematics at South Asheboro Middle School for the 2014-2015 school year. Mr. Miley relocated to Randolph County last year and spent the 2013-2014 school year teaching 5<sup>th</sup> grade for the Alamance Burlington School System. Prior to moving to NC, Mr. Miley taught all core subjects at the 6<sup>th</sup> grade level in Jefferson County Public Schools for five years. We are pleased to welcome Mr. Miley to South Asheboro Middle School and the Asheboro City Schools family.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Ritter, Daniel	Campbell University B: Middle Grades Mathematics	Middle Grade Mathematics

Mr. Daniel Ritter is recommended to teach Mathematics at North Asheboro Middle Schools for the 2014-2015 school year. Mr. Ritter was a December 2013 graduate who completed his student teaching at Harnett Central Middle School in Lillington, NC. This past spring Mr. Ritter finished an interim Math III teaching assignment at Eastern Randolph High School. Mr. Ritter was a member of the Campbell

varsity football team and a 2012 preseason all-conference team member. We are excited to have Mr. Ritter select North Asheboro Middle School and Asheboro City Schools to begin his teaching career.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Robles, Omayra	University of Panamá B: Secondary Education High Point University M: International Business	English as a Second Language Spanish

Mrs. Omayra Robles is recommended to teach English as a Second Language (ESL) at Guy B. Teachey and Donna Lee Loflin Schools for the 2014-2015 school year. Mrs. Robles is a veteran educator with 18 years experience, the past 12 as an ESL teacher in Chatham County Schools. Mrs. Robles has been an active Asheboro City Schools parent and is excited to work in the school district where her children attend school. We are pleased to welcome Mrs. Robles to Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Ross, Anthony	UNC-Greensboro B: English Education	Middle Grades ELA English

Mr. Anthony Ross is recommended to teach English/Language Arts (ELA) at South Asheboro Middle School for the 2014-2015 school year. Mr. Ross taught 7<sup>th</sup> grade ELA this past year at Archdale-Trinity Middle School, and the two years prior he taught English at Ragsdale High School. While at Ragsdale, he also served as the yearbook advisor. We are excited to welcome Mr. Ross to South Asheboro Middle School and the ACS school family.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Thomas, Camela	UNC-Greensboro B: Biology Greensboro College – Teacher Certification	Elementary

Ms. Camela Thomas is recommended to teach Math and Science at South Asheboro Middle School for the 2014-2015 school year. Ms. Thomas is a veteran educator, spending the past 11 years in Randolph County Schools. She is excited to bring her love of science to South Asheboro Middle School and is looking forward to working in a one-to-one learning environment. We are pleased to welcome Ms. Camela Thomas to Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Wall, Benjamin	UNC-Greensboro B: History M: Education	History

Mr. Benjamin Wall is recommended to teach History at Asheboro High School for the 2014-2015 school year. Mr. Wall just completed his first year teaching at Cape Hatteras Secondary School where he taught US/American History. He also had the opportunity to coach middle school basketball and high

school varsity girl's soccer. Mr. Wall completed his student teaching at East Forsyth High School where he taught Civics and Economics. Mr. Wall is excited to come back to the area and continue his teaching career at Asheboro High School. We are pleased to welcome Mr. Wall to Asheboro City Schools.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Williamson, Jennifer	University of Cincinnati B: Spanish UNC-Greensboro M: TESOL	English as a Second Language

Ms. Jennifer Williamson is recommended to teach English as a Second Language at Balfour School for the 2014-2014 school year. Ms. Williamson completed her student teaching at Alderman Elementary School and Eastern Guilford Middle School. She also participated in Asheboro City Schools Heritage Language Academy in partnership with UNC-G. Ms. Williamson is excited to begin her teaching career at Balfour School. We are pleased for Ms. Williamson to join the Asheboro City Schools family.

**Asheboro City Schools**  
**Certified Appointments – Personnel Addendum**  
**July 10, 2014**

<u><b>NAME</b></u>	<u><b>COLLEGE/DEGREE</b></u>	<u><b>LICENSURE</b></u>
Howe, Shaun	Appalachian State University B: Instrumental Music Education	Music

Mr. Shaun Howe is recommended to teach music at Donna Lee Loflin School for the 2014-2015 school year. Mr. Howe completed his student teaching at Ragsdale High School and William Lenoir Middle School. He is an accomplished saxophone musician and is looking forward to integrating his instrumental musicianship into the elementary music curriculum at Loflin. We are pleased to welcome Mr. Howe to Asheboro City Schools.

**July 10, 2014**

**Asheboro City Schools  
Child Nutrition Services  
2014-2015 Milk and Dairy Contract**

Asheboro City Schools received bids from Land-O-Sun Dairies (Pet Dairy), and Maola Milk and Ice Cream Co. (Maola). Both bids have been reviewed for accuracy and bid criteria.

Pet Dairy is determined to be the lowest responsive bidder.

Based on the quantities provided in the request for proposal, Pet Dairy's total projected bid is \$263,518. Using the same quantities, our projected cost using current pricing would be \$251,435. This equates to a projected 4.8% increase over current pricing.

We recommend that Pet Dairy be awarded the **2014-2015 Milk and Dairy** contract.

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

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

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

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

**A. PARENT COMMUNICATION AND CONFERENCES**

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

The principal or designee shall provide the parent of an at-risk student with a copy of the student's personal education plan in accordance with policy 3405, Students at Risk of

Academic Failure. Parents should be included in the implementation and ongoing review of their child's personal education plan.

~~Beginning in the 2013-14 school year,~~ The principal or designee shall provide the parent of each student in kindergarten, first, or second grade with written notification of the student's reading progress. The notice will be provided three times a year, following each benchmark assessment and will include: (1) assessment results, (2) whether the child may not reach reading proficiency by the end of third grade; and (3) instructional support activities for use at home.

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

## **B. PARENTAL NOTIFICATION**

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

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

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

Procedure;

8. policy 1740/4010, Student and Parent Grievance Procedure;
9. the dates of the system-wide and state-mandated tests that students will be required to take during that school year, how the results from the tests will be used and the consequences thereof, and whether each test is required by the State Board of Education or by the local board;
- 9.10. grading practices that will be followed at the school and, ~~in the~~ for parents of high school students, the method of computing the grade point averages that will be used for determining class rank (see policies 3400, Evaluation of Student Progress and 3450, Class Rankings);
- 10.11. ~~a description of the curriculum being offered (see policy 3100, Curriculum Development)~~available opportunities and the enrollment process for students to take advanced courses and information explaining the value of taking advanced courses;
11. ~~student performance standards (see policies in the 3400 series);~~
12. a report containing aggregate information, including, but not limited to, student achievement (disaggregated by category), graduation rates, performance of the school system, and teacher qualifications;
13. the grade awarded to the school on the most recent annual report card issued for it by the State Board of Education if the school received a grade of D or F;
14. sports and extracurricular activities available for students (see policy 3620, Extracurricular Activities and Student Organizations);
15. supportive services available to students, including guidance, counseling and health services (see ~~policies 3540, Comprehensive Health Education Program and~~ 3610, Counseling Program);
16. information about meningococcal meningitis and influenza, including the causes, symptoms, and vaccines, how the diseases are spread, and places where parents and guardians may obtain additional information and vaccinations for their children;
17. for parents of students in grades 5 through 12, information about cervical cancer, cervical dysplasia, and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children;



18. how to reach school officials in emergency situations during non-school hours;
19. information about and an application form for free and reduced price meals and/or free milk (see policy 6225, Free and Reduced Price Food Services);
20. information about the school breakfast program;
21. information about the availability and location of free summer food service program meals for students when school is not in session;
22. for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
23. information on the availability of the asbestos management plan and planned or in-progress inspections, re-inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities;
24. education rights of homeless students (see policy 4125, Homeless Students);
25. the content and implementation of the local school wellness policy (see policy 6140, Student Wellness);
26. their right to take four hours of unpaid leave from their jobs every year in order to volunteer in their child's school as stated in G.S. 95-28.3 (see policy 5015, School Volunteers);
27. that the school system does not discriminate on the basis of race, color, national origin, sex, disability, or age (see policies 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying and 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
28. that the school system provides equal access to its facilities, programs and activities to the Boy Scouts and other designated youth groups (see policy 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying); and
29. the availability of and the process for requesting a waiver or reduction of student fees (see policy 4600, Student Fees).

**C. OPPORTUNITIES TO WITHHOLD CONSENT/OPT OUT**

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

1. release of student directory information about their child for school purposes or to outside organizations (see policy 4700, Student Records);

2. release of their child's name, address, and telephone listing to military recruiters or institutions of higher education (see policy 4700, Student Records);
3. their child's participation in curricula related to (a) prevention of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS); (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education, as provided in policy 3540. A copy of the materials that will be used in these curricula will be available in the school media center during the school year and at other times that the media center is available to the public. To meet any review periods required by law, materials also may be made available for review in the central office;
4. their child's participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders). However, parental notification and permission are not required for: (a) short-duration academic, career, personal, or social guidance and counseling and crisis intervention that is needed to maintain order, discipline, or a productive learning environment; (b) student-initiated individual or group counseling targeted at a student's specific concerns or needs; and (c) counseling if child abuse or neglect is suspected (see policies 3610, Counseling Program, and 4240/7312, Child Abuse – Reports and Investigations);
5. their child's participation in non-Department of Education-funded surveys concerning protected topics (see policy 4720, Surveys of Students);
6. their child's participation in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration; and (c) not necessary to protect the immediate health and safety of students;
7. the collection, disclosure, or use of their child's personal information for marketing purposes (see policy 4720, Surveys of Students); and
8. release of their child's free and reduced-price meal information to State Medicaid or State children's health insurance program (SCHIP).

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

#### **D. PARENTAL PERMISSION REQUIRED**

Written parental permission is required prior to the following activities:

1. the administration of medications to students by employees of the school system (see policy 6125, Administering Medicines to Students);
2. the release of student records that are not considered directory information, unless the release is allowed or required by law (see policy 4700, Student Records);
3. off-campus trips;
4. students' participation in high-impact or high-risk sports or extracurricular activities, such as football or mountain climbing (see policy 4220, Student Insurance Program);
5. all decisions or actions as required by the IDEA with regard to providing special education or related services to students with disabilities (see policy 3520, Special Education Programs/Rights of Students with Disabilities);
6. certain health services, as required by law;
7. students' participation in programs or services that provide information about where to obtain contraceptives or abortion referral services;
8. students' participation in surveys funded by the Department of Education that are conducted concerning protected topics (see policy 4720, Surveys of Students);
9. disclosure of students' free and reduced price lunch eligibility information or eligibility status; and
10. disclosure of the identity of any student receiving supplemental education services under the Title I program.

Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98; Individuals with Disabilities Education Act, 20 USC 1400, *et seq.*; Asbestos Hazard Emergency Response Act, 15 U.S.C. 2641, *et seq.*; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; 42 U.S.C. 1758, 7 C.F.R. pt. 245; 42 U.S.C. 1758b; National School Lunch Program, 42 U.S.C. 1751 *et seq.*, 7 C.F.R. 210.(12); Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. 108.9; 20 U.S.C. 7908; G.S. 90-21.1; 95-28.3; 115C-47(47), -47(51), -47(54), -47(58), -81(e1), -83.4A(d), -105.41, -109.1, -307(c), -375.4, -390.2, -391.1, -407.16; State Board of Education Policies FCB-A-000, GCS-A-001, GCS-J-002

Cross References: Title I Parent Involvement (policy 1320/3560), Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Discrimination,

Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 1740/4010), ~~Curriculum Development (policy 3100), Student Performance Policies (3400 series),~~ Evaluation of Student Progress (policy 3400), Students at Risk of Academic Failure (policy 3405), Class Rankings (policy 3450), Special Education Programs/Rights of Students with Disabilities (policy 3520), Comprehensive Health Education Program (policy 3540), Counseling Program (policy 3610), Extracurricular Activities and Student Organizations (policy 3620), Homeless Students (policy 4125), Student Insurance Program (policy 4220), Child Abuse – Reports and Investigations (policy 4240/7312), Student Behavior Policies (4300 series), Student Fees (policy 4600), Student Records (policy 4700), Surveys of Students (policy 4720), School Volunteers (policy 5015), Registered Sex Offenders (policy 5022), Administering Medicines to Students (policy 6125), Student Wellness (policy 6140), Free and Reduced Price Food Services (policy 6225), Pest Management (policy 9205)

Adopted:

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

**A. DEFINITION OF PARENTAL INVOLVEMENT**

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

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

**B. PURPOSE AND OPERATION OF TITLE I PROGRAM**

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

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

school having the greatest need for assistance.

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

**C. ANNUAL MEETING**

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

**D. PARENTAL INVOLVEMENT EFFORTS**

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

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

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

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

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

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

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

**E. NOTICE REQUIREMENTS**

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

1. LEP Program

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

2. System Report Card and School Progress Review



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

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

**F. WEBSITE NOTIFICATION**

When a Title I school is identified for improvement, corrective action, or restructuring, the school system will display on its website the following information in a timely manner to ensure that parents have current information regarding supplemental services and public school choice:

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

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

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

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

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

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

Adopted:

The board recognizes that curriculum development must be an ongoing process in order to address continually the changing needs and diversity of all students and to fulfill the educational goals of the board. The board further recognizes that while educators must be responsible for developing the curriculum, parents, other governmental agencies, businesses, and members of the public have valuable insights in the type of curriculum needed.

**A. CURRICULUM DEVELOPMENT**

The curriculum must be developed to meet state and board requirements, using the current statewide instructional standards~~North Carolina Standard Course of Study~~ as a foundation. The superintendent shall establish a curriculum committee to coordinate curriculum planning and ensure that the curriculum is aligned with the current statewide instructional standards~~standard course of study~~ and includes subject-area competencies for each grade level. The committee must include central office administrators, teachers, and school administrators representing the various schools and grade levels. Teachers should receive appropriate training so that they may participate in curriculum development. The committee also must seek input from parents, the community, and experts in order to make fully informed decisions.

The committee may recommend that the board expand subject areas and objectives of the curriculum to meet the educational goals of the board and state and federal laws. The committee also may recommend eliminating subject areas or objectives that are not state-required or related to the educational goals of the board.

**B. CURRICULUM MODIFICATION BY INDIVIDUAL SCHOOLS**

The principal is the instructional leader of the school and is responsible for determining whether the curriculum meets the needs of the students of the school. Accordingly, the principal or designee may consider modifying the curriculum.

If a school official wishes to modify the curriculum, he or she may submit a proposal to the central curriculum committee. Unless the curriculum committee has significant concerns about the proposal, the committee will approve the changes so long as the curriculum maintains continuity. After being approved by the curriculum committee, the proposal must be submitted to the board for approval as a part of the school improvement plan process if the modifications include: (1) expanding or reducing the subject areas or objectives; (2) eliminating subject areas or objectives not required by the state; or (3) waiving local board policies. The curriculum committee shall ensure that the curriculum continues to be aligned with the current statewide instructional standards~~standard course of study~~.

**C. EVALUATION**

The superintendent shall ensure that the methods for meeting curriculum objectives are regularly evaluated for their effectiveness. The board also encourages external curriculum audits by professional curriculum assessors.

Legal References: G.S. 115C-47, -81

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

Adopted:

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

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

1. successful completion of all course unit requirements mandated by the State Board of Education (see Section A);
2. beginning in the 2014-2015 school year, successful completion of cardiopulmonary resuscitation instruction; and
3. successful completion of all other requirements mandated by the board, as provided in this policy.

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

#### **A. COURSE UNITS REQUIRED**

Each student must meet the course unit requirements for one of the following courses of study. Students entering the ninth grade for the first time before the 2009-2010 school year must fulfill the requirements of the Career Prep, College Tech Prep, College/University Prep, or Future-Ready Occupational Course of Study. Beginning with students entering the ninth grade for the first time in the 2009-2010 school year, students must fulfill the requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. Course unit requirements for the Future-Ready Core Course of Study differ depending on the year a student enters ninth grade for the first time. In accordance with policy 3101, Dual Enrollment, and State Board of Education requirements, students may earn high school credit for college courses completed. Students also have the opportunity to meet course unit requirements without completing the regular period of classroom instruction by demonstrating mastery of the course material in accordance with policy 3420, Student Promotion and Accountability, and State Board of Education requirements.

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

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

\* Students participating in the Career & College Promise program may earn high school credit for college courses ("dual credit") according to the Career & College Promise program guidelines established by the Department of Public Instruction.

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

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

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

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

\* Effective with the tenth grade class of 2011-2012, Early College High School students alternatively may complete college level English courses designated by the State Board in lieu of English III and IV.

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

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

## 2. Career Prep Course of Study Credits Required

<b>Courses Required</b>	<b>State Requirements</b>	<b>Local Requirements</b>
English	4 (including English I, II, III, and IV)	
Mathematics	3 (including Algebra I)	
Science	3 (including a physical science course, Biology, and earth/environmental science)	
Social Studies	3 (including Civics & Economics, U.S. History, and World History)	
Health/P.E.	1	
Career/Technical	4 (courses appropriate for career pathway, including a second-level (advanced) course, or courses for an arts education pathway or R.O.T.C.*)	
World Language	0	
Electives	2 (arts recommended but not required)	
Other Requirements		
<b>Total Credits</b>	<b>20</b>	

\* Four R.O.T.C. credits may be used.

## 3. College Tech Prep Course of Study Credits Required

<b>Courses Required</b>	<b>State Requirements</b>	<b>Local Requirements</b>
English	4 (including English I, II, III, and IV)	
Mathematics	3*(including either Algebra I, Geometry, and Algebra II; Algebra I and Technical Math I and II; or Integrated Mathematics I, II, and III)	
Science	3 (including a physical science course, Biology, and earth/environmental science)	
Social Studies	3 (including Civics & Economics, U.S. History, and World History)	
Health/P.E.	1	
Career/Technical	4 (courses appropriate for career pathway including a second-level (advanced) course)	
World Language	0*	
Electives	2 (arts recommended but not required)	
Other Requirements		
<b>Total Credits</b>	<b>20</b>	

\* A student pursuing this course of study may meet the requirements of a College/University Prep Course of Study by completing two courses in the same second language and one additional unit of math for which Algebra II or integrated Math III is a prerequisite.



## 4. College/University Prep Course of Study Credits Required

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III, and IV)	
Mathematics	4 (including either Algebra I, Geometry, and Algebra II and a higher-level course for which Algebra II is a prerequisite; or Integrated Mathematics I, II, and III and one course beyond Integrated Math III)	
Science	3 (including a physical science course, Biology, and earth/environmental science)	
Social Studies	3 (including Civics & Economics, U.S. History, and World History)	
Health/P.E.	1	
World Language	2 (in the same language) or proficiency in a language other than English	
Electives	3 (arts recommended but not required)	
Other Requirements		
<b>Total Credits</b>	<b>20</b>	

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

Courses Required	State Requirements	Local Requirements
English	4 (including Occupational English I, II, III, and IV)	
Mathematics	3 (including OCS Introduction to Math, OCS Algebra I (Math A), and Financial Management)	
Science	2 (including OCS Applied Science and OCS Biology)	
Social Studies	2 (including American History I and II)	
Health/P.E.	1	
Career/Technical	4 (Vocational Education electives)	
World Language	0	
Occupational Preparation	6 (including Occupational Preparation I, II, III, and IV, which require 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment or 360 hours of any combination of unpaid vocational training, unpaid internship experience, paid employment at community rehabilitation facilities, and volunteer and/or community service hours)	
Electives	0	
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	

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

High school students must take all end-of-course (EOC) tests, NC Final Exams, and Career and Technical Education State Assessments (CTE Post-Assessments) required by

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the State Board of Education and pursuant to policy 3410, Testing and Assessment Program. ~~If required by the State Board of Education, students who do not score at Level III or above on the first administration of an EOC test shall be retested.~~

The EOC test results will count as 25 percent of a student's final grade in each high school course for which an EOC test is available, except that this requirement does not apply to students following the Occupational Course of Study.

### C. SPECIAL CIRCUMSTANCES

The board adopts the following policies with regard to graduation.

#### 1. Honor Graduates

Honor graduates may be designated by principals on the basis of criteria established by the superintendent. ~~A student who completes the requirements of the North Carolina Academic Scholars Program will receive recognition, including a seal affixed to his or her diploma.~~ Recognition of honor graduates may be included in graduation programs.

#### 2. Students with Disabilities

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

#### 3. Children of Military Families

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

##### a. Waiver Requirements

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

##### b. Testing Requirements for Graduation

The superintendent shall accept the following in lieu of any local testing

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

c. Transfers During Senior Year

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

4. Early Graduation

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

5. Graduation Certificates

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

6. Diploma Endorsements

~~Beginning with the graduating class of 2014-2015, s~~Students will have the opportunity to earn ~~an one or more of the following diploma endorsements to their diploma~~ identifying a particular area of focused study including: (1) Career Endorsement, (2) College Endorsement (two options), ~~(3) College Plus Endorsement~~, and/or (4) North Carolina Academic Scholars Endorsement. No endorsement is required to receive a diploma, ~~and a student may earn more than one endorsement.~~

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

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

Adopted:

**A. PRINCIPLES**

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

**B. LONG-RANGE PLAN**

The board will adopt a long-range plan that identifies the facility needs of the school system and sets forth a plan for how to meet these needs. The plan will address the issue of whether to renovate existing facilities or build new facilities. The plan also will incorporate, where appropriate, creative options for meeting the needs of the educational program, such as expansion or reduction through modular construction, future alternative uses of space, the availability of community facilities, the use of temporary facilities or leasing arrangements, opportunities for capital lease financing of facilities through public/private partnerships, and sharing facilities with other school systems.

**C. PROCESS**

The following information will be considered in developing and adopting a long-range plan:

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

The superintendent may utilize the services of consultants to obtain information necessary for the long-range planning process. All professional contracts must ~~be approved by the board~~ meet the requirements of any applicable board policies. (See policy 9110, Selection and Use of Architects and Engineers and policy 9120, Bidding for Construction Work) School staffs, students, and parents should be involved in considering the needs for new and renovated facilities.

The board will work with the board of county commissioners when possible in developing a five-year capital outlay plan. The board and superintendent will endeavor to communicate with

other governmental bodies and the public in a positive and persuasive manner about the need for school construction and, consequently, the need for necessary funding.

Legal References: G.S. 115C-47, -204, -276, -426.2, -521, -524, -530, -531, -532; 143-128.1C(1), -129; 153A-164

Cross References: Selection and Use of Architects and Engineers (policy 9110), Bidding for Construction Work (policy 9120)

Adopted:

The board will select future school sites in a manner consistent with facility needs as identified in the long range plan. The board will consider options for acquiring property and buildings that are within its legal authority, are economically sound and meet immediate and future needs.

The superintendent ~~will~~shall assist the board in site selection. In making recommendations to the board, the superintendent ~~must~~should consider the following factors, along with any other factors the superintendent determines to be appropriate:

1. the size of the site needed for current and future needs;
2. the cost for acquisition and development;
3. a site's suitability for its intended uses ~~of the site~~;
4. a site's accessibility for students and the community; and
5. whether ~~the~~a site meets all legal requirements, including environmental standards.

The superintendent ~~will~~shall investigate and recommend to the board reasonable options for acquiring property or buildings, such as purchasing, leasing, or entering into relationships with other governmental agencies or private businesses, as permitted by law. The superintendent is authorized to select and work with consultants in identifying and assessing site options. Any contract for professional services must be reviewed by the board attorney, approved by the board, and meet any applicable board policies.

Legal References: G.S. 115C-47, -204, -517, -518, -521; 153A-164; 160A, art. 2, pt. 1

Cross References: Selection and Use of Architects and Engineers (policy 9110)

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

Administrative Procedure: None

The board is committed to designing new and renovated facilities in a manner that maximizes the use of space, conserves environmental resources and produces structurally sound and safe buildings. All school buildings should be designed to create safe, orderly and inviting learning environments where students can succeed. School buildings also will be planned to the extent feasible for maximum use by the community and for providing extended services to students.

The superintendent is responsible for overseeing the design of facilities that have been identified in the long-range facility needs plan and have been approved for funding. New or renovated facilities must be designed to meet all legal requirements, including legal standards for accessibility and use of facilities by persons with disabilities. The superintendent will utilize services of outside professionals, including architects and other consultants, in the facility design and construction. Any contract for professional services must be reviewed by the board attorney, approved by the board, and meet any applicable board policies. (See policy 9110, Selection and Use of Architects and Engineers) The superintendent also ~~will~~should involve school staff, parents and students in the design of school buildings.

Plans for science facilities in middle and high schools are subject to approval by the State Board of Education in accordance with G.S. 115C-521(c1) and State Board of Education policy.

The superintendent ~~will~~shall report periodically to the board on the development of facility plans. The superintendent also will report on the State Board's review of facility plans conducted pursuant to G.S. 115C-521(c) and ~~will~~must specifically address any concerns noted by the State Board. The board will give final approval of facility plans before ~~investing any money may be spent on~~investing any money may be spent on new buildings or renovations.

Legal Reference: 29 U.S.C. § 794(b); 34 C.F.R. pt. 104 (subpt. C); 42 U.S.C. §12101 *et seq.*; 28 C.F.R. pt. 35 (subpt. D); G.S. 115C-204, -521; 133, arts. 1 and 3; State Board of Education TCS-O-003, North Carolina Public School Facilities Guidelines; ~~Safe Schools Facility Planner~~

Cross Reference: Selection and Use of Architects and Engineers (policy 9110)

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

Administrative Procedure: None

Facility construction will be undertaken in accordance with the long range plan adopted by the board of education and the facility design approved by the board.

Buildings should be constructed with durable materials that, when possible, permit space to be adapted to various purposes and to be adjusted to changes in technology or the educational program.

The board will not be involved in substandard construction. In the event of insufficient funding for a project, the board will defer parts of the long range plan to later phases.

Any repairs or renovations of school facilities should be undertaken in such a way as to minimize disruption to instructional time and the educational environment.

Legal References: G.S. 115C-521, -524

Cross References: Planning for Facility Needs (policy 9000), Facility Design (policy 9020)

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

Administrative Procedure: None



## CARE AND MAINTENANCE OF GROUNDS AND OUTDOOR EQUIPMENT

Policy Code:

9210

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The board strives to make the physical grounds at each school campus a part of a safe, orderly and inviting educational environment. To further this goal, the principal will seek opportunities to involve ~~staff~~employees, parents and students at that school in the decisions related to the school grounds and will make reasonable efforts to maintain the grounds and outdoor equipment in a manner consistent with board goals.

The board recognizes that chromated copper arsenate-treated wood ("arsenate-treated wood") has been found to pose health hazards to students and has been removed from the marketplace for residential uses. Thus, the board prohibits the purchase or acceptance of arsenate-treated wood for future use on school grounds. To the extent possible, the principal<sup>1</sup> or designee shall ensure that existing arsenate-treated wood in playground equipment is sealed.<sup>2</sup>

The principal ~~will~~shall inspect playgrounds and outdoor equipment for health and safety hazards on a regular basis and as required by law- and post warnings of any hazards as necessary to alert the public, staff and students of those hazards.<sup>3</sup> The principal will notify the superintendent, or designee, immediately of repairs needed to meet safety standards.

Legal References: G.S. 115C-12(34)(a), 36, -47, -524

Cross References: Student Safety (policy 1510/4200/7270)

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

Administrative Procedure: None

<sup>1</sup> Designate appropriate position, if not the principal.

<sup>2</sup> Alternatively, the board may adopt a timeline for removing existing arsenate-treated wood from playground equipment according to the guidelines to be established by the State Board of Education pursuant to G.S. 115C-12(34)(a).

<sup>3</sup> Playgrounds with poorly maintained equipment or ground surfaces can be a potential source of serious accidents and liability. Additional procedures may be provided at the administrative level to ensure that playgrounds are safe.

Security of school district facilities is an important part of maintaining a safe learning environment for students and staff and for protecting the investments of the school district. The superintendent or his or her designee will develop and implement programs or procedures as necessary to meet, at a minimum, the following board requirements for security of facilities.

1. The school district will use a security control system that will limit access to keys or other building entry devices to authorized personnel and will safeguard against unauthorized individuals gaining entry to buildings.
2. The superintendent will determine the need for and responsibilities of security personnel and will make recommendations as appropriate to the board for funding security personnel positions or contracts.
3. The superintendent must provide local law enforcement and emergency management agencies with schematic diagrams of all school facilities and provide them updates of the schematic diagrams when the school system makes substantial facility modifications, such as the addition of new facilities or modifications to doors or windows. The superintendent must provide local law enforcement agencies with keys to the main entrance of all school facilities.
4. Principals will make reasonable efforts to secure buildings and other valuable property on school grounds when the school is closed or vacated.
5. Teachers will make reasonable efforts to secure their assigned classrooms or other designated space when the school is closed or vacated or when the classroom or other designated space is not in use.
6. Principals are encouraged to involve teachers, other school staff, parents, students and law enforcement in identifying the security needs of the school.
7. Principals will implement programs or make recommendations to the superintendent and board as appropriate to address the security needs of the school.

Other board policies regarding the maintenance of facilities, safety and visitors to the school also are important to maintaining the security of the school environment. All professional employees and other employees with job duties related to the security of the facilities are responsible for being familiar with these policies and carrying out duties specified by board policies or the superintendent or his or her designee.

Legal References: G.S. 115C-276(c), -288(f), -307(h), -523, -524

Cross References: Student Safety (policy 1510/4200), Visitors to the Schools (policy 5020), Relationship with Law Enforcement (policy 5120), Use of Equipment, Materials and Supplies (policy 6520), Vandalism (policy 6550), Care and Maintenance of Facilities (policy 9200)

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

Administrative Procedure: None



# Asheboro City Schools

*...the subject is excellence*

*Office of the Superintendent*

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

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## MEMORANDUM

**TO:** Asheboro City Board of Education  
Dr. Terry Worrell, Superintendent

**FROM:** Michael R. Mize

**DATE:** July, 10, 2014

**RE:** Petition to change school district designation

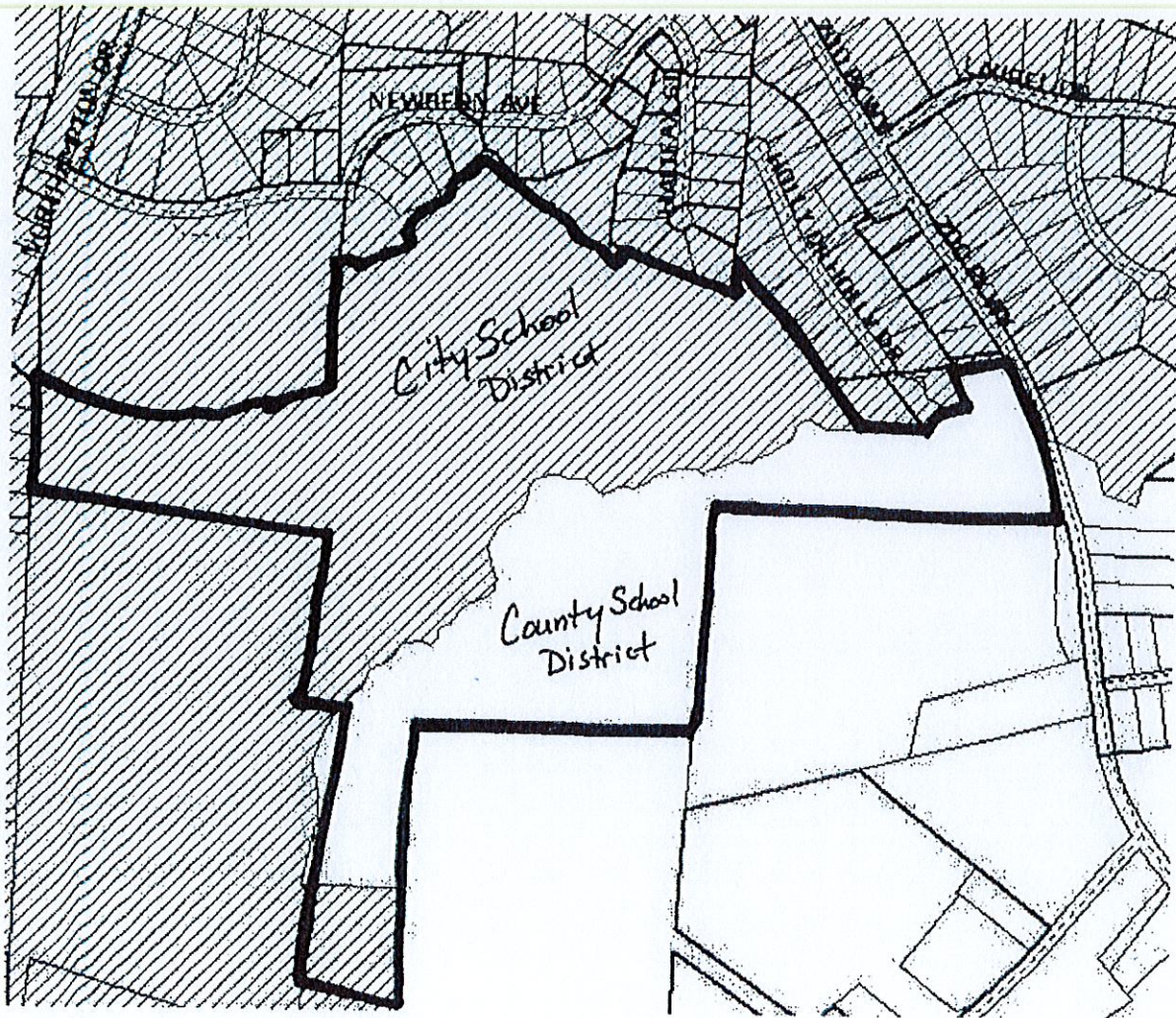
A written petition to change school district designation from Randolph County Schools to Asheboro City Schools has been received by administration.

Mr. Charles C. Chandler (owner) sent the request. A majority of the parcel is already in the Asheboro City School district and his request is for the entire parcel to be designated to Asheboro City School system.

I have attached a copy of the formal requests from Mr. Charles Chandler and Dr. Robert Chandler, a map of the property and a copy of NC General Status 115C-73 entitled "**Enlarging tax districts and city units by permanently attaching contiguous property.**"

## RECOMMENDATION:

That the Asheboro City Schools Board of Education approve the petition to change school district designation, subject to approval by the State Board of Education and the Randolph County Board of Education.



**DR. ROBERT G. CHANDLER**

April 11, 2014

Mr. Marty Trotter  
Assistant Superintendent  
Randolph County Schools,  
2222-C.S. Fayetteville Street  
Asheboro, NC 27205

Re: Asheboro City/Randolph County -School Boundary

Dear Mr. Trotter:

My brother and I own farm property adjacent to Teachey Elementary School and Carolina Hills subdivision in Asheboro. This property is part of the farm, on which we lived, and that our parents purchased in 1954. We attended the Asheboro City Schools, and our parents sold the land for the construction of Teachey Elementary School and Carolina Hills subdivision, and roads thereto in 1960.

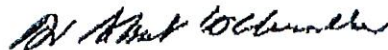
It has been our understanding that our property has been in the Asheboro City School district since before 1954. In fact, we were under the impression that the Asheboro City School district line was Cox Road (now Zoo Parkway down to Crestview Church Road, then west to South Fayetteville Street.

Recently, I was looking at the real estate tax information on-line and saw that part of our property is designated in the Asheboro City School district and part of our property is in the Randolph County School district. The dividing line appears to be a creek in the middle of our property, as shown on the attached tax parcel map. We would like to have all of our property within the Asheboro City School district.

We would like to petition the Asheboro City and the Randolph County School Boards to put all of our property in the Asheboro City School district.

I would appreciate your consideration and reply to this request.

Sincerely,



Dr. Robert G. Chandler

609 Buffalo Rd.  
Gamer N.C. 27529

Telephone: (919) 772-7150  
Mobile: (919) 88072926

## DR. ROBERT G. CHANDLER

April 11, 2014

Mr. Marty Trotter  
Assistant Superintendent  
Randolph County Schools,  
2222-C S. Fayetteville Street  
Asheboro, NC 27205

Re: Asheboro City/Randolph County -School Boundary

Dear Mr. Trotter:

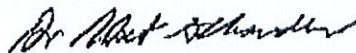
My brother and I own farm property adjacent to Teachey Elementary School and Carolina Hills subdivision in Asheboro. This property is part of the farm, on which we lived, and that our parents purchased in 1954. We attended the Asheboro City Schools, and our parents sold the land for the construction of Teachey Elementary School and Carolina Hills subdivision, and roads thereto in 1960.

There are no buildings, dwellings or residents on this farm property.

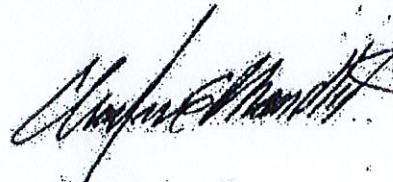
We would like to petition the Asheboro City and the Randolph County School Board to put all of our property in the Asheboro City School district.

I would appreciate your consideration and reply to this request.

Sincerely,



Dr. Robert G. Chandler



Charles C. Chandler

**§ 115C-73. Enlarging tax districts and city units by permanently attaching contiguous property.**

The county boards of education with the approval of the State Board of Education may transfer from nontax territory and attach permanently to local tax districts or to city school administrative units, real property contiguous to said local tax districts or city school administrative units, upon the written petition of the owners thereof and the taxpayers of the families living on such real property, and there shall be levied upon the property of each individual in the area so attached, including landowners and tenants, the same tax as is levied upon other property in said district or unit: Provided, that such transfer shall be subject to the approval of the board of education of such city unit: Provided, the petition must be signed by a majority of the persons who are the owners thereof and a majority of the taxpayers of the families living on such real property on the date the petition is filed with the county board of education: Provided, further, that a person or corporation owning only an easement in real property shall not be considered an owner of said property within contemplation of this section: Provided, further that no right of action or defense founded upon the invalidity of such transfer shall be asserted, nor shall the validity of such transfer be open to question in any court upon any ground whatever, except in an action or proceeding commenced within 60 days after the approval of such transfer is given by the State Board of Education.

Any qualified voter residing in the area attached shall be permitted to vote in any election for members of the board of education having jurisdiction over the attached area. (1955, c. 1372, art. 8, s. 4; 1959, c. 573, s. 4; 1971, c. 672; 1973, c. 1155; 1981, c. 423, s. 1; 1985 (Reg. Sess., 1986), c. 975, s. 13.)



**RANDOLPH COUNTY BOARD OF EDUCATION**  
**Regular Monthly Session**

**Monday, April 21, 2014**  
**Minutes**

November 26 <sup>th</sup>	April 10 <sup>th</sup>
December 22 <sup>nd</sup>	April 9 <sup>th</sup>
January 2 <sup>nd</sup>	April 8 <sup>th</sup>
January 21 <sup>st</sup>	

2015-2016 Calendar

Summary

- 180 student days x 6.25 hrs per day = 1,125 hours
- 1,125 hours minus 6 hours (for 3 scheduled 2-hr early releases) = 1,119 instructional hours
- 1,119 instructional hours – 1,025 required instructional hours = 94 hours (46 hrs 1<sup>st</sup> semester / 48 hrs 2<sup>nd</sup> semester)

Recommendations

- Absorb first 2 missed days per semester before making up student days
- Inclement Weather Make up Days:

<u>1<sup>st</sup> Semester</u>	<u>2<sup>nd</sup> Semester</u>
October 30 <sup>th</sup>	February 15 <sup>th</sup>
November 25 <sup>th</sup>	April 1 <sup>st</sup>
December 21 <sup>st</sup>	March 31 <sup>st</sup>
January 20 <sup>th</sup>	March 30 <sup>th</sup>

Upon review of the recommended revisions, the board had discussion regarding the 94 hours of additional time built into the school calendars. After discussion, board members were advised the recommendations presented were based on discussion in March to revisit the calendars and to come up with a plan to make sure the make-up days were clearly designated in order to notify parents and staff. Matthew Lambeth made a motion and the motion was seconded by Gary Mason to approve the recommendation as presented to absorb the first 2 missed days per semester before making up student days along with the inclement weather make-up days included as presented. Motion passes with a 4-3 vote.

**2. Recommendation to approve the petition to change school district designation**

Marty Trotter, Assistant Superintendent for Operations presented to the board a written petition to change school district designation from Randolph County Schools to Asheboro City Schools. Mr. Charles C. Chandler (owner) sent the request. Mr. Trotter stated a majority of the parcel is

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already in the Asheboro City School district and Mr. Chandler's request is for the entire parcel to be designated Asheboro City Schools.

The board also received a copy of the formal requests from Mr. Charles Chandler and Dr. Robert Chandler, a map of the property and a copy of NC General Statue 115C-73 entitled "Enlarging tax districts and city units by permanently attaching contiguous property." The Randolph County Board of Education is the first step in the process of this request, followed by the State Board and Asheboro City Schools. After review and discussion, Todd Cutler made a motion to approve the petition to change school district designation subject to approval by the State Board of Education and the Asheboro City Board of Education. The motion was seconded by Tracy Boyles. Motion passed unanimously.

**Closed Session**

Todd Cutler made a motion that the Randolph County Board of Education enters into closed session to preserve the attorney-client privilege and to discuss confidential personnel matters protected by state law as provided in North Carolina General Statute 143.318.11. The motion was seconded by Gary Mason. Motion passed unanimously.

Human Resources

1. Various personnel items and advice from attorney

**Return to Open Session**

The Board returned to open session at 8:20 p.m.

Human Resources

1. Action items

**Certified and Classified Personnel Reports**

Todd Cutler made a motion; motion was seconded by Gary Cook to approve the certified personnel report as presented. Motion passed unanimously. Tracy Boyles made a motion; motion was seconded by Todd Cutler to approve the classified personnel report as presented. Motion passed unanimously. The personnel reports as approved by the Board of Education are as follows:

Certified Personnel Report

Name	Position	Work Location	Date Effective
Employment			

# PROPOSED BOARD OF EDUCATION GOALS 2014-2015

## STRATEGIC GOAL:

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

## STRATEGIC OBJECTIVES:

### 1. Engage each student

1. Teach the standards through the lens of the **4 C's** (with particular focus on communication and collaboration).
2. Implement **Problem Based Learning units** using the district-wide PBL protocol and appropriate performance rubrics at each school.
3. Identify and nurture problem-based **partnerships with the community** and beyond for planning and evaluating real world solutions.
4. Implement **global awareness** recommendations.
5. Continue **Positive Behavior Instructional Support** program at each school.
6. Continue project to address **discipline disproportionality**.
7. Implement district-wide program to prevent **bullying**.
8. Implement updated lockdown and **crisis plan procedures**.
9. Implement approved **technology plan**.
10. Provide professional development and support for teachers on **the SAMR model for integrating technology** and other identified needs based on staff surveys.
11. Implement support for **new Chromebook devices** at AHS. Redistribute AHS laptops as needed throughout the district.

### 2. Assess for learning

1. Determine how to **systematically capture and share student data** at the classroom, school, and district levels as it is collected to inform instruction and intervention.

2. Develop an **online platform for sharing common assessments** linked to curriculum standards and units.

### **3. Improve achievement**

1. Share newly developed **district literacy plan** with teachers and staff and provide professional development aligned with the plan.

2. Pilot **consistent phonics instructional approach** in pre-kindergarten and kindergarten classrooms at each school site.

3. Implement **writing strategies** from 2014 UNCG summer partnership initiative.

4. Continue **Reading Foundations training** for all K-2 teachers to increase reading content knowledge and enhance instructional skills as funding is available.

5. Convene Asheboro City Schools Transition Team and implement district-wide **transition plan**.

6. Implement **Career Cruising as the structure** for academic planning, career and academic inventories, lessons, and online access for students, teachers, and parents.

7. Determine areas of need for **middle school enrichment** not addressed in current offerings and research what activities would interest various groups of students.

8. Develop process for **expanding Credit by Demonstrated Mastery** to other allowable course offerings.

### **4. Create opportunities**

1. Develop online video curriculum resources for parents.

2. Implement **communication strategy** to increase community awareness and involvement in our schools.

### **5. Build capacity**

1. Continue district support for **teacher-led professional development** initiatives.

2. Continue **Teacher Leadership Academy** for cohort #5.

3. Evaluate and monitor **beginning teacher support program**.

	A	B	C	D
1	School/Location	Date	Event	Time
2	AHS PDC	Thursday, July 10	Board of Education Meeting	7:30pm
3	AHS PDC	Thursday, Aug. 14	Board of Education Meeting	7:30pm
4	AHS Zoo School	Wednesday, Aug. 20	AHS Zoo School Open House	9:00am - 11:00am
5	Balfour	Wednesday, Aug. 20	K-5 Balfour Open House	4:00pm - 6:00pm
6	McCrary	Wednesday, Aug. 20	K-5 McCrary Open House	4:00pm - 6:00pm
7	Loflin	Wednesday, Aug. 20	K-5 Loflin Open House	4:00pm - 6:00pm
8	Teachey	Wednesday, Aug. 20	K-5 Teachey Open House	4:00pm - 6:00pm
9	Lindley Park	Wednesday, Aug. 20	K-5 Lindley Park Open House	4:00pm - 6:00pm
10	NAMS	Wednesday, Aug. 20	6th Grade NAMS Open House	6:30pm - 8:00pm
11	SAMS	Wednesday, Aug. 20	6th Grade SAMS Open House	6:30pm - 8:00pm
12	AHS	Thursday, Aug. 21	9th Grade Open House	9:00am - 11:30am
13	AHS	Thursday, Aug. 21	10th, 11th and 12th Grade Open House	5:00pm - 7:00pm
14	NAMS	Thursday, Aug. 21	7th and 8th Grade NAMS Open House	6:30pm - 8:00pm
15	SAMS	Thursday, Aug. 21	7th and 8th Grade SAMS Open House	6:30pm - 8:00pm
16	AHS	Friday, Aug. 22	Convocation	7:30am
17	All Schools	Monday, Aug. 25	First Day for Students	all day
18	ECDC	Monday, Aug. 25	Pre-k Open House	6:00pm - 7:00pm
19	All Schools	Monday, Sept. 1	Holiday; schools closed	all day
20	AHS PDC	Thursday, Sept. 11	Board of Education Meeting	7:30pm
21	AHS	Friday, Sept. 12	AHS Varsity Football vs. Randleman	7:30pm
22	Chatham County	Wednesday, Sept. 17	Region 5 District Meeting	4:00pm - 8:00pm
23	AHS	Friday, Sept. 26	AHS Varsity Football vs. Providence Grove	7:30pm
24	All Schools	Monday, Oct. 6	Teacher Workday; no school for students	all day
25	AHS PDC	Thursday, Oct. 9	Board of Education Meeting	7:30pm
26	AHS	Friday, Oct. 10	AHS Varsity Football vs. Ledford	7:30pm
27	Renaissance Asheville	Wed. - Fri., Oct. 15-17	Fall Law Conference	all day
28	AHS	Friday, Oct. 24	AHS Homecoming V. Football vs. N. Forsyth	7:30pm
29	AHS	Friday, Nov. 7	AHS Varsity Football vs. Central Davidson	7:30pm
30	All Schools	Tuesday, Nov. 11	Holiday; schools closed	all day

	A	B	C	D
1	<b>School/Location</b>	<b>Date</b>	<b>Event</b>	<b>Time</b>
31	AHS PDC	Thursday, Nov. 13	Board of Education Meeting	7:30pm
32	Koury Convention Center	Mon. - Wed., Nov. 17-19	45th NCSBA Annual Conference	all day
33	All Schools	Wednesday, Nov. 26	Teacher Workday; no school for students	all day
34	All Schools	Thurs. - Fri., Nov. 27-28	Holiday; schools closed	all day