

ASHEBORO CITY BOARD OF EDUCATION
May 10, 2012
7:30 p.m.
Asheboro High School
Professional Development Center

***6:00 p.m. – Policy Committee**

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

I. Opening

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – Donyea Gladden, 5th Grade Student from Teachey Elementary
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Community Partner Spotlight – Asheboro Kiwanis Club
- B. Board Spotlight – Teachey Elementary School, 2011-2012 Partnership Highlights
- C. Teacher of the Year Nominees
- D. 2012 Apple of Excellence Outstanding Teacher of the Year
- E. NCCTM Secondary Math Teacher of the Year
- F. Teacher Leadership Academy

III. Public Comments

- A. Citizens who signed up to address the Board will be called on to make comments. Each individual speaker will be allowed 3 – 5 minutes for remarks. Issues or concerns involving personnel matters are not appropriate for the public comment setting.

IV. *Consent Agenda

- A. Approval of Minutes – April 19, 2012, and April 26, 2012
- B. HOSA Field Trip – Asheboro High School
- C. Budget Amendments CO-03 and LG-02
- D. Lottery Application for Guy B. Teachey Roofing Project (Revised)
- E. Personnel

V. Information, Reports and Recommendations

- A. Career Status Consideration
- B. Policies
 - Policy 3430 – School Improvement Plan
 - Policy 1010 – Board Authority and Duties
 - Policy 2123 – Board Member Opportunities for Development
 - Policy 4150 – School Assignment
 - Policy 4155 – Assignment to Classes
 - Policy 4600 – Student Fees
 - Policy 5030 – Community Use of Facilities
 - Policy 7100 – Recruitment and Selection of Personnel
 - Policy 7425 – School Administrator Contracts

- Policy 7500 – Workday and Overtime
- Policy 7540 – Voluntary Shared Leave
- Policy 8000 – Fiscal Goals
- Policy 8340 – Insurance
- Policy 9000 – Planning to Address Facility Needs

VI. Action Items

***A. Policies**

- Policy 1710/4021/7230 – Prohibition Against Discrimination, Harassment, and Bullying
- Policy 1720/4015/7225 – Discrimination, Harassment, Bullying , and Hazing Complaint Procedure
- Policy 1730/4022/7231 – Nondiscrimination on the Basis of Disabilities
- Policy 2342 – Voting Methods
- Policy 3000 – Goals and Objectives of the Educational Program
- Policy 4110 – Immunization and Health Requirements for School Admission
- Policy 6315 – Drivers
- Policy 6320 – Use of Student Transportation Services
- Policy 6321 – Bus Routes
- Policy 7405 – Extra-Curricular and Non-Instructional Duties

***B. Randolph Community College Board of Trustees Appointee**

VII. Superintendent's Report/Calendar of Events

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

VIII. Board Operations

- A. National School Boards Association's Conference Update
- B. Important Dates to Remember:
 - Teacher Appreciation Week, May 7-11, 2012
 - Teacher of the Year Banquet – May 23, 2012, 6:00 p.m., Pinewood County Club
 - Budget Presentation to County Commissioners – May 29, 2012, 6:00 p.m.
 - Senior Awards Night – Wednesday, May 30, 2012, 7:00 p.m.
 - Baccalaureate – Sunday, June 3, 2012, 7:00 p.m.
 - Graduation – Friday, June 8, 2012, 7:00 p.m.
 - Summer Board Retreat – June 25, 2012, 5:30 – 8:30 p.m., Professional Development Center

IX. Adjournment

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

ASHEBORO CITY BOARD OF EDUCATION
May 10, 2012
7:30 p.m.
Asheboro High School
Professional Development Center

Addendum

I. Opening

IV. *Consent Agenda

- E.** Personnel
- F.** 2012-2017 Head Start Lease Agreement
- G.** Sodexo Amendment for Summer Feeding Program

V. Information, Reports and Recommendations

- A.** Early Childhood Development Center Update
- B.** Career Status Consideration
- C.** Policies
 - Policy 3430 – School Improvement Plan
 - Policy 1010 – Board Authority and Duties
 - Policy 2123 – Board Member Opportunities for Development
 - Policy 4150 – School Assignment
 - Policy 4155 – Assignment to Classes
 - Policy 4600 – Student Fees
 - Policy 5030 – Community Use of Facilities
 - Policy 7100 – Recruitment and Selection of Personnel
 - Policy 7425 – School Administrator Contracts
 - Policy 7500 – Workday and Overtime
 - Policy 7540 – Voluntary Shared Leave
 - Policy 8000 – Fiscal Goals
 - Policy 8340 – Insurance
 - Policy 9000 – Planning to Address Facility Needs

VI. Action Items

- *C.** Early Childhood Development Center Asbestos Abatement and Demolition Bid Package

IX. Adjournment

Mission Statement

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

May 10, 2012

Community Partner Spotlight:

This evening we are please to recognize the Asheboro Kiwanis Club for their support of Guy B. Teachey School through their Terrific Kids program. Terrific Kids is a student-recognition program that promotes character development, self-esteem and perseverance. "Terrific" is an acronym for *Thoughtful, Enthusiastic, Respectful, Responsible, Inclusive, Friendly, Inquisitive and Capable.*

Board Spotlight:

Tonight's spotlight will feature several strategic school partners that have contributed to Teachey's success this year. We are please to have with us this evening: Margie Trogdon and Tim Womick from TREESNC; Todd Trotter, PTO president; and Pastor Moses from Foster Street Wesleyan Church.

Other Recognitions:

[Congratulations to our school Teacher of the Year candidates:](#)

Sharon Andrews, GBT; Suzanne Benhart, AHS; Susan Butler, SAMS; Julia Bynum, NAMS; Tiffany Cooper, LP; Tracey Foscue, CWM; Laurie Johnson, DLL; Reagina Roberson, BAL; and Tracy Sims, ECDC.

Valerie Campbell, GBT, [2012 Apple of Excellence](#)

Michael Hynd, SAMS, [ACS Secondary NCCTM Math Teacher of the Year](#)

Minutes of the Asheboro City Board of Education

April 19, 2012

Policy Committee

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

Jane Redding
Chris Yow
Archie Priest, Jr.

Gustavo Agudelo
Phillip Cheek

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

Mr. Yow called the meeting to order at 6:00 PM and Dr. Frick began review of the agenda.

- Policy 3430 – School Improvement Plan
 - Policy has been updated to reflect adjustments and additions required by legislation (Summer 2011)
 - Additions include section on staff development as well as additions to mandatory components of the SIPs

- The following policies all have minor, technical and legal changes only:
 - Policy 1010 – Board Authority and Duties
 - Policy 2123 – Board Member Opportunities for Development
 - Policy 4150 – School Assignment
 - Policy 4155 – Assignment to Classes
 - Policy 4600 – Student Fees
 - Policy 5030 – Community Use of Facilities
 - Policy 7100 – Recruitment and Selection of Personnel
 - Policy 7425 – School Administrator Contracts
 - Policy 7500 – Workday and Overtime
 - Policy 7540 – Voluntary Shared Leave
 - Policy 8000 – Fiscal Goals
 - Policy 8340 – Insurance
 - Policy 9000 – Planning to Address Facility Needs

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

With no further business, the meeting was adjourned at 6:30 PM.

Finance Committee

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

Kelly Harris, Chairman
Linda Cranford
Joyce Harrington
Gidget Kidd

Kyle Lamb
Archie Priest
Jane Redding

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

Mr. Blair introduced Megan Sizemore, auditor from Cherry Bekaert & Holland CPA firm. Ms. Sizemore presented the 2010-2011 audit report including a clean audit opinion. Following the audit discussion, Mr. Blair presented the following items

- Budget Amendments State 03 and Federal 04
- The 2011-12 Audit Contract (with no change in terms)
- Public School Building Capital Fund Application for debt payment on the Sir Robert Motel property
- Two NC Lottery Applications
 - Reimbursement for roofing project at Guy B. Teachey Elementary School
 - Debt payment for Guy B. Teachey Elementary School Project.

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

Board of Education

Opening

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

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

Board members absent were Steve Jones and Linda Cranford.

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

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

Following a moment of silence led by Chairman Redding, Rocio Belman, 5th Grade member of the Flag Corps at Balfour Elementary School led the pledge of allegiance.

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

Special Recognition and Presentations

Carla Freemyer recognized Justin Allman, a member of North Ridge Church. Mr. Allman has faithfully coordinated the packing of the back packs for Balfour Elementary this school year. This is an invaluable service to our students. Thank you, Justin, and your Sunday School class for supporting this project and our students.

The Board of Education's spotlight was Balfour Elementary. Mary Vargas and Ellyrae Campbell, third grade students at Balfour, presented their project, "Diameters in the Sky." They created a scale model of the Solar System and investigated how the planets compare in size. Their findings were presented to their classmates using voice thread. Classmates were invited to comment and collaborate using voice thread as well.

Public Comments

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

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

Consent Agenda

The following items under the Consent Agenda were approved:

**Approval of Minutes – March 8, 2012, March 16, 2012, and March 26, 2012*

**Technology Plan – (A copy of the Technology Plan will become a part of these minutes.)*

**Personnel*

RESIGNATIONS/RETIREMENTS/SEPARATIONS

<u>Name</u>	<u>School/Subject</u>	<u>Effective</u>
Alston, Penelope	CO/Bus Drive	3/13/12
Leitinger, Daniel	CO/Bus Drive	3/23/12
Frick, Hazel	CO/Director of Test. & Account.	6/30/12

APPOINTMENTS

<u>Name</u>	<u>School/Subject</u>	<u>Effective</u>
Ackland, Robin	BAL/ESL	8/15/12
Trentacosta, Kathryn	NAMS/Special Ed.	8/15/12

APPOINTMENTS

<u>Name</u>	<u>School/Subject</u>	<u>Effective</u>
McRae, Althea	CO/Sub./Bus Monitor	3/15/12
Ackland, Robin	Sub.-\$69.00 Day	3/27/12
Covington, Dora	Sub.-\$69.00 Day	4/16/12
Goodwin, Kisty	Sub.-\$69.00 Day	4/16/12
Green, Calvin	Sub.-\$69.00 Day	4/16/12
Graves, Margie	CO/Bus Driver	4/5/12
Herman, Julia	Sub.-\$69.00 Day	4/16/12
Johnson, Constance	Sub.-\$90.00 Day	4/16/12
Lee, Summer	Sub.-\$69.00 Day	4/16/12
Small, Donna	Sub.-\$69.00 Day	4/16/12
Sutterby, David	Sub.-\$69.00 Day	4/16/12
Vaughn, Kansas	Sub.-\$69.00 Day	4/2/12
Williams, Brenda	Sub.-\$69.00 Day	4/16/12

LEAVE OF ABSENCE

<u>Name</u>	<u>School/Subject</u>	<u>Effective</u>
Jarrell, Jenny	GBT/	8/15/12 to 6/11/13

ADMINISTRATIVE CONTRACTS

<u>Name</u>	<u>School/Subject</u>	<u>Effective</u>
Butler, Michael Christopher	AHS/Asst. Principal	7/1/12 to 6/30/16
Eggleston, John	AHS/Asst. Principal	7/1/12 to 6/30/16
Thompson-Fulp, April	NAMS/Asst. Principal	7/1/12 to 6/30/16

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

**Budget Amendments State 03, Federal 04 (A copy of these amendments will become a part of these minutes.)*

**2011-12 Audit Contract (A copy of the Audit Contract will become a part of these minutes.)*

**Public School Building Capital Fund Application (A copy of the Public School Building Capital Fund Application will become a part of these minutes.)*

**NC Lottery Fund Applications (A copy of the applications will become a part of these minutes.)*

**Asheboro High School DECA Field Trip (A copy of this field trip will become a part of these minutes.)*

Information, Reports and Recommendations

Julie Pack presented information on the Carolina College Advising Corps who will place an adviser in Asheboro High School beginning the 2012-2013 school year. The Corps helps low-income, first-generation college, and underrepresented students find their way to college. There is no cost for the Corps and we will share this person with Eastern Randolph High School for one year with the option to renew for a second year.

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

- Policy 1710/4021/7230 – Prohibition Against Discrimination, Harassment, and Bullying
- Policy 1720/4015/7225 – Discrimination, Harassment, Bullying, and Hazing Complaint Procedure
- Policy 1730/4022/7231 – Nondiscrimination of the Basis of Disabilities
- Policy 2342 – Voting Methods
- Policy 3000 – Goals and Objectives of the Educational Program
- Policy 4110 – Immunization and Health Requirements for School Admission
- Policy 6315 – Drivers
- Policy 6320 – Use of Student Transportation Services
- Policy 6321 – Bus Routes
- Policy 7405 – Extra-Curricular and Non-Instructional Duties

Julie Pack presented recommendations for Asheboro City Schools Advanced Placement Program. These recommendations were developed after an AP Study Team was created to examine the focus and practices of the AHS AP Program. The committee's focus is on improving instruction and communicating with both students and parents about what is expected for students to succeed in Advanced Placement Courses.

Action Items

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

- Policy 4202/5029/7272 – Service Animals in Schools
- Policy 7335 – Employee Use of Social Media

Board members approved the adoption of the policies with a vote of 8 to 1. Board member, Kyle Lamb, voted against approval of the policies. (A copy of the policies will become a part of these minutes.)

Mr. Yow motioned and Mr. Lamb seconded, to approve the 2010-11 Audit Report as submitted by Mr. Blair. Board members unanimously approved the 2010-2011 Audit Report. (A copy of this report will become a part of these minutes.)

Jennifer Smith presented information on the NC Waiver for Flexibility from Sanctions of the No Child Left Behind law. To date, all indications are that North Carolina's waiver will be approved. The first three statutory requirements are critical. They are:

- Allows State Education Agencies to develop AMO for determining AYP reading/math
- Removes current status of schools and requirements for sanctions – e.g. choice, Supplemental Education Services
- Removes Local Education Agency Improvement/Corrective Action status and requirements.

Asheboro City Schools has no schools designated as Reward, Focus, or Priority. Ms. Smith also went over the plan that will address choice transfers for school year 2012-13. A motion was made by Ms. Kidd, seconded by Ms. Harrington to approve the adoption of Asheboro City Schools plan for choice transfers for 2012-13. The plan was approved with a vote of 8 to 1 with Board member, Phillip Cheek, voting against. (A copy of ACS plan to address choice transfers will become a part of these minutes.)

Superintendent's Report/Calendar of Events

Carla Freemyer reported on the Calendar of Events noting the following: the Elementary Choral Festival Concert on April 20; Budget session April 26; Old Balfour School reception, April 26; Asheboro High School's production of "The Secret Garden" on April 26, 27, 28, and 29; Asheboro Alive & Well Student Video Presentations on April 28; Donna Lee Loflin 75th Anniversary Celebration on April 29; and May 7-12 is Teacher Appreciation Week.

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

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

Dr. Frost thanked Marty Williams and Cheryl Perkins for the first Technology Expo. It was a wonderful event showcasing our students. Also, thanks were given to Mike Mize and his team for moving the ECDC staff and warehouse materials timely to ready the old Balfour building for demolition.

Board Operations

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

- NSBA Annual Conference – April 21-23, 2012, Boston, MA
- Reception in Honor of Old Balfour School (ECDC) – April 26, 2012, 5:30-6:30 p.m.
- Budget Session – April 26, 2012, 7:00 p.m.
- Donna Lee Loflin 75th Anniversary Celebration – April 29, 2012, 2:00 to 5:00 p.m.
- Mayor's Breakfast – May 3, 2012, 6:45 a.m., AVS Banquet Centre
- Teacher Appreciation Week, May 7-11, 2012
- Teacher of the Year Banquet – May 23, 2012, 6:00 p.m., Pinewood Country Club
- Summer Board Retreat – June 25, 2012, 5:30-8:30 p.m., PDC

Adjournment

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Cheek, and unanimously approved by the Board, to adjourn at 8:40 p.m.

Chairman

Secretary

Minutes of the Asheboro City Schools Board of Education
April 26, 2012
7:00 p.m.
Budget Presentation

The Asheboro City Board of Education met in regular session on Thursday, April 26, 2012, at the Professional Development Center with the following members present:

Jane Redding, Chairman
Gustavo Agudelo
Linda Cranford
Joyce Harrington

Kyle Lamb
Archie Priest, Jr.
Chris Yow

The following members were absent: Dr. Kelly Harris, Gidget Kidd, Steve Jones, and Phillip Cheek.

Staff members present were: Dr. Diane Frost, Harold Blair, Dr. Timothy Allgood, Mike Mize, and Jennifer Smith. Additional staff present was Kristen Wright, Assistant Finance Officer.

Chairman Redding welcomed everyone and recognized Mr. Harold Blair to lead the budget presentation. Mr. Blair presented the 2012-13 Budget Proposal in detail inviting comments and/or questions. Mr. Blair indicated a county appropriation request totaling \$7,397,073 would be submitted including \$4,622,466 for current expense and \$2,774,607 for capital outlay including \$1,920,913 for the remainder of the Early Childhood Development Project. The Board of Education will request that County Commissioners leave the City Schools supplemental tax rate at \$.1385/100. A motion was made by Mr. Lamb to approve the 2012-13 Budget Proposal as presented, seconded by Ms. Cranford, and unanimously approved by the Board. (A copy of the 2012-13 Budget Proposal will become a part of these minutes.)

Chairman Redding expressed appreciation to Mr. Blair and his staff in developing the budget and commended their efforts.

There being no further business, a motion was made by Mr. Lamb, seconded by Ms. Cranford, to adjourn the meeting at 7:38 p.m.

Chairman

Secretary

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

Group Making Request: HOSA - Asheboro High School School: Asheboro High School

Destination: Orlando, FL Date of Trip: June 20-22

Number of Students Involved: 2 Percent of Total Group: _____

Reasons for Students Not Attending: _____

Transportation Method: Activity Bus Bus Charter Private Automobile Other (flight)

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

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

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

Departure Time: Wed June 20th Return Time: Friday June 22nd Round Trip Miles (estimated): 1125 miles

Estimated Cost to the Student: \$250

Purpose(s) of the Field Trip: Haley Poole and Lindsey Welch qualified for national HOSA competition in the Career Health Display event.

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

Kimberly Cox Lewis

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

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

Kimberly C Lewis (see attache e-mail for info on funding for the trip) 4/24/2012
Sponsor (Group Responsible for Paying for the Trip) Date

Approved: [Signature] 4/24/2012
Principal Date

Approved: _____
Superintendent or Designee Date

Transportation Scheduled: _____
Transportation Supervisor Date

Special Comments/ Response: _____

Budget Amendment
Asheboro City Schools Administrative Unit
Capital Outlay Fund

The Asheboro City Board of Education at a regular meeting on the 10th day of May, 2012 passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2012.

REVENUE

4.3460.076.000	Public School Captial Fund - Lottery	\$	84,073.95
			84,073.95
			84,073.95

EXPENDITURE

4.9108.076	Roof Replacement	\$	84,073.95
			84,073.95
			84,073.95

Total Appropriation in Current Budget	\$	1,333,065.61
Total Increase/Decrease of above amendment		84,073.95
Total Appropriation in Current Amended Budget	\$	1,417,139.56

Passed by majority vote of the Board of Education of Asheboro City on the 10th day of May, 2012.

Chairman, Board of Education

Secretary

Budget Amendment
Asheboro City Schools Administrative Unit
Local Grant Fund

The Asheboro City Board of Education at a regular meeting on the 10th day of May, 2012, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2012.

<u>REVENUE</u>		
8.3700.066	Principal Grant	\$ 60,000.00
8.3200.615	Department of Public Health Nurse Grant	50,000.00
8.3700.305	NC Medicaid Administrative Reimbursement	75,000.00
8.4890.575	Golden Leaf Grant	<u>140,200.00</u>
		<u>\$ 325,200.00</u>
 <u>EXPENDITURE</u>		
8.5400.066	School Leadership Services	\$ 60,000.00
8.5840.615	Health Support Services	50,000.00
8.5110.001	Regular Curricular Services	75,000.00
8.5110.575	Regular Curricular Services	<u>140,200.00</u>
		<u>\$ 325,200.00</u>
Total Appropriation in Local Grant Fund		\$ 2,003,712.00
Total Increase/Decrease of above amendment		<u>325,200.00</u>
Total Appropriation in Current Amended Budget		<u>\$ 2,328,912.00</u>

Passed by majority vote of the Board of Education of Asheboro City on the 10th day of May, 2012.

Chairman, Board of Education

Secretary

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

Approved: _____

Date: _____

County: Randolph County

Contact Person: Will Massie

LEA: Asheboro City Schools

Title: County Finance Officer

Address: 725 McDowell Road Asheboro, NC 27205

Phone: 336-318-6310

Project Title: Teachey Elementary Roofing Project

Location: Asheboro, NC

Type of Facility: Elementary School

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

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

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

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

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

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

Short description of Construction Project:

Replacement of roof section C of existing facility

Estimated Costs:

Purchase of Land _____	\$ _____
Planning and Design Services _____	_____
New Construction _____	_____
Additions / Renovations _____	_____
Repair _____	84,073.95
Debt Payment / Bond Payment _____	_____
Classroom Teachers _____	_____
TOTAL _____	\$ 84,073.95

Estimated Project Beginning Date: Aug-2011 Est. Project Completion Date: Dec-2011

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

The County Commissioners and the Board of Education do hereby jointly request approval of the above project, and request release of \$ 84,073.95 from the Public School Building Capital Fund (Lottery Distribution). We certify that the project herein described is within the parameters of G.S. 115C-546 (or SL 2010-123).

(Signature — Chair, County Commissioners)

(Date)

(Signature — Chair, Board of Education)

(Date)

**Professional and Certified Personnel
Recommendations for the 2012-2013 Academic Year
Asheboro City Board of Education
June 14, 2012**

**A.* Recommended for Continued Employment – Probationary Status
Tenure Track**

<u>Name</u>	<u>Subject Area</u>
<u>Balfour School</u>	
Bartlett, Sarah	1 st Grade
Belpasso, Ashley	Special Education
Cook, Elizabeth	Kindergarten
Hanson, Rebekah	5 th Grade
Howell, Myra	2 nd Grade
Isley, Phillip	4 th Grade
Kessler, Sarah	3 rd Grade
Kilby, Kelley	4 th Grade
Kiser, Alisha	Kindergarten
Larson, Matthew	Physical Education
Maness, Molly	1 st Grade
Perkins, Sarah	1 st Grade
Race, Michelle	3 rd Grade
Skoglund, Melissa	Special Education
Speer, Jennifer	2 nd Grade
Tonkin, Sarah	5 th Grade
Watson, Toshia	1 st Grade
Williams, Mark	ESL
<u>Charles W. McCrary School</u>	
Chriscoe, Charity	3 rd Grade
Espada, Michelle	ESL
Hardin, Kristen	1 st Grade
Hatcher, Julie	5 th Grade
Payne, Laura	Music
Taylor, Marian	4 th Grade
Wilkie, Dana	Special Education

Page 2

Donna Lee Loflin School

Cabiness, Donna

Carr, Heather

Feary, Colleen

Grady, Natalie

Gravett, Jaclyn

Joyce, Meghan

Kern, Ella

Lyons, Deanna

Singleton, Megan

Smith, Ashley

Stefan, Re'Ann

Guidance

3rd Grade

Kindergarten

1st Grade

1st Grade

3rd Grade

2nd Grade

1st Grade

4th Grade

1st Grade

5th Grade

Early Childhood Development Center

Lawrence-Smith, Venise

Prohoniak, Melanie

Pre-Kindergarten

Pre-Kindergarten

Guy B. Teachey School

Baird, Lauren

Beck, Margaret

Campbell, Valerie

Dreyer, Emily

Lawton, Hannah

Lloyd, Shelby

Nixon, Denise

Spangler, Elizabeth

Stines, Dubraska

Wells, Stephanie

Westbrook, Jennine

Kindergarten

Kindergarten

1st Grade

5th Grade

4th Grade

2nd Grade

2nd Grade

3rd Grade

ESL

Art

4th Grade

Lindley Park School

Aguero, Carolina

Allred, Kristi

Brown, Ashley

Burden, David

Harris, Sheri

Rush, Caroline

Skeen, Jodi

Smith, Helen

ESL

Kindergarten

1st Grade

4th Grade

3rd Grade

5th Grade

Speech Language

1st Grade

Page 3

North Asheboro Middle School

Brice, Olivia	Language Arts
Collins, Chandra	Language Arts
Gibbs, Ryan	Social Studies
Hicks, Amanda	Science
Jones, Brenda	Language Arts
Matthews, Teresa	Business Education
McKinnon, Leslie	Special Education
Paden, Megan	Mathematics
Van Kirk, Yvonne	ESL
Wolfe, Meredith	Language Arts
Yungeberg, Alison	Language Arts

South Asheboro Middle School

Beck, Donna	ESL
Cagle, Frank	Mathematics
Clarett, Adriane	Science
Clow, Kristin	Language Arts
Cope, Jaimie	Art
Curry, Melissa	Language Arts
Dykstra, Heather	Special Education
Everett, Elizabeth	Language Arts
Flow, William	Language Arts
Hildreth, Misty	Science
King, Kathleen	Music
Marinucci, Rachel	Special Education
Murray, April	Spanish
Runnfeldt, Kristen	Mathematics
Salamone, Jennifer	Mathematics
Thomas, Helena	Mathematics
Toscano, Kristen	Special Education

Asheboro High School

Applegate, Tamara	Mathematics
Brewer, Jordan Blake	Physical Education
Bunch, Kateland	Social Studies
Church, Leigh Ann	FACS
Dillion, Jonathan	English
Dozier, Angela	English
Ellington, Chad	Social Studies
Fitch, Cameron	Special Education
Leonard, Travis	Technology

Page 4

Mimm, Ann	Mathematics
Owens, Jonathan	Special Education
Parrish, David	English
Phillips, John	Mathematics
Renne, Michael	Business Education
Seabrease, Zack	Science
Silva, Zulema	Spanish
Washington, Rhonda	Science

**B.* Recommended for Continued Employment – Probationary Status
Non-Tenure Track**

<u>Name</u>	<u>Subject Area</u>
<u>Charles W. McCrary School</u> Wyatt, Kimberly	Art
<u>Donna Lee Loflin School</u> Gavin, Roberta	Media
<u>Lindley Park School</u> Neal, Heather	ESL
<u>Early Childhood Development Center</u> Watts, Amber	Pre-Kindergarten
<u>South Asheboro Middle School</u> Dawson, Julia Kingston, Christopher	Media Special Education
<u>Asheboro High School</u> Heckethorn, Ben Hurley, Lori Lewis, Kimberly Patterson, Matthew Smith, Chameeka Thompson, Amanda	Social Studies FACS Health Occupations Special Education Business Special Education

C.* Resignations/Retirements/Separations

<u>Name</u>	<u>School/Subject</u>	<u>Effective Date</u>
Aldrich, Kimberly	AHS/Social Studies	6/8/12
Buckner, Lynn	GBT/2 nd Grade	6/12/12
Britt, Faye	AHS/FACS	6/12/12
Carroll, Aileene	AHS/Mathematics	6/12/12
Chandler, Natasha	NAMS/Mathematics	6/12/12
Davidson, Patricia	SAMS/Special Education	6/12/12
Davis, Benjamin	AHS/JROTC	7/31/12
Fitch, Carolyn	AHS/Guidance	6/30/12
Garner, Hilda	CWM/ESL	6/12/12
Johnson, Alice	GBT/3 rd Grade	6/12/12
King, Gayle	AHS/Art	6/12/12
Meyer, William	SAMS/Business Education	6/12/12
Pledger, John	AHS/Technology Education	6/12/12
Rios, Juan	AHS/ESL	6/12/12
Sawyer, Sharon	SAMS/Instructional Assistant	6/12/12
Soto, Emily	CWM/3 rd Grade	6/12/12

D.* Appointments

<u>Name</u>	<u>School/Subject</u>	<u>Effective Date</u>
Daniels, Sadie	NAMS/Mathematics	8/15/12
Gomez, Carlos	AHS/ESL	8/15/12
Grady, Lori	AHS/French	8/15/12
Higgs, Gayle	AHS/Counselor	8/15/12
Lopina, Matthew	AHS/Art	8/15/12
Moody, Kailey	DLL/Special Education	8/15/12
Stutzman, April	CO/Psychologist	8/15/12
Wilson, Elizabeth	AHS/Mathematics	8/15/12
Worstell, James	AHS/JROTC	TBD

E. Transfers

<u>Name</u>	<u>School/Subject</u>	<u>Effective Date</u>
Faircloth, Joshua	SAMS/Social Studies to AHS/Social Studies	8/15/12
Smith, Amy	LP/4 th Grade to NAMS/Mathematics	8/15/12

***F. Leave of Absence**

<u>Name</u>	<u>School/Subject</u>	<u>Effective Date</u>
Richey, Melanie	NAMS/Mathematics	8/15/12 – 6/15/14

**Asheboro City Schools
Personnel Transactions
May 10, 2012**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Everett, Elizabeth	SAMS/Language Arts	6/12/12
Neilson, Doris	NAMS/Instructional Assistant	6/12/12

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Lucas, Debbie	AHS/Custodian	6/1/12
Ivan, Joyce	Substitute - \$69.00 day	5/8/12
Stark, Timothy	Substitute - \$69.00 day	5/8/12

***C. LEAVE OF ABSENCE**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Aguero, Veronica	LP/ESL	8/15/12 to 6/11/13

**Asheboro City Schools
Certified Appointments
May 10, 2012**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Daniels, Sadie	UNC – Greensboro B: Middle Grades Education	MG Mathematics and Social Studies

Sadie Daniels is recommended to teach mathematics at North Asheboro Middle School. Ms. Daniels is a native of Wanchese, North Carolina who will graduate in May as a North Carolina Teaching Fellow. Her student teaching internship was in an eighth grade mathematics classroom at Kernersville Middle School. In 2011 she presented at the State Conferences for both Mathematics and Social Studies.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Gomez, Carlos	Universidad Nacional de Colombia B: Languages and Literature St. Michael's College (VT) M: Teaching English to Speakers of Other Languages	ESL

A native of Colombia, Carlos Gomez is recommended to teach English as a Second Language at Asheboro High School. After teaching in his native country for sixteen years, Mr. Gomez moved to the Charlotte area, where he has taught since 2007. He distinguished himself in Charlotte-Mecklenburg schools at a mentor for other ESL teachers and led professional development in the Common Core Standards.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Grady, Lori	Appalachian State University B: French and Francophone Studies	French

Lori Grady is recommended to teach French at Asheboro High School. Ms. Grady will graduate in May from Appalachian, having completed her student teaching internship at Alexander Central High School in Taylorsville. As an intern she led professional development in Common Core Standards and curriculum mapping. She studied in Senegal, Africa during the Summer of 2010 through the Fulbright-Hays Program sponsored by the U. S. Department of Education.

Page 2

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Higgs, Gayle	Lee University (TN) B: Christian Education Liberty University M: School Counseling	Counselor

Gayle Higgs is a resident of Randolph County who is recommended to be a counselor at Asheboro High School. In April Ms. Higgs completed her counseling internship in our district, serving Teachey School and Asheboro High School. She has work experience in the admissions office at Lee University and works currently at Randolph Telephone. She is excited to begin her counseling career at AHS.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Lopina, Matthew	Appalachian State University B: Graphic Design and Art History UNC - Charlotte Teacher Licensure	Art

Recommended to teach art at Asheboro High School is Matthew Lopina. Mr. Lopina completed in December a program for teacher licensure after working for six years in the private sector in Charlotte. He worked as an arts coordinator at the McColl Center for the performing arts. His student teaching internship was completed at Back Creek Christian Academy where he taught children of all ages. Mr. Lopina is eager to leave Charlotte and join the Asheboro community.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Moody, Kailey	UNC – Greensboro B: Special Education	Special Education

A native of Lexington, Kailey Moody is recommended to teach special education at Donna Lee Loflin School. Ms. Moody will graduate in May from UNC-G with teacher licensure in all areas of special education. She completed her student teaching internship at Montileu Academy of Technology in the Guilford County Schools. Her experience with young people is vast, as she has worked with the ARC of Rowan County and the Parks and Recreation department and YMCA in Lexington.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Stutzman, April	East Carolina University B: Mathematics and Psychology College of William and Mary (VA) M: School Psychology S: School Psychology	Psychologist

April Stutzman, a native of the Raleigh area, is recommended to be a psychologist serving all ACS schools. Mrs. Stutzman will move to the Triad area during the summer from Virginia Beach, Virginia. In May she will complete her year-long psychology internship in the Hampton, Virginia City Schools. She began her educational career as a mathematics teacher before returning to school to continue her studies.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Wilson, Elizabeth	High Point University B: Mathematics	Mathematics

Elizabeth Wilson, formerly a teacher at Asheboro High School, is recommended to return to AHS to teach mathematics. After student teaching at Asheboro High and graduating from High Point University, Ms. Wilson taught at AHS from 2004 to 2006. Most recently she has worked as a tutor in Spanish and mathematics at Academic Development Services in Greensboro and as an adjunct professor at Randolph Community College. Welcome back, Elizabeth Wilson!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Worstell, James	Wayland Baptist University (TX) B: Human Services/Criminal Justice	JROTC

Recommended to teach aerospace science in the JROTC program at Asheboro High School is Master Sergeant James Worstell. A native of the Lexington-Salisbury area, Master Sergeant Worstell served the Air Force as a training instructor, a law enforcement patrolman, a flight chief, and a recruiter. After twenty years of service to his country, he retired from active service and worked as a child care worker in domestic courts and is completing his first year as a teacher at Ola High School in Georgia.

STATE OF NORTH CAROLINA

COUNTY OF RANDOLPH

THIS LEASE made and entered into this the 10th day of May, 2012, by and between ASHEBORO CITY BOARD OF EDUCATION, a governmental unit with its administrative offices in Randolph County, North Carolina (the "Lessor") and RANDOLPH COMMUNITY SERVICES, INC., a private, non-profit corporation with its office and place of business in Randolph County, North Carolina (the "Lessee"):

WITNESSETH:

That subject to the terms and conditions hereinafter set forth, Lessor does let and lease to Lessee, and Lessee accepts as tenant of Lessor the following described property (the "Premises") located in Asheboro, Randolph County, North Carolina, more particularly described as:

The western one-half, more or less, of an existing playing field at the northeast corner of Lessor's real property, located at 1738 North Fayetteville Street, Asheboro, North Carolina, and known as the Early Childhood Development Center (the "ECDC").

TO HAVE AND TO HOLD the same with the privileges and appurtenances thereunto belonging to the Lessee and its successors and assigns upon the following terms and conditions:

1. TERM: The term of this lease shall be for a period of five (5) years, commencing on the 1st day of July, 2012, and expiring on the 30th day of June, 2017, unless sooner terminated or extended as hereinafter provided.

2. RENTAL: As rent for Premises, Lessee shall pay the Lessor the sum of One Dollar (\$1.00) per year, in advance, on the first day of each and every year of the lease term.

3. PERMITTED USE: Lessee shall use and occupy the Premises for the exclusive purpose of operating the Randolph Community Services Inc. Head Start Program (the "Program") and the Premises shall be utilized for no other purpose without the prior written consent of Lessor. In connection with the operation of the Program on the Premises, the parties agree, without limitation, that the Lessee:

(a) may construct/install a modular building, as well as a playground, parking area and appropriate fencing on the Premises, after approval of a "site plan" by Lessor: and

(b) shall pave any area designated for automobile parking, within the first year of the lease term; and

(c) shall structure its calendar and daily operating schedule to conform with Lessor's operation of the ECDC, specifically the coordination of the Lessee's and the Lessor's teacher workdays; and

(d) shall provide bus transportation for children who qualify under the Program's transportation guidelines and who are served by the Lessor in its pre-kindergarten program at the ECDC.

4. FOOD SERVICES: Lessor will permit negotiation between Lessee and Lessor's child nutrition staff, for providing meals to students participating in the Program.

5. ALTERATIONS AND IMPROVEMENTS: after initial installation of its facility, Lessee may make such alterations and improvements as may be necessary for operation of the Program; provided, however, that the Lessee shall obtain the prior written consent of the Lessor. Such work shall be performed in a first-class, workmanlike manner, and all work shall be accomplished according to plans and specifications which shall be first submitted to and approved by the Lessor. Prior to the commencement of such alterations or improvements, the Lessee shall be responsible for and shall secure all governmental and utility permits, if any.

6. BUILDINGS, TRADE FIXTURES AND EQUIPMENT: Lessor agrees that all buildings, trade fixtures, equipment, furniture or other property of whatever kind and nature kept or installed on the Premises by Lessee shall not become the property of Lessor or a part of the realty, no matter how affixed to the Premises, and may be removed by the Lessee in its discretion, at any time, and from time to time during the entire term of this lease. In the event the Lessee shall elect to remove such buildings, trade fixtures or equipment, the Lessee shall do so, at its own cost and expense.

7. MAINTENANCE: Lessee covenants that, during the lease term, it shall be solely responsible for and keep in good order and repair the building, including the exterior walls, the roof, the plumbing, the heating and cooling system, the interior, all glass and painted surfaces and any and all alterations and improvements installed by Lessee as provided in Paragraph 4 hereinabove. Lessee will provide initial landscaping, in accordance with plans approved by Lessor, and Lessor shall provide continuing landscaping maintenance thereafter.

Upon the termination of the lease, Lessee shall be obligated to return the Premises to the Lessor, in the same condition existing as of the commencement of the term, except for ordinary wear and tear and damages caused by the elements; provided, that any paved areas installed by Lessee may remain intact.

8. ASSIGNMENT AND SUBLETTING: The Lessee covenants that it may not assign nor sublet the Premises or any part thereof without the prior written consent of the Lessor.

9. DAMAGE BY FIRE OR OTHER CASUALTY: If the Lessee's building shall be destroyed by fire or other casualty, this lease shall be automatically terminated and the parties shall be released from further liability on account of the making of this lease.

10. INSURANCE: During the term hereof, the Lessee shall be solely responsible for and shall keep all its property, including without limitation buildings, improvements, trade fixtures and equipment insured against loss or damage from fire and/or other casualty with all standard extended coverage, in such companies as the Lessee shall select.

The Lessee shall provide and keep in force, in such form as is acceptable to the Lessor, comprehensive liability insurance protecting the Lessor against any and all claims, actions and liabilities, in a face amount of not less than \$1,000,000.00, with respect to each accident or disaster and in a face amount of not less than \$1,000,000.00, with respect to bodily injury to each person.

11. INDEMNITY: The Lessee assumes all risk of injury, loss, damage or death to any person or property from or arising out of its use and occupancy of the Premises and it shall indemnify and hold harmless the Lessor against and with respect to any and all damages, costs, claims, liabilities, actions, losses and expenses, including without limitation attorney fees, arising therefrom.

12. TAXES: Lessee shall pay all applicable *ad valorem* taxes, if any, upon the Premises, in a timely fashion.

13. UTILITIES/INTERIOR REQUIREMENTS: Lessee shall install and pay the costs of separate connection and metering of all utilities it may choose to utilize at the Premises and shall timely pay all costs levied or charged for such utility services. The Lessee shall also furnish all interior requirements of the Premises, including janitorial services, overhead fluorescent tubes and all other electrical light bulbs to be furnished and installed.

14. CONDEMNATION: If at any time during the term hereof, the Premises shall be taken by any public authority or by the right of eminent domain, then and in such event, when possession is taken by the condemning authority, the lease and all rights of the Lessee hereunder shall immediately cease and terminate. The Lessor shall be entitled to any award in condemnation for land and the Lessee shall have the right to prosecute its claim for an award based upon its leasehold interest.

15. RIGHT OF ENTRY: The Lessor, its agents, and representatives shall have the right to enter into and upon the Premises or any part thereof, at all reasonable hours, for the purpose of examining the same or making such repairs or alterations therein as may be necessary for safety or preservation of the Premises. Nothing herein contained, however, shall be deemed or construed to impose upon the Lessor any obligation, responsibility or liability whatsoever, for the care, supervision, or repair of the building or any other improvement on the Premises.

16. DEFAULT: The occurrence of any one or more of the following events shall constitute a material default and breach of this lease by Lessee:

(a) The abandonment of the Premises by the Lessee [absence from the Premises for ten (10) days after default in payment of rent shall constitute an event of abandonment];

(b) The failure by Lessee to observe or perform any of the covenants, conditions or provisions of this lease, where such failure shall continue for a period of fifteen (15) days after written notice thereof from Lessor to Lessee, provided, however, that if the nature of Lessee's default is such that it cannot be cured solely by payment of money and that more than fifteen (15) days are reasonably required for its cure, then Lessee shall not be deemed to be in default

if Lessee shall commence such cure within said fifteen (15) day period and thereafter diligently prosecutes such cure to completion;

(c) (i) The making by Lessee of an assignment for the benefit of creditors or of any general arrangement for the benefit of creditors;

(ii) The filing by or against Lessee of a Petition to have Lessee adjudged bankrupt or a Petition for reorganization or arrangement under any law relating to bankruptcy (unless in the case of a Petition filed against Lessee, the same is dismissed within sixty (60) days);

(iii) The appointment of a trustee or receiver to take possession of substantially all of Lessee's assets;

(iv) The attachment, execution or other judicial seizure of substantially all of Lessee's assets.

(d) The dissolution of Lessee, as a corporate entity.

17. REMEDIES UPON DEFAULT: In the event of default or any material breach of this lease by Lessee, Lessor, in addition to all other rights or remedies it may have, shall have the immediate right to terminate this lease, upon fifteen (15) days written notice to Lessee, and also the immediate right, with or without termination of this lease, of re-entry upon and taking possession of the Premises and Lessor may remove all persons and property from the Premises.

18. QUIET ENJOYMENT: Lessor covenants that, if and so long as Lessee keeps and performs each and every covenant, agreement, term, provision and condition herein contained, on the part and on behalf of Lessee to be kept and performed. Lessee shall quietly enjoy the Premises without hindrance or molestation by Lessor or by any other person lawfully claiming the same, subject to the covenants, agreements, terms, provisions and conditions of this lease as hereinbefore set forth.

19. HAZARDOUS SUBSTANCES: Lessee hereby certifies, to Lessor that it will fully comply with all federal, state and local laws and/or regulations, with respect to the manufacture, storage, removal, discharge or use, of any pollutant, toxic or hazardous substance, or other substance of similar nature, and will hold Lessor harmless therefore.

20. NOTICES: All notices shall be sent by certified mail, return receipt requested, to the following addresses:

If to the Lessor: Superintendent of Asheboro City Schools
1126 South Park Street
Asheboro, North Carolina 27203

If to Lessee: Director of Randolph Community Services, Inc.
221 South Fayetteville Street
Asheboro, North Carolina 27203

21. TERMINATION: Notwithstanding any contrary term or provision of this lease, either party hereto may terminate this lease upon ninety (90) days written notice to the other party.

22. OPTION TO RENEW: Provided that all rental has been paid and all terms and conditions of this lease have been complied with by the Lessee, Lessee shall have the right and option to renew this lease for an additional period of five (5) years, upon the same terms and conditions hereinabove set forth.

IN WITNESS WHEREOF, upon authority duly granted, Lessor and Lessee have caused this lease to be executed as of the day and year first above written.

Lessor:

ATTEST:

ASHEBORO CITY BOARD OF EDUCATION

Vice Chairman

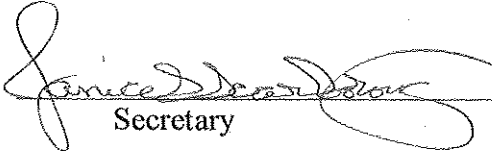
By _____

Chairman

Lessee:

ATTEST:

RANDOLPH COMMUNITY SERVICES, INC.



Secretary

By _____



President

(CORPORATE SEAL)

AMENDMENT

ASHEBORO CITY SCHOOL DISTRICT

AND

SODEXO MANAGEMENT, INC.

THIS AMENDMENT, dated May 7, 2012, is between ASHEBORO CITY SCHOOL DISTRICT ("SFA" or "District") and SODEXO MANAGEMENT, INC. ("FSMC" or "Sodexo").

W I T N E S S E T H:

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

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

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

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

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

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

The Summer Food Service Program shall commence on (date) June 18, 2012 and continue through August 10, 2012.

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

2. This Amendment is effective June 18, 2012, and thereafter, unless amended. All other terms and conditions contained in the Agreement shall remain unchanged and in full force and effect, except by necessary implication.

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

ASHEBORO CITY SCHOOL DISTRICT

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

SODEXO MANAGEMENT, INC.

By: _____
Scott Loretan
Senior Vice President

**Professional and Certified Personnel
Recommendations for 2010-2011 Academic Year
Asheboro City Board of Education
June 14, 2012**

Teachers Eligible for Career Status Consideration – June 2012

<u>Name</u>	<u>Subject Area</u>
<u>Balfour School</u>	
Dillion, Stacey	2 nd Grade
Hyatt, Pamela	5 th Grade
Hynd, Lesley	3 rd Grade
McCann, Ashley	Kindergarten
Tonkin, Sarah	5 th Grade
<u>Charles W. McCrary School</u>	
Chriscoe, Charity	3 rd Grade
Johnson, Kristin	4 th Grade
Soto, Emily	3 rd Grade
<u>Guy B. Teachey School</u>	
Havens, Ashley	1 st Grade
McBride, Julia Katherine	4 th Grade
Norris, Sammie	2 nd Grade
Prichard, Pamela	1 st Grade
<u>Lindley Park School</u>	
Burden, David	4 th Grade
Harvey, Katie	Kindergarten
Kearns, Beth	5 th Grade
Myers, Cynthia	1 st Grade
<u>Early Childhood Development Center</u>	
Federhart, Stacey	Pre-Kindergarten
Kidd, Amy	Hearing Impaired
<u>North Asheboro Middle School</u>	
Hussey, Makenzie	Language Arts

Page 2

South Asheboro Middle School

Hynd, Michael

Landis-Mullins, Kathleen

Mathematics

Science

Asheboro High School

Hoover, Jennifer

Luck, Elizabeth

Saunders, Kathleen

Stanich, Martin

Tune, D'Vera

English

Special Education

English

ESL

Guidance

Policy 3430: School Improvement Plan

As recommended to the Board Policy Committee, April 19, 2012

This policy establishes the basis for the school improvement plan and sets forth requirements that must be followed in the development of the plan. Included are mandatory and optional components along with the process to be followed. Specifically, it further emphasizes the importance of using data to establish targets, indicators, measures, and specific time frames within the plan. It also includes a duty-free lunch and planning time for every teacher. The plan must be reviewed at least annually.

A. PRINCIPLES

Principals, assistant principals, teachers and other instructional staff are responsible for designing and implementing strategies to reach the educational goals of the board at each school. Input from the school community, including parents, students and representatives from businesses and other agencies, is critical in developing an educational program that will meet the needs of the students and the community.

The board affirms the General Assembly's belief that all children can learn and that the mission of public schools is to challenge, with high expectations, each child to learn, achieve and fulfill his or her potential.

Accordingly, the board has established in its policies its vision, standards and means of accountability for the educational program. The superintendent shall provide guidance and establish any other standards necessary for effective implementation of the board's policies. Principals shall lead each school in implementing the policies. The school improvement plan is one tool that school administrators should use to draw upon the creativity and innovation of the staff and the community. This plan, in its two parts, should identify the school's efforts to improve student performance and reach the educational goals of the board.

B. PART ONE OF THE SCHOOL IMPROVEMENT PLAN: STATE PROGRAM FOR SCHOOL-BASED MANAGEMENT AND ACCOUNTABILITY

The board endorses the principles set forth by the State Board that all children need to master basic skills and knowledge and build upon this foundation for lifelong learning. Therefore, in developing their school improvement plans, all schools should ensure, to the extent possible, that sufficient resources and curricula are directed toward meeting the goal of having all students performing at grade level or higher in the basic subject and skill areas identified by the State Board.

1. School Improvement Team

Each school must have a school improvement team that develops the school improvement plan. The school improvement team will consist of the principal, representatives of the assistant principals, instructional personnel, instructional support personnel, teacher assistants and parents of students attending the school. Each group of school personnel will elect representatives from their respective group by secret ballot. Parents are to be elected in accordance with G.S. 115C-105.27. The school improvement team is encouraged to involve and seek assistance from central office personnel. The school improvement team, especially at the middle and high schools, also is encouraged to seek input from students. The superintendent shall provide guidance to principals to ensure that

the principals establish a nd work together with school improvement teams to develop, review and amend school improvement plans.

The school improvement team shall follow all legal requirements in developing and obtaining school approval of the school improvement plan. As a public body, the school improvement team will comply with the Open Meetings Law in regard to its meetings.

2. Mandatory Components of the State Plan

A school improvement plan must include the following components.

- a. The plan must specify the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school.
- b. The plan must take into consideration the minimum annual performance goal established by the State Board and the goals set out in the mission statement for public schools adopted by the State Board of Education.
- c. The plan must be, to the greatest extent possible, data driven. ~~The team shall use the Education Value Added Assessment System (EVAAS) or a compatible and comparable system approved by the State Board of Education to analyze student data to identify root causes for problems and determine actions to address them.~~ The plan must contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious time frames for meeting measurement standards.
- d. The plan of a school that serves students in kindergarten or first grade must determine how to prepare those students to read at grade level by the time they enter second grade. The plan also must require that kindergarten and first grade teachers notify parents or guardians when their child is not reading at grade level and is at risk of not reading at grade level by the time the child enters second grade.
- e. ~~The plan must identify how professional development is clearly matched to the goals and objectives of the school plan.~~
- e. The plan must identify how staff development funds allocated to the school will be used.
- f. The plan must provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team.
- g. The plan must provide duty-free instructional planning time for every full-time assigned classroom teacher, with the goal of providing an average of

at least five hours of planning time per week.

- h. As part of the school system's efforts to maintain safe and orderly schools, the school improvement plan must address safety and discipline concerns. These concerns include any special conditions at the school, ~~and any requirements in the local level safe school plan for school level objectives or strategies.~~ The plan should include the components of any positive behavior management or positive behavior support programs that have been adopted at the school. ~~The safe school plan should be integrated into the school improvement plan.~~
- i. In accordance with policy 1310/4002, Parental Involvement, the plan must identify the goals and strategies for parents to be involved in their child's education and in the educational program of the school.
- j. The plan must include a process by which the school improvement team will review the school improvement plan at least once a year. The annual review process must include (1) a review of student scores on all state- and board-mandated tests and (2) a means for the school improvement team to modify the plan, if necessary, when the school has not met the expected growth score established by the state.
- k. The plan must require the principal to notify the superintendent if the school improvement team modifies a board-accepted school improvement plan.

3. Optional Components of the ~~State~~ Plan

~~Part One of~~ The school improvement plan may include any or all of the following components.

- a. a request for waivers of state laws, rules or policies. Any waiver request must (1) identify the school making the request; (2) identify the particular state law, rule or policy that inhibits the school's ability to improve student performance; (3) set out with specificity the circumstances under which the waiver may be used; and (4) explain how the requested waiver will permit the school to improve student performance.
- b. a request to transfer state funds from one allotment category to another, as permitted by state law. The request must identify the funding allotment categories involved in the transfer and identify how the transfer will facilitate improving student performance.
- c. a comprehensive conflict resolution plan, as provided in G.S. 115C-81(a4), in order to help create a safe school.

d. the use of textbooks that have not been adopted by the State Board.

4. Process

School improvement teams should review student performance data and other relevant information from the preceding school year in developing the school improvement plan. Based on the availability of data and when specific school standards are established by the State Board, the superintendent shall establish the date by which school improvement plans must be submitted.

The superintendent or designee shall review the plans and seek legal review as necessary prior to presenting the plans with recommendations to the board. If the superintendent intends to recommend that a plan be rejected, the superintendent shall notify the principal of the school and explain the reasons for the decision. The school improvement team may then submit a modified plan to the superintendent. The superintendent should submit all school improvement plans to the board at the earliest possible date.

After review, the board will accept or reject each school improvement plan. If a plan is rejected, the board will explain the reason(s) for the rejection. Any plan modified by the school improvement team after being rejected by the board must be submitted to the superintendent for review. The superintendent shall resubmit the modified plan to the board with his or her recommendations as soon as is practical. The board will review the modifications along with any recommendations from the superintendent and accept or reject the plan.

If the board and the school improvement team cannot reach agreement on the plan within 60 days after its initial submission, the board or school may request to use the dispute resolution process developed by the State Board under G.S. 115C-105.20(b)(5). Alternatively, if the dispute resolution process is not utilized, the board may develop a school improvement plan for the school.

~~A school improvement plan may be in effect for no more than two years. The plan must be reviewed at least annually by the school improvement team in accordance with the review process established in the school's plan. If a school does not meet its expected growth standard as established by the State Board or if more than 25% of the students performed below grade level, the principal must submit to the superintendent and the board a report of the school improvement team. The report must explain the reasons for the standard(s) not being met and describe any modifications that will be made in the school improvement plan. After considering any recommendations of the superintendent, if the board is not satisfied with the response of the school improvement team, the board may suggest modifications to the plan or may vacate those portions of the plan that impede student performance and require the school improvement team to revise the plan.~~

C. ~~PART TWO OF THE SCHOOL IMPROVEMENT PLAN: LOCAL EDUCATION REFORM INITIATIVES~~

~~In addition to the basics emphasized in the state testing program, the board expects schools to be guided by the educational goals of the board. The board encourages the schools to consider innovative means of educating students to meet these educational goals. The board has established a vision, standards and means of accountability in its educational policies to provide guidance to the schools. Many of these policies provide an opportunity for schools to develop innovative plans as a part of their school improvement plan. Part Two of the school improvement plan should reflect the school's efforts to meet the educational goals of the board.~~

~~1. **Mandatory Components of the Local Plan**~~

~~Part Two of the school improvement plan must include the following:~~

- ~~a. strategies for meeting the educational objectives of the board (policy 3000, Goals and Objectives of the Educational Program); and~~
- ~~b. intervention strategies for students who are not at grade-level proficiency or who are not likely to meet standards of promotion measured by other means (policy 3420, Student Promotion and Accountability).~~

~~2. **Optional Components of the Local Plan**~~

~~The board strongly encourages school employees to be innovative in their efforts to meet local educational goals. Although not limited to these options, the board has encouraged innovation specifically through its policies on the following issues:~~

- ~~a. modifying the school calendar (so long as there are at least 185 days of instruction) (policy 3300, School Calendar and Time for Learning);~~
- ~~b. implementing alternative scheduling of classes or other strategies intended to reduce transitional time and limit interference from non-instructional activities (policy 3300);~~
- ~~c. adding hours of instructional time (policy 3300);~~
- ~~d. providing additional means for evaluating instructional programs (policy 3140, Evaluation of Instructional Programs);~~
- ~~e. developing and implementing pilot programs (policy 3110, Innovation in Curriculum and Instruction);~~
- ~~f. expanding the subject areas or objectives of the curriculum (policy 3100,~~

Curriculum Development); and

g. eliminating curricula on subject areas or objectives that are not state required (policy 3100).

A school also may submit a request to the board for a waiver of board policies. Any waiver request must identify the particular board policy that inhibits the school's ability to improve student performance, set out with specificity the circumstances under which the waiver may be used, and explain how the requested waiver will permit the school to improve student performance.

3. Process

Part Two of the plan should be submitted at the same time as Part One of the plan. However, a school improvement team may submit a request to the superintendent for an additional month to complete Part Two of the plan. The superintendent may approve the request if the school is working in good faith to complete the plan.

The board will act on the plan at the first meeting in which it is presented, unless further time for review is necessary. The board may accept the plan, with or without modifications, or reject the plan and provide an explanation of deficiencies of the plan. If modifications are required for board approval, the board may either make the modifications or request that the school improvement team make the modifications and resubmit the plan.

If a school improvement team is not satisfied with any modifications made by the board, it may submit to the board alternative modifications for consideration. Until the board acts on the school improvement team's alternative modifications, the modifications made by the board will be in effect.

Part Two of the plan may be in effect for no more than two years. The board encourages the school to evaluate the plan continually. At any time during the two-year period, a school improvement team may submit an expanded or modified school improvement plan for board consideration. Furthermore, at any time during the two-year period, the superintendent and the board may review the plan and the board may take any actions provided in this subsection.

C. STAFF DEVELOPMENT

The superintendent shall develop a process by which schools can learn from other schools' improvement plans. The superintendent and the schools are encouraged to use staff development resources to provide training to staff on the development, implementation and evaluation of school improvement plans.

School administrators must be evaluated by their supervisors on the school-based

management process as required by board policy and state law and on the effectiveness of the school improvement plan.

Legal References: G.S. 115C-47(38), -81, -84.2, -98, -105.20, -105.21, -105.25, -105.26, -105.27, -105.32, -105.35, -301.1; 143 art. 33C

Cross References: Parental Involvement (policy 1310/4002), Compliance with the Open Meetings Law (policy 2320), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Innovation in Curriculum and Instruction (policy 3110), Lesson Planning (policy 3120), Evaluation of Instructional Programs (policy 3140), School Calendar and Time for Learning (policy 3300), Student Promotion and Accountability (policy 3420)

Adopted:

As recommended to the Board Policy Committee, April 19, 2012

Minor changes to wording along with legal/cross references have been updated in the following policies:

- Policy 1010 – Board Authority and Duties
- Policy 2123 – Board Member Opportunities for Development
- Policy 4150 – School Assignment
- Policy 4155 – Assignment to Classes
- Policy 4600 – Student Fees
- Policy 5030 – Community Use of Facilities
- Policy 7100 – Recruitment and Selection of Personnel
- Policy 7425 – School Administrator Contracts
- Policy 7500 – Workday and Overtime
- Policy 7540 – Voluntary Shared Leave
- Policy 8000 – Fiscal Goals
- Policy 8340 – Insurance
- Policy 9000 – Planning to Address Facility Needs

The board of education is a body corporate and has general control and supervision of all matters pertaining to the public schools of the school district and the authority to enforce the school law. All powers and duties conferred and imposed by law respecting public schools, which are not expressly conferred and imposed upon some other official, are conferred and imposed by law upon the board.

The board will provide a system of schools and establish general policies in keeping with the needs of the community and the requirements of state law and perform all specific duties imposed by law. The board considers some of its most significant duties to be the following:

1. providing leadership and direction through the formulation of goals and objectives, especially in defining and setting high academic standards for student success;
2. creating policies that establish standards, accountability and evaluation of essential operations of the school district;
3. taking steps necessary to help ensure legal compliance of board and school district functions;
4. performing judicial functions by conducting hearings as appropriate or required by law regarding decisions of school district personnel or the board;
5. hiring a superintendent, supporting the superintendent in his or her administration, and evaluating and responding to recommendations made by the superintendent, including recommendations pertaining to the educational program and facility needs;
6. considering the budget recommended by the superintendent, presenting the budget to the county commissioners and adopting a budget after evaluating whether the county commissioners' appropriation is sufficient to support a system of free public schools; and
7. to be an advocate for the school district, staff and especially for students, in all interactions with other governmental entities and the public.

Legal References: G.S. 115C-36, -40, -44, -47

Adopted: March 12, 1998 to become effective July 1, 1998

Updated:

BOARD MEMBER OPPORTUNITIES FOR DEVELOPMENT

Policy Code:

2123

Board members are encouraged to participate in professional development activities designed for them. New board members will have the opportunity and will be encouraged to attend orientation programs for new board members sponsored by the state and national school board associations. It is the responsibility of the board to provide new board members a thorough orientation to board policies, practices and duties.

Each board member must fulfill the legal requirement to receive a minimum of 12 hours of training annually.

All board members must receive a minimum of two hours of ethics education within 12 months after initial election or appointment to office and again within 12 months after each subsequent election or appointment to office. This education must address the laws and principles that govern conflicts of interest and ethical standards for local government officials. The superintendent shall maintain records verifying that each board member has participated in the required ethics education. The ethics education required under this paragraph may be counted towards the annual 12-hour training requirement.

Unless otherwise approved by the board, such training must be provided by the following entities: the school district; the North Carolina School Boards Association; the National School Boards Association; the School/Institute of Government; or the Department of Public Instruction. If a board member wishes to receive training credit for or be reimbursed for attending training offered by another entity, he/she must obtain approval from the board.

Funds for participation will be budgeted annually and reimbursement for expenses will be made in accordance with law and applicable board policy.

Legal References: G.S. 115C-50; 160A-86, -87

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

Revised: November 14, 2002, June 10, 2010

The Asheboro City Board of Education believes that in almost all cases the child should attend the school that serves his/her domicile. Exceptions to this will be made in limited circumstances within the criteria provided below and any administrative procedures established by the superintendent.

A. ASSIGNMENT AREAS

The superintendent will recommend to the board school assignment areas for the schools in the district. The assignment areas will be developed in accordance with state requirements and court rulings; the need to serve all school-age children who live in the school district; and the effective use of each school. Assignments will be made in a non-discriminatory manner. The superintendent will review periodically the attendance areas and submit recommendations for revisions to the board when necessary.

B. ASSIGNMENT OF STUDENTS

The superintendent will assign students to particular schools based upon the established assignment areas.

C. APPLICATIONS FOR REASSIGNMENT

The parent, legal guardian, or legal custodian may request reassignment to a school outside of their regular attendance area. Such an application must be submitted in writing to the office of the superintendent by June 1. A decision will be made and notice mailed by June 30. In instances where there are extraordinary, compelling and specific circumstances that make the June 1 deadline impossible to comply with, the superintendent may accept the application after June 1. In such cases, a decision will be made and notice mailed within 20 working days. The superintendent or designee may approve the application if space is available and one or more of the following criteria are met:

1. Employee of a Public School System

A student whose parent, legal guardian, or legal custodian is a permanent employee of the Asheboro City Schools may be reassigned.

2. Change of Domicile

A student whose parent, legal guardian, or legal custodian plan to move within 90 days of the beginning of the school year may be reassigned at the beginning of the school year to the school serving the student's new domicile. A student who

changes his/her domicile during the course of the school year may be reassigned to the school previously attended for the remainder of the school year. However, the student will be assigned according to the area in which they live at the beginning of the next school year.

3. Exceptional Student Program Transfers

A student in the exceptional student program may be reassigned upon the recommendation of the IEP Team.

4. Hardship

A student may be reassigned because of undue hardship, or extraordinary, compelling, specific circumstances.

5. School Utilization

A student may be reassigned when it would provide for the more orderly and efficient administration and operation of the schools in the district.

D. CONDITIONS FOR REASSIGNMENT

Any reassignment granted pursuant to this policy will be for one school year and a written application for renewal must be made annually.

The superintendent may issue administrative regulations necessary for the implementation of this policy.

Domiciled students who are reassigned based upon false or misleading information on their application will have their reassignment voided and rescinded immediately.

Domiciled students who are reassigned to another school in the Asheboro City Schools will be responsible for their own transportation.

E. ASSIGNMENT TO ALTERNATIVE SCHOOL

Students will be assigned to the alternative school in accordance with board policy 3470/4305, Alternative Schools.

F. APPEAL OF REASSIGNMENT DECISIONS

A decision of the superintendent's designee may be appealed to the superintendent. An appeal to the superintendent must be received in writing no later than five working days following receipt of the decision of the superintendent's designee. The superintendent will review the appeal and make a written determination within 30 days of receiving the appeal.

A final decision regarding reassignment may be appealed to the board of education. An appeal to the board of education must be received in writing no later than five working days following receipt of the decision of the superintendent. The board or a panel of the board will hear the appeal. If a panel hears the appeal, the panel's recommendation will be submitted to the full board for a final determination. The board will make a written determination within 30 days of receiving the appeal.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 et seq.; No Child Left Behind Act, 20 U.S.C. 6301 et seq.; Unsafe School Choice Option Non-Regulatory Guidance, U.S. Department of Education (May 2004); G.S. 15C-8; 115C-36, -366, -367, -369; State Board of Education Policy SS-A-006

Cross References: Alternative Schools (policy 3470/4305)

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

Revised: April 12, 2001, November 10, 2005, March 12, 2009

Administrative Procedure: Yes

Reviewed by Policy Committee: October 11, 2007

A. GENERAL AUTHORITY

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

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

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

a. Consultative Meeting with the School Principal

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

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

b. Initial Classroom Placement

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

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

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

c. Change to Initial Classroom Placement

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

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

2. Newly Enrolled Children of Military Families

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

a. Course Placement

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

b. Educational Program Placement

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

c. Special Education Services

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

d. Placement Flexibility

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

Legal References: Americans with Disabilities Act, 42 U.S.C. 12131 et seq., 28 C.F.R. pt. 35; Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., 34 C.F.R. pt. 300; G.S. 115C-36, -288, -366.3, -407.5

Cross References: Children of Military Families (policy 4050)

Adopted: January 12, 2012

Updated:

The board will hold student fees to a minimum. No fee will be charged for required courses or activities.

Any fees imposed will be waived or reduced for students who demonstrate real economic hardship. The superintendent will be responsible for establishing procedures to review requests for fee waivers or reductions.

As provided in board policy 1310/4002, Parental Involvement, each principal will publish or post the schedule of fees and notify students and parents of the availability of and the process for requesting a fee waiver or reduction.

Legal References: N.C. Const. art. IX, § 2(1); G.S. 115C-47(6), -216(g) -384

Cross References: Parental Involvement (policy 1310/4002)

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

Updated:

A. GENERAL PRINCIPLES

The board endorses the goals of the Community Schools Act. The use of school facilities by community groups should be consistent with the goals and objectives of the board and school district and must not conflict with the educational program.

Priority for facility use will be given to community groups whose mission is similar or complimentary to that of the school district. For-profit groups are not permitted to use school facilities.

Use of school facilities will not be approved for activities that do any of the following:

- violate federal, state or local laws;
- violate board of education policies or regulations;
- advocate imminent violence;
- damage or have the potential to damage school buildings, grounds or equipment; or
- conflict with school activities

The district may sponsor non-profit community groups that serve the essential mission of the school district and help it meet its goals. Sponsorship decisions will be made on a case-by-case basis. The district shall not sponsor community groups that discriminate on the basis of the proscribed criteria in Policy 1710, Prohibition against Discrimination and Harassment, including Bullying and Hazing. A decision to sponsor a community group is in the sole discretion of the superintendent.

Although for-profit groups are generally not permitted to use school facilities, local dance-instruction studios have historically utilized our facilities for the purpose of staging dance recitals. Recognizing the board's long-standing relationship with these studios and their reliance on the availability of our facilities for the presentation of their artistic performances, the board deems it appropriate to exempt them from the prohibition against for-profit group use of our facilities. The mission of dance-instruction studios is similar and complementary to that of the school district, each has used our facilities for many years, without incident, and the board feels it is in the best interest of the community to allow their continued utilization of our facilities for dance recital purposes, upon payment of rental, utility, custodial and supervisory fees, as applicable.

B. PRIORITY IN USE/FEE STRUCTURE

School-sponsored groups (such as school athletic events, school drama and choral productions) and meetings of student organizations, including organizations permitted to meet under the Equal Access Act, shall have first priority in the use of school facilities.

Priority in the use of school facilities and the fee structure for such groups will be in accordance with the following user categories. Priority in use among groups within the same user category will not be based upon the viewpoints of the groups. (see Policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying). Fees shall be applied uniformly to all groups within a particular user category. Upon approval of the facility use, all users will be required to submit the fees in advance.

1. School sponsored groups, including student organizations; and one-time meetings for local governmental agencies supported by tax funds of the community (Asheboro City Council, Randolph Board of County Commissioners).
Fees: None
2. School related groups (organizations formed to support the school in some manner, such as the PTA, PTO, teachers' and principals' organizations and booster clubs)
Fees: Fees for providing use of kitchens will be charged to cover costs. Custodial or other supervisory services may be charged.
3. Local government and youth organizations (includes but is not limited to scouts, 4-H)
Fees: Rental fees for the use of facilities may be charged. Custodial, kitchen, and supervisory fees will be charged.
4. All other non-profit groups (all groups not included in the other categories)
Fees: Rental, custodial, kitchen and supervisory fees will be charged.

The superintendent will submit changes in the amount or method of calculating fees to be charged in accordance with this fee structure to the board for approval. The fee schedule will be made available for inspection at the superintendent's office as well as the office at each school or other facility.

C. REQUESTS FOR USE OF FACILITIES

Any eligible individual or group that wishes to use a school facility must submit a request to the principal of the school that contains the desired facility. The request must be submitted using a written application, which will be available in the principal's office. An application for use of a school facility shall be filed at least two (2) weeks prior to the date of intended use.

D. FACILITIES AVAILABLE FOR USE

The board permits eligible individuals or groups to use certain facilities in schools.

The following types of facilities are available for use at schools: auditoriums, theaters, and multi-purpose rooms; dining areas and kitchens; designated classrooms; designated gymnasiums; media centers; and playgrounds. Costs for using designated facilities will be calculated in accordance with the fee structure adopted by the board.

Other school facilities may be used only in exceptional circumstances based on a justified need and as approved by the superintendent or his/her designee. The superintendent is authorized to determine the fees for the use of facilities in such circumstances.

E. RULES GOVERNING USE OF SCHOOL FACILITIES

The superintendent will develop regulations consistent with this policy. Such regulations will address the application process, supervision of groups using facilities, care of facilities, prohibited conduct and other issues deemed appropriate by the superintendent. A copy of such regulations will be furnished to all applicants at the time they receive the facilities use application form. In addition to any regulations established by the superintendent, users of school facilities must comply with the following rules:

1. Groups and individuals that use school facilities must comply with all federal, state and local laws and any additional rules required by the board, superintendent or his/her designee, or the principal.
2. Users must comply with the requirements of the Americans with Disabilities Act (ADA) (particularly Subchapter III pertaining to Public Accommodations and Services Operated by Private Entities) and the federal regulations that have been adopted for the implementation of the ADA.
3. Users must comply with board policy and legal requirements regarding the use of tobacco products in school facilities and on school grounds (see policy 5026/7250), Smoking and Tobacco Products.
4. Users shall not consume or possess alcohol or drugs on school grounds (see policy 5025) Prohibition of Alcoholic Beverages.
5. Users shall not possess weapons or explosives while on school grounds (see policy 5027/7275, Weapons and explosives Prohibited).
6. Users are responsible for the supervision of the activity they sponsor including the maintenance of order and the safety and supervision of all people present.

7. Any violation by a user of the provisions of this policy or any applicable regulations will be grounds for the suspension of the user's privilege to use school facilities for such period of time deemed appropriate by the principal, subject to the review of the superintendent and board of education.

F. DAMAGES AND Liability Insurance

Users of school facilities are responsible for all damages to school facilities, property or equipment that occurs while the facility is being used by the group regardless of who causes the damage. Users also are responsible for the conduct of all persons involved in the users; activities while on school property.

All users groups except school-sponsored groups must furnish a certificate of insurance for general liability coverage with a total limit coverage of \$1,000,000 per occurrence.

G. TERM AND ACCEPTANCE OF LEASE

The superintendent is authorized to enter into agreements with community groups for the lease of school property for terms of one year or less. All such leases must be reviewed and approved in advance by the board attorney. The superintendent will inform the board of the execution of any lease at its next regularly scheduled meeting. Leases may be renewed following the same process.

Absent unusual circumstances, leases will not be granted for a term longer than one year. A lease for more than one year must be approved in advance by the board.

H. REVIEW OF DECISIONS CONCERNING USE OF SCHOOL FACILITIES

Any person or organization may request a review of any decision made by staff pursuant to this policy in accordance with policy 1740/4010, Parent and Student Grievance Procedure.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Equal Access Act, 20 U.S.C. 4071-4074, 28 C.F.R. pt. 36; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. pt. 108; Community Schools Act, G.S. 115C-203 to -209.1, -524, -527; 160A-274; 163-129

Cross References: Prohibition Against Discrimination and Harassment including Bullying and Hazing (1710/4021/7230), Parent and Student Grievance Procedure (1740/4010), Prohibition of Alcoholic Beverages (5025), Smoking and Tobacco Products (policy 5026/7250), Weapons and Explosives Prohibited (5027/7275)

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

Revised: February 12, 2009

RECRUITMENT AND SELECTION OF PERSONNEL

Policy Code:

7100

A. GENERAL PRINCIPLES

It is the policy of the board to provide all applicants for employment with equal employment opportunities and to provide current employees with training, compensation, promotion and other benefits of employment without regard to race, color, religion, national origin, sex, age or handicap, except where sex, age or physical requirements are essential occupational qualifications. All candidates will be evaluated on their merits and qualifications for positions.

The board also is committed to diversity throughout the programs and practices of the school district. To further this goal, the recruitment and employment program should be designed to encourage a diverse pool of qualified applicants.

B. RECRUITMENT

Recruitment for a specific vacancy will be undertaken only after the need and qualifications for the position are established and proper authorization is obtained.

All vacancies will be adequately publicized within the school district so that employees may learn of promotional opportunities. Vacancies also may be publicized externally to attract qualified applicants.

C. CRIMINAL HISTORY

Applicants shall notify the assistant superintendent ~~for~~ of human resources if they are arrested, charged with or convicted of a criminal offense (including entering a plea of guilty or *nolo contendere*) other than a minor traffic violation (i.e., speeding, parking or a lesser violation). Notice shall be in writing, shall include all pertinent facts and shall be delivered to the assistant superintendent ~~for~~ of human resources no later than the next scheduled business day following the arrest, charge or conviction, unless the applicant is hospitalized or incarcerated, in which case the applicant shall report the alleged violation within 24 hours after his or her release. Upon judicial action in the matter, the applicant must report the disposition and pertinent facts in writing to the assistant superintendent for human resources no later than the next business day following adjudication.

A criminal history check shall be conducted on all final candidates for all positions. Criminal history checks shall be conducted in accordance with state law and any

procedures established by the superintendent.

If a final candidate for employment or hiring as an independent contractor is found to have a criminal history, other than for minor traffic offenses, the superintendent shall determine whether the individual poses a threat to the safety of students or personnel or has demonstrated that he or she does not have the integrity or honesty to fulfill the duties of the position. If the superintendent recommends such a candidate to the board for employment, the board must be notified of the criminal history and the basis for the superintendent's determination.

D. SELECTION

Candidates for employment will be selected based upon their likely ability to fulfill duties identified in the job description as well as performance standards established by the board. In making the determination, the following information will be considered:

1. application;
2. education and training;
3. licensure and certification (when applicable);
4. relevant experience;
5. personal interviews; and
6. references and/or background checks.

Qualifications and suitability for the job being equal, personnel within the district will be given priority.

In making recommendations for the selection of personnel, the superintendent will give every consideration to conditions which could result in the employment of two members of an immediate family where one member would occupy a position which has influence over the other's employment, promotion, salary or other related management and personnel considerations. No administrative or supervisory personnel will directly supervise a member of his or her immediate family defined as spouse, children or parents.

All personnel selected for employment must be recommended by the superintendent and approved by the board.

State guidelines will be followed in the selection and employment procedure. The superintendent will develop any other procedures necessary to carry out this policy.

The superintendent shall develop procedures for verifying new employees' legal status or authorization to work in the United States as required by law.

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 et seq.; Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq.; Equal Educational Opportunities Act of 1974, 20 U.S.C. 1703; Equal Pay Act of 1963, 29 U.S.C. 206; Fair Credit Reporting Act, 15 U.S.C. 1681 et seq.; Military Selective Service Act, 550 U.S.C. Appx. 453; Rehabilitation Act of 1973, 29 U.S.C. 794; Title VII of the Civil Rights Acts of 1964, 42 U.S.C. 2000e et seq.; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq.; Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. 4301 et seq.; 8 U.S.C. 1101 et seq.; G.S. 14-208.18; 114-19.2; 115C-36, -47, -332; 126-7.1(f), -16; 127A-202.1; 127B-10, -12, -14; 143B-421.1; 16 N.C.A.C. 6C.0313

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

Administrative Procedure: Yes

Revised: April 8, 1998, August 14, 2008

The board recognizes that an effective staff is critical to the smooth operations of the school district and to creating a learning environment in which students can succeed. The board further believes that students will not excel in performance unless those who most directly affect students, including school administrators, teachers and other licensed professionals, excel in their performance. For the purposes of this policy, the term “school administrator” is defined as a principal, assistant principal, supervisor or director whose major function includes the supervision of teaching or any other part of the instructional program. For the purposes of this policy, the term “school-based administrator” refers only to principals and assistant principals.

School administrator contracts will be granted, extended or renewed only for individuals of proven ability who strive for excellence. School administrators should be able to demonstrate student learning, effectiveness in carrying out the responsibility of providing for school safety, and enforcing student discipline. The superintendent is expected to be able to substantiate any recommendation for granting a new contract, extending a current contract or renewing a contract with evaluation data, as described in board policy 7810, or with regard to applicants, with data from the selection process as provided in board policy 7100. If the board is not satisfied that an applicant or employee has met the standards established by the board, employment will be denied, following statutorily prescribed procedures.

Initial contracts between a school administrator and the board shall be for a term of two to four years. Four year contracts will be granted only to exemplary school administrators. Absent unusual circumstances, two year contracts will be granted for individuals who do not have experience as a school administrator. In addition, one-year contracts may be granted to individuals who hold a provisional assistant principal’s certificate license. Subsequent contracts between a principal or assistant principal and the board will be granted for a term of four years.

An employee who has a school administrator contract with the school district is expected to continue to strive for excellence, meet all performance standards established by the board, and pursue professional development as provided in board policy 1610/7800. Any employee who is unable or unwilling to meet reasonable standards of the board may be subject to demotion or dismissal, as provided in board policy 7930 and in accordance with statutorily prescribed procedures.

If the superintendent decides not to recommend that the board offer a school administrator a new, renewed or extended contract, the employee has all procedural rights accorded by G.S. 115C-287.1.

Legal References: G.S. 115C-36, -47(18), -284(c), -287.1, -289, -325, ~~-326~~

Cross References: Recruitment and Selection of Personnel (policy 7100), Professional Development and Assistance (policy 1610/7800), Evaluation (policy 7815), Career Employees: Demotion and Dismissal (policy 7930)

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

Updated: May 11, 2000, November 10, 2005

A. WORK SCHEDULES

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

B. WORKWEEK DEFINED

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

C. OVERTIME AND COMPENSATORY TIME

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

In lieu of overtime compensation, non-exempt employees may receive compensatory time off at a rate of not less than one and one-half hours for each one hour of overtime

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

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

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

D. ATTENDANCE EXPECTATIONS

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

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

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

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

The purpose of voluntary shared leave is to enable employees to donate earned leave to a fellow employee who has exhausted all earned leave and continues to be absent due to serious medical conditions.

Donations made pursuant to this policy are voluntary. No employee should feel pressured or coerced to participate. The donating employee may not receive compensation in any form for the donation of leave. Any employee found guilty of giving or receiving compensation may be subject to dismissal as outlined in G.S. 115C-325.

Administrative procedures in conformance with State Board of Education policies will be developed and made available in the ~~personnel~~ human resources office.

Legal References: G.S. 115C-12.2, -47, -325, -336; 16 NCAC 6C.0402

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

The board is committed to obtaining, managing and using financial resources to further the goals of supporting a system of free public schools and to further the educational goals of the board and the State.

Legal References: G.S. 115C-36, -47, -427, -431, -432

Cross References: Goals and Objectives of the Educational Program (policy 3000)

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

The board will maintain insurance adequate to safeguard the school district's property and assets. Each fiscal year, the finance officer will report to the board on the amounts and types of insurance policies which are being carried, including general liability, boiler & machinery, real and personal property, auto liability and workers' compensation.

Insurance premiums will be included in the budget as a necessary expense.

The finance officer will maintain custody of insurance policies and insurance programs.

If the board requires school social workers to increase their private automobile liability coverage and/or add a business use rider, in order to transport students in their private vehicles, the school will reimburse the social worker for the additional premium charged, and/or for the increased liability limits or the added rider.

Legal References: G.S. 115C-36, -47, -317.1, -435, -534

Cross References: Insurance for Student Transportation Services (policy 6330), Defense of Board Employees (policy 7610)

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

Revised: January 11, 2007

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 where students can succeed.

LONG-RANGE PLAN

The long-range plan will identify facility needs of the school district. The plan will consider whether to renovate existing facilities or build new facilities. The plan also may consider 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, and sharing facilities with other school districts.

PROCESS

The following information will be considered in long-range planning efforts.

- The educational programs of the school district.
- Data which reflect the possibility of enrollment declines or increases as well as other demographic changes in the population of students that are or may be served.
- A facilities inventory which 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.
- The availability or anticipated availability of innovations in construction or design that would allow existing buildings to be renovated or new facilities constructed at a lower cost, in a more energy efficient manner, or in a way which will better meet the needs of the educational program.

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 communicate in a positive and persuasive manner the need for school construction to the public and other governmental bodies in order to receive necessary funding.

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

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

Policy 1710/4021/7230: Prohibition Against Discrimination, Harassment and Bullying

As recommended to the Board Policy Committee, March 8, 2012

The primary update to this policy is intended to clarify the requirement, based on federal and state regulations, stating that discrimination will not occur on the basis of race, color, national origin, sex, disability, or age. It also provides equal access to the Boy Scouts and other designated youth groups as required by law, referenced in the Boy Scouts Act. Additionally, this update also adds a requirement to appoint one or more compliance officers for Title IV, the ADA, the Age Discrimination Act and the Boy Scouts Act in addition to a previous requirement of Title IX and Section 504 Coordinators.

PROHIBITION AGAINST DISCRIMINATION, HARASSMENT AND BULLYING INCLUDING HAZING

Policy Code: 1710/4021/7230

The board acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring and inviting school environment to facilitate student learning and achievement. The board prohibits discrimination on the basis of race, color, national origin, sex, disability or age and will provide equal access to the Boy Scouts and other designated youth groups as required by law. The board will not tolerate any form of unlawful discrimination, harassment or bullying in any of its educational or employment activities or programs.

A. PROHIBITED BEHAVIORS AND CONSEQUENCES

1. Discrimination, Harassment and Bullying

Students, school system employees, volunteers and visitors are expected to behave in a civil and respectful manner. The board expressly prohibits unlawful discrimination, harassment and bullying.

Students are expected to comply with the behavior standards established by board policy and the Code of Student Conduct. Employees are expected to comply with board policy and school system regulations. Volunteers and visitors on school property also are expected to comply with board policy and established school rules and procedures.

Any violation of this policy is serious and school officials shall promptly take appropriate action. Students will be disciplined in accordance with the school's student behavior management plan (see policy 4302, School Plan for Management of Student Behavior). Based on the nature and severity of the offense and the circumstances surrounding the incident, the student will be subject to appropriate consequences and remedial actions ranging from positive behavioral interventions up to, and including, expulsion.

Employees who violate this policy will be subject to disciplinary action, up to, and including, dismissal. Volunteers and visitors who violate this policy will be directed to leave school property and/or reported to law enforcement, as appropriate, in accordance with policy 5020, Visitors to the Schools.

When considering if a response beyond the individual level is appropriate, school administrators should consider the nature and severity of the misconduct to determine whether a classroom, school-wide or school system-wide response is necessary. Such classroom, school-wide or school system-wide responses may include staff training, harassment and bullying prevention programs and other measures deemed appropriate by the superintendent to address the behavior.

2. Retaliation

The board prohibits reprisal or retaliation against any person for reporting or intending to report violations of this policy, supporting someone for reporting or intending to report a violation of this policy or participating in the investigation of reported violations of this policy.

After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable federal, state or local laws, policies and regulations, the superintendent or designee shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

B. APPLICATION OF POLICY

This policy prohibits unlawful discrimination, harassment and bullying by students, employees, volunteers and visitors. "Visitors" includes persons, agencies, vendors, contractors and organizations doing business with or performing services for the school system.

This policy applies to behavior that takes place:

1. in any school building or on any school premises before, during or after school hours;
2. on any bus or other vehicle as part of any school activity;
3. at any bus stop;
4. during any school-sponsored activity or extracurricular activity;
5. at any time or place when the individual is subject to the authority of school personnel; and
6. at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools.

C. DEFINITIONS

For purposes of this policy, the following definitions apply:

1. Discrimination

Discrimination means any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, such as race, ethnicity, sex, pregnancy, religion, age or disability. Discrimination may be intentional or unintentional.

2. Harassment and Bullying

- a. Harassment or bullying behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication that:
- 1) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
 - 2) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits.

“Hostile environment” means that the victim subjectively views the conduct as harassment or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is harassment or bullying. A hostile environment may be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe.

Harassment and bullying include, but are not limited to, behavior described above that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic or motivated by an individual's association with a person who has or is perceived to have a differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental or sensory disability. Examples of behavior that may constitute bullying or harassment include, but are not limited to, verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Legitimate age-appropriate pedagogical techniques are not considered harassment or bullying.

It is possible for harassment, including sexual or gender-based harassment, to occur in various situations. For example, harassment may occur between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors, and employees or students. Harassment may occur between members of the opposite sex or the same sex.

- b. Sexual harassment is one type of harassment. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct

of a sexual nature constitute sexual harassment when:

- 1) submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, academic progress or completion of a school-related activity;
- 2) submission to or rejection of such conduct is used as the basis for employment decisions affecting the individual, or in the case of a student, submission to or rejection of such conduct is used in evaluating the student's performance within a course of study or other school-related activity; or
- 3) such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with an employee's work or performance or a student's educational performance, limiting a student's ability to participate in or benefit from an educational program or environment, or creating an abusive, intimidating, hostile or offensive work or educational environment.

Sexually harassing conduct includes, but is not limited to, deliberate, unwelcome touching that has sexual connotations or is of a sexual nature, suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats, pressure for sexual activity, continued or repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal remarks about an individual's body, sexually degrading words used toward an individual or to describe an individual, or the display of sexually suggestive drawings, objects, pictures or written materials. Acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex, but not involving sexual activity or language, may be combined with incidents of sexually harassing conduct to determine if the incidents of sexually harassing conduct are sufficiently serious to create a sexually hostile environment.

- c. Gender-based harassment is also a type of harassment. Gender-based harassment may include acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex or sex-stereotyping but not involving conduct of a sexual nature.

D. REPORTING AND INVESTIGATING COMPLAINTS OF DISCRIMINATION, HARASSMENT OR BULLYING

Employees are required to report any actual or suspected violations of this policy. Students, parents, volunteers, visitors or others are also strongly encouraged to report any actual or suspected incidents of discrimination, harassment or bullying. All reports should be made in accordance with policy 1720/4015/7225, Discrimination, Harassment

and Bullying Complaint Procedure, and reported to one of the school officials identified in that policy. Reports may be made anonymously, and all reports shall be investigated in accordance with that policy.

E. TRAINING AND PROGRAMS

The board directs the superintendent to establish training and other programs that are designed to help eliminate unlawful discrimination, harassment and bullying and to foster an environment of understanding and respect for all members of the school community. Information about this policy and the related complaint procedure must be included in the training plan.

As funds are available, the board will provide additional training for students, employees and volunteers who have significant contact with students regarding the board's efforts to address discrimination, harassment and bullying and will create programs to address these issues. The training or programs should (1) provide examples of behavior that constitutes discrimination, harassment or bullying; (2) teach employees to identify groups that may be the target of discrimination, harassment or bullying; and (3) train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, on cell phones and on the Internet.

F. NOTICE

The superintendent is responsible for providing effective notice to students, parents and employees of the procedures for reporting and investigating complaints of discrimination, harassment and bullying. This policy must be posted on the school system website, and copies of the policy must be readily available in the principal's office, the media center at each school and the superintendent's office. Notice of this policy must appear in all student and employee handbooks and in any school system publication that sets forth the comprehensive rules, procedures and standards of conduct for students and employees.

G. COORDINATORS

The superintendent or designee shall appoint one or more individuals to coordinate the school system's efforts to comply with and carry out its responsibilities under federal non-discrimination laws. These responsibilities include investigating any complaints communicated to school officials alleging noncompliance with Title VI or Title IX of the Civil Rights Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), the Age Discrimination Act and/or the Boy Scouts Act, or alleging actions which would be prohibited by those laws. The superintendent or designee shall publish the name(s), office address(es) and phone number(s) of the compliance coordinator(s) in a manner intended to ensure that students, employees, applicants, parents and other individuals who participate in the school system's programs are aware of the coordinator(s).

H. RECORDS AND REPORTING

The superintendent or designee shall maintain confidential records of complaints or reports of discrimination, harassment or bullying. The records must identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The superintendent also shall maintain records of training conducted and corrective action(s) or other steps taken by the school system to provide an environment free of discrimination, harassment and bullying.

The superintendent shall report to the State Board of Education all verified cases of discrimination, harassment or bullying. The report must be made through the Discipline Data Collection Report or through other means required by the State Board.

I. EVALUATION

The superintendent shall evaluate the effectiveness of efforts to correct or prevent discrimination, harassment and bullying and shall share these evaluations periodically with the board.

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 *et seq.*, 34 C.F.R. pt. 110; Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*, 34 C.F.R. pt. 100; Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e *et seq.*, 29 C.F.R. pt. 1604; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. pt. 108; *Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance*, U.S. Department of Education, Office for Civil Rights (1994); *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties*, U.S. Department of Education, Office for Civil Rights (2001); *Notice of Non-Discrimination*, U.S. Department of Education, Office for Civil Rights (2010); *Oncale v. Sundowner Offshore Services*, 523 U.S. 75 (1998); G.S. 115C-335.5, -407.15 through -407.18; 126-16; State Board of Education Policy HRS-A-007

Cross References: Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Prohibition Against Retaliation (policy 1760/7280), Equal Educational Opportunities (policy 4001), School Plan for Management of Student Behavior (policy 4302), Visitors to the Schools (policy 5020), Community Use of Facilities (policy 5030), Recruitment and Selection of Personnel (policy 7100), Professional Employees: Demotion and Dismissal (policy 7930), Classified Personnel: Suspension and Dismissal (policy 7940)

Adopted: February 18, 2010

Updated:

Policy 1720/4015/7225: Discrimination, Harassment and Bullying Complaint Procedure

As recommended to the Board Policy Committee, March 8, 2012

This policy contains the procedure to be followed when a report of discrimination, harassment or bullying has been filed. It has been updated to further detail nondiscrimination including equal access for Boy Scouts.

DISCRIMINATION, HARASSMENT AND BULLYING COMPLAINT PROCEDURE

Policy Code: 1720/4015/7225

The board takes seriously all complaints of unlawful discrimination, harassment and bullying. The process provided in this policy is designed for those individuals who believe that they may have been discriminated against, bullied or harassed in violation of policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying including Hazing. Individuals who have witnessed or have reliable information that another person has been subject to unlawful discrimination, harassment or bullying also should report such violations to one of the school system officials listed in subsection C.1. of this policy. Reports may be made anonymously.

A. DEFINITIONS

1. Alleged Perpetrator

The alleged perpetrator is the individual alleged to have discriminated against, harassed or bullied the complainant.

2. Complaint

A complaint is an oral or written notification made by a person who believes he or she is the victim of unlawful discrimination, harassment or bullying.

3. Complainant

The complainant is the individual complaining of being discriminated against, harassed or bullied.

4. Days

Days are the working days, exclusive of Saturdays, Sundays, vacation days or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following receipt of the complaint. When a complaint is submitted on or after May 1, time limits will consist of all weekdays (Monday–Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

5. Investigative Report

The investigative report is a written account of the findings of the investigation conducted in response to a complaint.

6. Investigator

The investigator is the school official responsible for investigating and responding to the complaint.

7. Report

A report is an oral or written notification that an individual, other than the reporter, is a suspected perpetrator or victim of unlawful discrimination, harassment or bullying.

B. REPORTING BY EMPLOYEES OR OTHER THIRD PARTIES

1. Mandatory Reporting by School Employees

Any employee who witnessed or who has reliable information or reason to believe that an individual may have been discriminated against, harassed or bullied in violation of policy 1710/4021/7230 must report the offense immediately to an appropriate individual designated in subsection C.1., below. An employee who does not promptly report possible discrimination, harassment or bullying shall be subject to disciplinary action.

2. Reporting by Other Third Parties

All members of the school community including students, parents, volunteers and visitors are also strongly encouraged to report any act that may constitute an incident of discrimination, harassment or bullying.

3. Anonymous Reporting

Reports of discrimination, harassment or bullying may be made anonymously but formal disciplinary action may not be taken solely on the basis of an anonymous report.

4. Investigation of Reports

Reports of discrimination, harassment or bullying shall be investigated sufficiently to determine whether further action under this policy or otherwise is necessary, and school officials shall take such action as appropriate under the circumstances. At the option of the alleged victim, the report may be treated as a complaint by the alleged victim under this policy.

C. COMPLAINTS BROUGHT BY ALLEGED VICTIMS OF DISCRIMINATION, HARASSMENT OR BULLYING

1. Filing a Complaint

Any individual, who believes that he or she has been discriminated against,

harassed or bullied is strongly encouraged to file a complaint orally or in writing to any of the following individuals:

- a. the principal or assistant principal of the school at which either the alleged perpetrator or alleged victim attends or is employed;
- b. an immediate supervisor if the individual making the complaint is an employee;
- c. the assistant superintendent of human resources if the alleged perpetrator or alleged victim is an employee of the school system (or the superintendent if the assistant superintendent of human resources is the alleged perpetrator);
- d. the Title IX coordinator for claims of sex discrimination or sexual harassment;
- e. the Section 504 coordinator or the ADA coordinator for claims of discrimination on the basis of a disability; or
- f. for claims of other forms of prohibited discrimination, the applicable civil rights coordinator as established in policy 1710/4021/7230.

2. Time Period for Filing a Complaint

A complaint should be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the 30-day period may be investigated; however, individuals should recognize that delays in reporting may significantly impair the ability of school officials to investigate and respond to such complaints.

3. Informal Resolution

The board acknowledges that many complaints may be addressed informally through such methods as conferences or mediation, and the board encourages the use of such procedures to the extent possible. If an informal process is used, the principal or other designated personnel must (1) notify the complainant that he or she has the option to request formal procedures at any time and (2) make a copy of this policy and other relevant policies available to the complainant. In those circumstances in which informal procedures fail or are inappropriate or in which the complainant requests formal procedures, the complaints will be investigated promptly, impartially and thoroughly according to the procedures outlined in the remainder of this policy.

D. PROCESS FOR ADDRESSING COMPLAINTS OF ALLEGED INCIDENTS OF DISCRIMINATION, HARASSMENT OR BULLYING

1. Initiating the Investigation

- a. Whoever receives a complaint of discrimination, harassment or bullying pursuant to subsection C.1. shall immediately notify the appropriate investigator who shall respond to the complaint and investigate. The investigator of a complaint is determined as follows.
- 1) If the alleged incident occurred under the jurisdiction of the principal, the investigator is the principal or designee, unless the alleged perpetrator is the principal, the assistant superintendent of human resources, the superintendent or a member of the board. If the alleged perpetrator is any other employee, the principal or designee shall conduct the investigation in consultation with the assistant superintendent of human resources or designee.
 - 2) If the alleged perpetrator is the principal, the assistant superintendent of human resources or designee is the investigator.
 - 3) If the alleged incident occurred outside of the jurisdiction of a principal (for example, at the central office), the assistant superintendent of human resources or designee is the investigator unless the alleged perpetrator is the assistant superintendent of human resources, the superintendent or a member of the board.
 - 4) If the alleged perpetrator is the assistant superintendent of human resources, the superintendent or designee is the investigator.
 - 5) If the alleged perpetrator is the superintendent, the board attorney is the investigator. (In such cases, whoever receives a complaint of discrimination, harassment or bullying shall immediately notify the assistant superintendent of human resources who shall immediately notify the board chair. The board chair shall direct the board attorney to respond to the complaint and investigate.)
 - 6) If the alleged perpetrator is a member of the board, the board attorney is the investigator. (In such cases, whoever receives a complaint of discrimination, harassment or bullying shall immediately notify the superintendent who shall direct the board attorney to respond to the complaint and investigate. Unless the board chair is the alleged perpetrator, the superintendent shall also notify the board chair of the complaint.)
- b. As applicable, the investigator shall immediately notify the Title IX, Section 504, ADA or other relevant coordinator of the complaint, and, as appropriate, may designate the coordinator to conduct the investigation.

- c. The investigator shall explain the process of the investigation to the complainant and inquire as to whether the complainant would like to suggest a course of corrective action.
- d. Written documentation of all reports and complaints, as well as the school system's response, must be maintained in accordance with policy 1710/4021/7230.
- e. Failure to investigate and/or address claims of discrimination, harassment or bullying shall result in disciplinary action.

2. Conducting the Investigation

- a. The investigator is responsible for determining whether the alleged act(s) constitutes a violation of policy 1710/4021/7230. In so doing, the investigator shall impartially, promptly and thoroughly investigate the complaint. The investigator shall interview (1) the complainant; (2) the alleged perpetrator(s); and (3) any other individuals, including other possible victims, who may have relevant information.
- b. Information may be shared only with individuals who need the information in order to investigate and address the complaint appropriately. Any requests by the complainant for confidentiality shall be evaluated within the context of the legal responsibilities of the school system. Any complaints withdrawn to protect confidentiality must be recorded in accordance with policy 1710/4021/7230.
- c. The investigator shall review the factual information gathered through the investigation to determine whether the alleged conduct constitutes discrimination, harassment or bullying, giving consideration to all factual information, the context in which the alleged incidents occurred, the age and maturity of the complainant and alleged perpetrator(s), and any other relevant circumstances.

3. Investigative Report

- a. The investigator shall submit a written investigative report to the superintendent and, as applicable, to the Title IX, Section 504, ADA or other coordinator.
- b. The investigator shall notify the complainant of the results of the investigation within 15 days of receiving the complaint, unless additional time is necessary to conduct an impartial, thorough investigation. The investigator shall specify whether the complaint was substantiated and, if so, shall also specify:

- 1) reasonable, timely, age-appropriate, corrective action intended to end the discrimination, harassment or bullying and prevent it from recurring;
 - 2) as needed, reasonable steps to address the effects of the discrimination, harassment or bullying on the complainant; and
 - 3) as needed, reasonable steps to protect the complainant from retaliation as a result of communicating the complaint.
- c. Information regarding specific disciplinary action imposed on the alleged perpetrator(s) will not be given to the complainant unless the information relates directly to the complainant (e.g., an order requiring the perpetrator not to have contact with the complainant).
- d. If the investigator determines that the complaint was substantiated, the perpetrator(s) shall be subject to discipline or other corrective steps, as described in policy 1710/4021/7230. If the corrective steps involve actions outside the scope of the investigator's authority, the superintendent will be notified so that responsibility for taking the corrective steps may be delegated to the appropriate individual.
- e. Each alleged perpetrator will be provided with a written summary of the results of the investigation in regard to whether the complaint was substantiated, whether the alleged perpetrator violated relevant law or board policies by his or her actions, and what, if any, disciplinary actions or consequences will be imposed upon the perpetrator in accordance with board policy. The perpetrator may appeal any disciplinary action or consequence in accordance with board policy and law. However, an appeal by the perpetrator of disciplinary action does not preclude school officials from taking appropriate action to address the discrimination, harassment or bullying.
4. Appeal of Investigative Report
- a. If the complainant is dissatisfied with the investigative report, he or she may appeal the decision to the superintendent (unless the alleged perpetrator is the assistant superintendent of human resources or the superintendent, in which cases the complainant may appeal directly to the board in accordance with the procedure described in subsection D.4.b below). The appeal must be submitted in writing within five days of receiving the investigative report. The superintendent may review the documents, conduct any further investigation necessary or take any other steps the superintendent determines to be appropriate in order to respond to the complaint. The superintendent shall provide a written response

within 10 days after receiving the appeal, unless further investigation is needed.

- b. If the complainant is dissatisfied with the superintendent's response, he or she may appeal the decision to the board within five days of receiving the superintendent's response. The board will review the documents, direct that further investigation be conducted if necessary and take any other steps that the board determines to be appropriate in order to respond to the complaint. Upon request of the complainant, the board will hold a hearing pursuant to policy 2500, Hearings Before the Board. The board will provide a written response within 30 days after receiving the appeal, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

E. TIMELINESS OF PROCESS

The number of days indicated at each step of the process should be considered a maximum. Every effort should be made to expedite the process.

If any school official charged with investigating the complaint or reviewing the investigation fails at any step in the process to communicate a decision within the specified time limit, the complainant will be entitled to appeal the complaint to the next step unless the official has notified the complainant of the delay and the reason for the delay, such as the complexity of the investigation, review or report. The school official shall make reasonable efforts to keep the complainant apprised of progress being made during any period of delay. Delays that interfere with the exercise of any legal rights are not permitted.

Failure by the complainant at any step in the process to appeal a complaint to the next step within the specified time limit will be considered acceptance of the decision at that step, unless the complainant has notified the investigator of a delay and the reason for the delay and the investigator has consented in writing to the delay.

F. GENERAL REQUIREMENTS

1. No reprisals or retaliation of any kind will be taken by the board or by an employee of the school system against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless the person knew or had reason to believe that the complaint or report was false or knowingly provided false information.
2. All meetings and hearings conducted pursuant to this policy will be private.
3. The board and school system officials will consider requests to hear complaints from a group, but the board and officials have the discretion to hear and respond

to complainants individually.

4. The complainant may be represented by an advocate, such as an attorney, at any meeting with school system officials.
5. Should, in the judgment of the superintendent or designee, the investigation or processing of a complaint require that an employee be absent from regular work assignments, such absences shall be excused without loss of pay or benefits. This shall not prevent the superintendent or designee from suspending the alleged perpetrator without pay during the course of the investigation.

G. RECORDS

Records will be maintained as required by policy 1710/4021/7230.

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 *et seq.*, 34 C.F.R. pt. 110; Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*, 34 C.F.R. pt. 100; Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e *et seq.*, 29 C.F.R. pt. 1604; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. pt. 108; *Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance*, U.S. Department of Education, Office for Civil Rights (1994); *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties*, U.S. Department of Education, Office for Civil Rights (2001); *Notice of Non-Discrimination*, U.S. Department of Education, Office for Civil Rights (2010); *Gebser v. Lago Vista Independent School District*, 524 U.S. 274 (1998); *Davis v. Monroe County Board of Education*, 526 U.S. 629 (1999); G.S. 115C-407.15 through -407.18; State Board of Education Policy HRS-A-007

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Student and Parent Grievance Procedure (policy 1740/4010), Hearings Before the Board (policy 2500), Assaults, Threats and Harassment (policy 4331)

Adopted: February 18, 2010

Updated:

Policy 1730/4022/7231: Nondiscrimination on the Basis of Disabilities

As recommended to the Board Policy Committee, March 8, 2012

An update has been made to this policy that adds a statement regarding the hearing process required for 504 students. It states that a system of procedural safeguards with respect to the identification, evaluation or educational placement of students with disabilities under Section 504 must be in place. This is intended to provide an opportunity for parents to examine “relevant records, to have an impartial hearing, to be represented by counsel,” and to be allowed a hearing.

NONDISCRIMINATION ON THE BASIS OF DISABILITIES

Policy Code: 1730/4022/7231

The board of education will not discriminate against qualified persons with disabilities on the basis of a disability. This non-discrimination policy includes, but is not limited to, benefits of and participation in system programs and activities. The system will provide aids, benefits and school services to a person with disabilities in the most integrated school setting appropriate to his or her needs so that he or she may have an opportunity commensurate to that provided to persons without disabilities to obtain the same results, gain the same benefit or reach the same level of achievement.

The superintendent is directed to develop appropriate procedures to implement this nondiscrimination policy. The superintendent or designee shall:

1. submit an assurance of nondiscrimination with each application for federal financial assistance;
2. designate a person to coordinate the system's efforts to comply with Section 504 of the Rehabilitation Act of 1973 ("Section 504") and its regulations;
3. designate a person to coordinate the system's efforts to comply with the Americans with Disabilities Act and its regulations;
4. publish the name, office address and phone number of the compliance coordinator(s) in a manner intended to ensure that employees, applicants, students, parents and other individuals who participate in the school system's programs are aware of the coordinator(s);
5. make complaint procedures available as provided in policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure, which provides opportunities for prompt and equitable resolutions to complaints alleging actions prohibited by Section 504 or ADA or regulations for these statutes;
6. provide notice that the school system does not discriminate on the basis of disability in violation of Section 504 or the ADA, or their implementing regulations, and make such notice accessible to employees, applicants, students and parents;
7. make reasonable accommodations for qualifying applicants or employees with disabilities; however, a reasonable accommodation does not include an accommodation that demonstrably would impose an undue hardship on the program or would fundamentally alter the nature of the service, program or activity;
8. not inquire about any disabilities that may need accommodation until after an applicant has been made an offer and, additionally, avoid using employment tests or other selection criteria that tend to screen out persons with disabilities unless the criteria are

demonstrably job-related and effective alternatives are not available;

9. provide a free appropriate public education to each qualified student with disabilities in accordance with Section 504 and its regulations; and
10. establish and implement a system of procedural safeguards with respect to the identification, evaluation or educational placement of a student with disabilities under Section 504 which includes an opportunity for the student's parent or guardian to examine relevant records, an impartial hearing with the opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Legal References: Americans With Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104

Cross References: Prohibition Against Discrimination, Harassment and Bullying including Hazing (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Service Animals in Schools (policy 4202/5029/7272)

Adopted: March 12, 1998 to become effective July 1, 1998

Updated: May 11, 2000, February 12, 2009

Policy 2342: Voting Methods

As recommended to the Board Policy Committee, March 8, 2012

In decisions made by the Board of Education, voting is usually done by a voice vote on action items. This policy has been updated to clarify that a board member is expected to vote on all issues unless there is a conflict of interest or s/he cannot be impartial in the judicial matter being addressed by the board. When this happens, the board member will state the reason which will be recorded in the minutes. When the board decides to vote by written ballot, the minutes must specify each member's vote.

Voting will normally be by voice vote on all matters coming before the board for action. However, any member may call for a division, in which case the vote will be by show of hands. In either event, the minutes will reflect the vote of each member voting and the abstention of any member present but not voting, unless the vote is unanimous.

A board member must vote on all issues unless the member has a conflict of interest or is unable to remain impartial in a judicial matter before the board. If a board member recuses himself or herself from a vote, the member will state the reason before the vote is taken and the reason will be recorded in the minutes.

No secret ballots are permitted. If the board decides, by majority vote, to vote by written ballot, each member must sign his or her ballot, and the ballots must be available for public inspection in the superintendent's office immediately following the meeting and until the minutes are approved. The minutes of the meeting must specify the vote of each member's written ballot. The ballots may be destroyed after the minutes of the meeting have been approved.

Legal References: G.S. 143-318.13; *Crump v. Board of Education*, 93 N.C. App. 168, *aff'd*, 326 N.C. 603 (1990); N.C. Attorney General Advisory Opinion, 54 Op. Att'y. Gen. 86 (1985)

Cross References: Board Member Conflict of Interest (policy 2121)

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

Policy 3000: Goals and Objectives of the Educational Program

As recommended to the Board Policy Committee, March 8, 2012

A statement has been added to this policy that describes the board's commitment to ensure that the educational program contains rigorous standards. As part of the monitoring process, "the board shall strive to maintain accreditation of its school by the Southern Association of Schools and Colleges and/or the State Board of Education.

GOALS AND OBJECTIVES OF THE EDUCATIONAL PROGRAM

Policy Code:

3000

The board believes that the function of formal education is to provide a foundation for lifelong learning and to enable each student to participate effectively and responsibly in a changing world. The board recognizes the critical role of parents, governmental and nonprofit agencies, businesses, and the community in helping individual students and the school system meet educational goals. To ensure that the educational program meets rigorous academic standards, the board shall strive to maintain accreditation of its schools by the Southern Association of Schools and Colleges and/or the State Board of Education.

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

In addition to providing a basic education program as prescribed by the State Board of Education, the board believes that the administrators of the educational program also must strive to provide each student with the opportunity to:

1. learn to be responsible for and accept the consequences of his or her conduct and academic performance;
2. develop the capacity to examine and solve problems;
3. foster respect and appreciation for cultural and ideological diversity and differences;
4. develop the ability to be productive in a team environment;
5. learn and acquire the skills necessary for a lifetime of continuous learning and adaptation to change in the workplace and society;
6. prepare for challenging curriculum beyond secondary school and, when appropriate, complete high school courses required for college entry in less than four years;
7. achieve high levels of success in a rigorous curriculum;
8. acquire the skills necessary for success as life-long learners;
9. acquire the skills needed for technological literacy in a rapidly changing world; and
10. remain in school and earn a high school diploma and, when appropriate, earn additional college credit.

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

materials and issues related to instructional time.

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

Cross References: Curriculum Development (policy 3100), Selection of Textbooks and Supplementary Materials (policy 3200), Counseling Program (policy 3610)

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

Revised: November 9, 2006

Policy 4110: Immunization and Health Requirements for School Admission

As recommended to the Board Policy Committee, March 8, 2012

G.S. 130A-440.1 continues to require that early childhood vision screening meet the standards adopted by the Governor's Commission. However, since the Commission was abolished in 2011, no funds are available to pay for eye examinations. While taking this information into account, the NCSBA recommends the removal of this information from this policy.

IMMUNIZATION REQUIREMENTS FOR SCHOOL ADMISSION

Policy Code: **4110**

The board of education requires all students to meet the eligibility requirements for school admission established by the State and the board, including immunization. The school will maintain on file immunization and health assessment records for all students, and these records may be inspected by officials of the county or state health departments. Each school principal shall file required reports with the Department of Health and Human Services and the Department of Public Instruction.

A. IMMUNIZATION

Within 30 calendar days of his or her first enrollment date, each student must show evidence of immunization against tetanus, diphtheria, whooping cough, red measles, German measles (rubella), mumps, Hepatitis B, haemophilus influenza (Hib), poliomyelitis, varicella, and any other disease as required by law or regulation.

For students entering the sixth grade on or after August 1, 2008, a booster dose of Tdap vaccine is required if five years or more have passed since the student's last dose of tetanus-containing vaccine.

Evidence of immunizations must be shown in the form of a certificate furnished by a licensed physician or by the health department. A student who received immunizations in a state other than North Carolina must present an official certificate that meets the immunizations requirements of G.S. 130A-154(b).

Principals are required to refuse admittance to any child whose parent or guardian does not present a medical certification of proper immunizations within the allotted time. If, following approved medical practice, the administration of a vaccine requires more than 30 calendar days to complete, upon certification of this fact by a physician, additional days may be allowed in order to obtain the required immunizations.

Exceptions to the immunization requirement will be made only for religious reasons or for medical reasons approved by a physician.

B. HEALTH ASSESSMENT/VISION SCREENING

Within 30 calendar days of the first day of school entry, all kindergarten students must furnish to the principal a document indicating that the student has received a health assessment pursuant to G.S. 130A-440. The assessment must include a medical history and physical examination with screening for vision and hearing and, if appropriate, testing for

Policy Code: **4110**

anemia and tuberculosis. The health assessment must be conducted no more than 12 months prior to the date of school entry. Exceptions to the health assessment requirement will be made only for religious reasons.

~~Beginning with the 2007–08 school year,~~ vision screening must comply with the vision screening standards adopted by the former Governor’s Commission on Early Childhood Vision Care. Within 180 days of the start of the school year, the parent of the child must present to the principal or his or her designee certification that within the past 12 months, the child has obtained a comprehensive eye examination performed by an ophthalmologist or optometrist or has obtained a vision screening conducted by a licensed physician, an optometrist, a physician assistant, a nurse practitioner, a registered nurse, an orthoptist, or a vision screener certified by Prevent Blindness North Carolina. If a child enters the first grade without having been enrolled in a kindergarten program requiring a vision screening, the screening is required at that point.

Children who receive and fail to pass the required vision screening must obtain a comprehensive eye exam conducted by a duly licensed optometrist or ophthalmologist. The provider of the exam shall present to the parent a signed transmittal form, which the parent must submit to the school. If a member of the school staff has reason to believe that a child enrolled in kindergarten through third grade is having problems with vision, the staff member may recommend to the child’s parent that the child have a comprehensive eye examination. ~~Such notification to the parent must also inform the parent that funds may be available from the Governor’s Commission on Early Childhood Vision Care to pay providers for the examination, including corrective lenses.~~

No child will be excluded from attending school for a parent’s failure to obtain a comprehensive eye exam. If a parent fails or refuses to obtain a comprehensive eye exam or to provide the certification of a comprehensive eye exam, school officials shall send a written reminder to the parent of required eye exams ~~and shall include information about funds that may be available from the Governor’s Commission on Early Childhood Vision Care.~~

C. HOMELESS STUDENTS

Notwithstanding the provisions of this policy, admissions for homeless students shall not be prohibited or delayed due to the student’s inability to provide documentation of immunizations or health assessments. The homeless liaison shall work with the student, parent/guardian, school personnel or other agencies to obtain documentation of immunization and/or the health assessment or to arrange for such immunizations and/or assessments in a timely manner.

Policy Code: **4110**

D. CHILDREN OF MILITARY FAMILIES

The board acknowledges that immunization requirements for newly enrolling military children are governed by the Interstate Compact on Educational Opportunity for Military Children. Children of military families, as defined in policy 4050, Children of Military Families, will have 30 days from the date of enrollment or within such time as reasonably determined by the rules of the Interstate Commission to obtain any required immunization. For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the Interstate Commission.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 *et seq.*; G.S. 115C-407.5; 130A-152 to -157, -440 to -443; 143B-216.75; 10A N.C.A.C. 41A .0401

Cross References: Children of Military Families (policy 4050), Homeless Students (policy 4125)

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

Updated: May 11, 2000, January 10, 2008

Policy 6315: Drivers

As recommended to the Board Policy Committee, March 8, 2012

This policy has been updated to be in compliance with State Board of Education Policy. First, it requires that rules in Section A apply not only to school bus drivers but also to activity bus drivers. Second, it provides additional guidance regarding new requirements for CDL activity bus drivers to hold school bus driver certificates and to report moving violations.

Safety is of paramount concern in providing student transportation services. Consistent with the board's goals for student safety, all drivers involved in transporting students must comply with the following board requirements.

A. SCHOOL BUS AND ACTIVITY BUS DRIVERS

School bus and activity bus drivers must:

1. possess required licenses and all other qualifications required by law;
2. not operate a school or activity bus on a public street, highway or public vehicular area while using a mobile telephone or related technology (i.e. hands-free technology such as Bluetooth) while the bus is in motion, unless such use is for the sole purpose of communicating in an emergency situation;
3. report to the principal any misconduct that is in violation of any of the student behavior policies in the 4300 series or school rules;
4. use reasonable judgment in the operation of the buses;
5. make reasonable efforts to maintain good order of the students being transported;
6. not permit any person to ride who is not assigned to the bus or has not received express permission of the principal or other designated official;
7. promptly report to the principal or other designated official any defect or other concern regarding the safety of the school bus, activity bus or other vehicle operated by the school system; and
8. report to the principal or other designated official by the next work day any moving violation citations received while operating any motor vehicle, whether on or off duty.

B. OTHER DRIVERS

Other drivers, including volunteer drivers, must:

1. possess required licenses and all other qualifications required by law;
2. report to the principal by the next working day any moving violation citations received while operating any motor vehicle, whether on or off duty; and
3. carry insurance if operating a privately owned vehicle.

If the board requires a school social worker to increase his or her private automobile liability coverage and/or to add a business use rider in order to transport students in his or her private vehicle, the social worker will be reimbursed for the additional premium charged and/or for the increased liability limits of the added rider.

The superintendent or designee shall make copies of this policy and other related policies available to drivers.

Legal References: G.S. 20-7(f)(2), -137.4, -218; 115C-47(25a), -241, -242, -244 to -246, -248, -251, -317.1; State Board of Education policy TCS-H-010; Handbook for School Bus Drivers, Department of Transportation, Division of Motor Vehicles

Cross References: Student Behavior Policies (4300 series), Drug and Alcohol Testing of Commercial Motor Vehicle Operators (policy 7241), Insurance (policy 8340)

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

Revised: January 11, 2007, January 10, 2008

Policy 6320: Use of Student Transportation Services

As recommended to the Board Policy Committee, March 8, 2012

This update adds the requirement to offer safety training to students travelling on activity or commercial buses. Specifically, it states, "In addition to students receiving regular school bus safety training, safety instruction will be provided to students traveling on activity buses or commercial buses as needed."

Student transportation services will be made available in a manner consistent with the board goals set out in policy 6300, Goals of Student Transportation Services. The first priority is to provide transportation to and from school to eligible students.

A. OTHER TRANSPORTATION SERVICES

Other transportation services may be made available as funding permits and in accordance with legal requirements and board policy. In particular, the board establishes the following possible uses of other transportation services.

1. State-operated school buses may be used for instructional programs directly related to the curriculum when the trip and use of the bus are approved in accordance with board policy.
2. School buses may be used only for purposes expressly allowed by G.S. 115C-242.
3. School buses may not be used for athletic activities or extracurricular activities.
4. Activity buses and other vehicles meeting federal safety standards may be used for travel to athletic activities and travel to other approved school-related activities. In addition to students receiving regular school bus safety training, safety instruction will be provided to students traveling on activity buses or commercial buses as needed.
5. The board encourages the superintendent and principals to provide transportation services to enable students at risk of not meeting promotion standards to take advantage of additional or enhanced opportunities for learning.

B. SPECIAL USE OF SCHOOL BUSES

The board may authorize special uses of school buses as provided by G.S. 115C-242 and 115C-243. The superintendent shall present to the board any requests for special uses and the statutory support for allowing such authorization.

C. TRANSPORTATION FOR SPECIAL NEEDS STUDENTS

A student who is identified as having special needs following procedures in the North Carolina *Policies Governing Services for Children with Disabilities* will be provided with transportation services as required by law. When the school system's transportation services are unable to provide transportation for special needs students, the board may contract with public or private carriers to provide this service, pursuant to policy 6340, Transportation Service/Vehicle Contracts.

Legal References: Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*; 49 U.S.C. 30125, 30165; G.S. 115C- 239, -242, -243, -247, -254; G.S. 66-58(c)(9a) and (9b); *Policies Governing Services for Children with Disabilities*, State Board of Education Policy GCS-D-000; State Board of Education policies TCS-H-000, -006; Memorandum to All Superintendents from Eddie M. Speas, Jr., Special Deputy Attorney General, January 14, 1988

Cross References: School Trips (policy 3320), Goals of Student Transportation Services (policy 6300), Safety and Student Transportation Services (policy 6305), Transportation Service/Vehicle Contracts (policy 6340)

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

Updated:

Policy 6321: Bus Routes

As recommended to the Board Policy Committee, March 8, 2012

One addition has been made to this policy guaranteeing that parents will be notified of school bus arrival times. It also states that parents are responsible for having the student at the bus stop prior to the scheduled arrival time.

The superintendent or designee shall develop school bus routes in accordance with state law and regulations. All bus routes will be kept on file in the superintendent's office, and all changes will be filed within 10 days after such change becomes effective.

Students ordinarily will be assigned to a bus that passes within one mile of the student's residence. To the extent practicable and economically feasible, ride time should be less than 45 minutes one way.

Parents will be informed of students' scheduled school bus arrival times. It is the parent's responsibility to ensure that a student is present at a bus stop prior to the scheduled arrival time.

A. TRANSPORTATION TO LOCATIONS OTHER THAN HOME

Upon request, the superintendent or designee may, but is not required to, assign a student to a bus to transport the student to and/or from a location other than home if the following conditions are met.

1. The student's parent or guardian submits a written, signed request that states the specific location other than home to which the student is to be transported and acknowledges that the parent or guardian and not the school system is responsible for the student's safety once the child has departed from the bus.
2. The request for such transportation does not require a bus to deviate in any significant way from an established route.
3. There is capacity on the bus if the request would necessitate the student's riding a different bus from the regularly assigned bus.
4. The student's residence and requested bus stop are within the zone eligible for transportation service.
5. The request for such transportation does not cause the school system to incur any additional cost.
6. The proposed bus stop meets safety standards established by law, the board, the superintendent or the principal.

Any changes in bus stops must be approved by the superintendent or designee.

B. BUS ROUTES IN HAZARDOUS CONDITIONS

School buses will not be allowed to operate if there is a serious threat to the safety of students or drivers. The superintendent may develop a more limited bus route for

hazardous weather conditions in order to operate only on roads that are safe. To the extent possible, parents will be notified in advance of the bus route that will be used in hazardous conditions. The hazardous conditions bus route will be on file in the superintendent's office.

A student who is identified as having special needs following procedures in the North Carolina *Policies Governing Services for Children with Disabilities* will be provided with transportation services as required by law.

Legal References: Individuals with Disabilities Education Act Amendments of 1997, 20 U.S.C. 1400 *et seq.*; G.S. 115C-240(d), -246; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy GCS-D- 000; State Board of Education Policies TCS-H-000, -002, -006

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

Updated: April 8, 1999

Policy 7405: Extracurricular and Non-Instructional Duties

As recommended to the Board Policy Committee, March 8, 2012

One update has been made to this policy. It adds Common Core Standards and North Carolina Essential Standards terms to the definition of non-instructional duties, such as monitoring outside the instructional setting and performing bus duty, for teachers.

EXTRACURRICULAR AND NON-INSTRUCTIONAL DUTIES

Policy Code:

7405

The board acknowledges that instructing students is the primary mission of the school system. Generally, in order to carry out the responsibilities of the school system, teachers and other employees may also be required to perform certain non-instructional and extracurricular duties. Assigned additional duties are considered part of all employees' responsibilities. However, assignment of additional duties to teachers should be minimized to allow time for teachers to plan, collaborate with colleagues, conduct conferences with parents, tutor students and perform any other activities that have a direct impact on student achievement. Beginning teachers also need adequate opportunities to develop their professional skills and need access to experienced teachers who will provide mentoring to them. In light of these goals, the principal of each school has the authority to assign extracurricular and non-instructional duties as necessary to conduct the business of the school, within the following guidelines.

A. EXTRACURRICULAR DUTIES

Initially licensed teachers and teachers with 27 or more years' experience (exempt teachers) may not be assigned extracurricular duties unless they request the assignments in writing.

1. Extracurricular Duties Defined

Extracurricular duties include those duties performed by a teacher outside the regular school day that involve students and are not directly related to the instructional program. Examples of extracurricular activities for which consent is required include such things as coaching duties, taking tickets at sporting events and acting as a faculty sponsor for a student club. Extracurricular duties do not include such things as time spent in parent-teacher conferences or activities related to courses taught by the teacher, such as band concerts that are performed as a part of band class.

2. Exceptions Permitted for Compelling Reasons

In cases of compelling need, exempt teachers may be required to perform extracurricular duties if the procedures set forth in this paragraph are followed.

a. Compelling Need Defined

A compelling need arises when the principal of a school is not reasonably able to provide adequate supervision by qualified personnel at extracurricular activities without using exempt teachers and no exempt teachers have volunteered in writing to perform these activities. In determining whether a compelling need exists, it will be assumed that teaching assistants and other non-licensed employees may not be assigned

to extracurricular duties unless the assignment is approved in advance by the superintendent or designee. Examples of compelling need include circumstances when:

- 1) an employee who is scheduled to perform an extracurricular duty is unexpectedly unavailable and the position must be filled quickly;
- 2) the school principal cannot adequately fill extracurricular duty positions without additional reliance on exempt teachers; or
- 3) an extracurricular duty must be supervised by individuals with certain experience, skills or qualifications and exempt teachers are the only qualified staff members who possess the required experience, skills or qualifications.

b. Process for Granting a Compelling Need Waiver

1) Board Waiver

In cases in which the need for a waiver is reasonably foreseeable and there is an opportunity to bring the matter before the board of education for approval prior to the extra duty, the superintendent shall bring the matter to the board for a decision on the waiver request. The recommendation for a waiver must be in writing and set forth the circumstances requiring the waiver. The board minutes or other documentation will reflect the reasons for granting the waiver.

2) Superintendent Waiver

If there is not a scheduled board meeting prior to the need to provide adequate supervision at the extracurricular activity, the superintendent may waive the requirement upon a finding of compelling need. The superintendent shall make a written record of all such waivers and the circumstances for requesting each waiver. At the next regular board meeting, the superintendent shall report to the board any past waivers made and the reasons therefore. If the waiver is for an ongoing activity, the superintendent must seek and obtain board approval to continue the exempt teacher in the extracurricular activity in accordance with the procedure in paragraph (1) above.

3) Principal Waiver

If there is an exigent need to waive the policy, such as the unexpected illness or absence of an employee, then the school

principal is authorized to waive the policy temporarily for up to five days. However, the principal must report the waiver to the superintendent in writing, setting forth the circumstances requiring the waiver. The superintendent must approve all waivers over five days, as provided in paragraph (2) above. The board must approve all continuing waivers at its next regular meeting, as provided in paragraph (1) above.

4) Teacher Access to Records

The teacher may request and is entitled to receive any documentation regarding waivers requested or granted under this policy.

B. NON-INSTRUCTIONAL DUTIES

Principals shall minimize the assignment of non-instructional duties to all teachers, including initially licensed teachers and teachers with 27 or more years of experience. Specifically, teachers should not be required to use their daily planning periods on an ongoing and regular basis to supervise students. Planning periods generally should be reserved for course planning and meetings with other professional staff regarding the instructional program.

1. Non-Instructional Duties Defined

Non-instructional duties refer to those duties that are not directly involved with the instructional program or the implementation of the Common Core State Standards and North Carolina Essential Standards, but that all teachers are expected to do. These duties include such things as bus duty, carpool duty and regular and ongoing use of planning periods to monitor hallways and cafeterias. Nothing in this policy should be construed to relieve teachers of the responsibility to provide for the safety and supervision of students during regular school hours, as necessary to maintain order and discipline in the school.

2. Distribution of Non-Instructional Duties

Non-instructional duties should be distributed equitably among employees to the extent that it is reasonably possible to do so. In assigning non-instructional duties, consideration should be given to the need for initially licensed teachers to have adequate professional development, planning time and access to experienced teachers. Teachers with more than 27 years of experience are expected to be available to devote some time each week to sharing their experience and expertise with less experienced teachers. Principals are responsible for structuring these opportunities in a way that will be beneficial to the students and employees at their schools.

C. EVALUATION

The failure of an exempt teacher to volunteer to perform extracurricular duties is not appropriate grounds to lower the teacher's evaluation or just cause for a less than satisfactory evaluation of an exempt teacher, provided that the teacher has conducted himself or herself in a professional manner when declining to accept extracurricular duties. However, a teacher's failure to perform an assigned non-instructional or extracurricular duty in a competent and professional manner may be considered as a part of the teacher's evaluation.

Legal References: G.S. 115C-47(18a), -301.1; State Board of Education Policy TCP-A-004

Adopted: September 9, 1999

Updated: May 11, 2000



RECEIVED APR 25 2012

RANDOLPH COMMUNITY COLLEGE

President's Office

629 Industrial Park Avenue, Asheboro, N.C. 27205

Phone - (336) 633-0286

Fax - (336) 633-0104

PRESIDENT

Robert S. Shackelford Jr.

BOARD OF TRUSTEES

Chair

F. Mac Sherrill

Vice Chair

Fred E. Meredith

James M. Campbell Jr.

Robert B. Davis

John M. Freeze

James P. Hill Jr.

Lillian B. Jordan

Elbert J. Lassiter

Curt J. Lorimer

Alan S. Luria

Cynthia G. Schroder

R. Andrews Sykes

Student Trustee

Shane Bryson

SGA President

April 20, 2012

Jane Redding, Chair
Asheboro City Board of Education
237 S. Elm Street
Asheboro, NC 27203

Dear Jane:

The Chair of the Randolph Community College Board of Trustees, F. Mac Sherrill, requested that I write you a letter to remind you that the term of office for Curt J. Lorimer, as a member of the Randolph Community College Board of Trustees expires on June 30, 2012. We sincerely hope that the Asheboro City Board of Education will reappoint Mr. Lorimer for another four-year term. He serves as chair of the Board's Resource Development Committee and is a dedicated trustee. He is very interested in continuing his service to the College.

We would appreciate your help in this process so that we can have a full slate of Trustees at the beginning of the fiscal year (July 1, 2012). If you need additional information, please feel free to contact me.

Sincerely,

Robert S. Shackelford Jr., Ph.D.
President

pc: F. Mac Sherrill, Chairman, RCC Board of Trustees
Dr. Diane Frost, Superintendent, Asheboro City Schools
Curt J. Lorimer

Bid Tabulation

Old Balfour School, Abatement and Demolition Package

Asheboro, North Carolina

May 8, 2012, 1:00 pm

SMITHSINNETT
architecture

Single Prime General Contractor	License No.	Certified Check - Bid Bond	MBE	Base Bid	Alternate 1			Total
					Abatement work in Building E.(Cafeteria)			
D. H. Griffin/DARI 421 Raleigh View Road, Raleigh NC 27610	35452	x	x	\$120,160	\$5,900.00			
Contaminant Control, Inc. (CCI) 3434 Black and Decker Road, Hope Mill, NC 28304	25610	x	x	\$185,780	\$5,980			
Environmental Holdings Group, LLC (EHG) 102 Kitty Hawk Drive, Morrisville NC 27560	55919	X	X	\$145,573	\$1,500			
Clean Air Environmental, Inc. 2500 Old Lexington Rd., Suite 8, Winston-Salem, NC 27107	58500	X	X	\$325,250	\$25,250			
Terry's Plumbing & Utilities 465 Lewallen Rd., Asheboro NC 27205	51103	X	X	\$180,000	\$40,000			
Triangle Grading and Paving, Inc. P.O. Drawer 2570 Burlington, NC 27215	17456	X	X	\$138,900.00	\$26,000.00			

I certify that the above bids are correct as tabulated.


Smith Sinnett Architecture, P.A.
John F. Sinnett, AIA



School/Location	Date	Event	Time
	May 6 -12, 2012	Teacher Appreciation Week	
AHS/PAC	Monday, May 07, 2012	AHS Percussion Concert	7:30pm
AHS/PAC	Tuesday, May 08, 2012	SAMS Spring Band Concert	7:30pm
PDC	Thursday, May 10, 2012	Board of Education Meeting	7:30pm
AHS/PAC	Thursday, May 10, 2012	AHS Chamber Music Night	7:30pm
AHS/PAC	Tuesday, May 15, 2012	AHS Jazz Band Concert	7:30pm
AHS/PAC	Thursday, May 17, 2012	AHS Chorus Concert	7:30pm
Greensboro Marriot	Saturday, May 19, 2012	AHS Prom	8:00pm
AHS/PAC	Tuesday, May 22, 2012	Showcase	6:30pm
Pinewood	Wednesday, May 23, 2012	Teacher of the Year Banquet	6:30pm
AHS/PAC	Thursday, May 24, 2012	AHS Band Concert	7:30pm
AHS/PAC	Friday, May 25, 2012	Academic Awards Day	9:30am
Historic Court House	Tuesday, May 29, 2012	Budget Presentation to Randolph County Commissioners	6:00pm (ACS at 7:20pm)
AHS/PAC	Wednesday, May 30, 2012	Senior Scholarship Night	7:00pm
AHS	Thursday, May 31, 2012	Senior Project Night	6:00pm
GBT	Friday, June 01, 2012	Kindergarten End of Year Celebration	1:15pm
AHS/PAC	Sunday, June 03, 2012	Baccalaureate	7:00pm
CWM	Wednesday, June 06, 2012	Grades 1- 4 Awards Assembly	8:30am
CWM	Wednesday, June 06, 2012	Kindergarten Awards Assembly	1:00pm
LP	Wednesday, June 06, 2012	5th grade Completion Ceremony	1:15pm
DLL	Thursday, June 07, 2012	Grades 3-5 Awards Celebration	8:30am
NAMS	Thursday, June 07, 2012	Academic Awards Day	9:00am
SAMS	Thursday, June 07, 2012	Academic Awards Day	9:00am
CWM	Thursday, June 07, 2012	5th Grade Awards	9:00am
ECDC	Thursday, June 07, 2012	Year End Celebration	10:00am
DLL	Thursday, June 07, 2012	K-2 Awards Celebration	12:45pm
BAL	Thursday, June 07, 2012	5th Grade Awards	1:00pm

GBT	Friday, June 08, 2012	5th Grade Awards	8:30am
NAMS	Friday, June 08, 2012	Athletic Awards	9:00am
DLL	Friday, June 08, 2012	5th Grade Celebration	9:00am
SAMS	Friday, June 08, 2012	Athletic Awards	11:00am
AHS	Friday, June 08, 2012	Graduation	7:00pm
AHS	Monday, June 11, 2012	Retirement and Service Award Breakfast	7:30am
Historic Court House	Monday, June 11, 2012	Randolph County Commissioners - Public Hearing	6:30pm
PDC	Thursday, June 14, 2012	Board of Education Meeting	7:30pm
Historic Court House	Monday, June 18, 2012	Budget Discussion and Adoption	6:00pm
PDC	Monday, June 25, 2012	BOE Retreat	5:30-8:30pm
PDC	Thursday, July 12, 2012	Board of Education Meeting	7:30pm



Points of Pride

May 10, 2012



Student Achievements:

- Expert Project Fair
- AHS Park Street Players production of The Secret Garden
- Elementary Battle of the Books (GBT winning team)
- Earth Day celebration at McCrary
- Asheboro Alive and Well video competition - AHS teams placed 1st and 2nd
- Elementary Choral Festival

Staff Recognitions:

- School Level Teacher of the Year candidates
- AAEO Member of the Year, Kimberly Cook
- AAEO Administrator of the Year, Dr. Diane Frost
- Teacher Leadership Academy, cohort #2

Parent Involvement:

- PTO/PTA President's Round Table
- ESL Parent Nights held at several schools
- PTO meetings
- Book Fair held at McCrary

Events bringing community into our schools:

- Expert Project Fair
- Elementary Choral Festival
- PAGE Super Saturday
- AHS Park Street Players production of The Secret Garden
- Old Balfour celebration
- Donna Lee Loflin's 75th birthday celebration

Asheboro City Schools Strategic Plan Milestones

2011-2012

May 2012 Update

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

1. Every student graduates college and career ready.
 - Graduation rate for 5-year cohort at 82% or better.
 - 75% or more of students demonstrate proficiency on Algebra I and Biology EOC exams.
2. Every student uses technology to access and demonstrate new knowledge and skills.
 - Implement “Technology in Learning Fair” to showcase student and faculty projects.
3. Expand opportunities for and increase student access to small learning communities.
 - Prepare for implementation of Health Sciences Small Learning Community in partnership with Randolph Community College.
4. Increase the number of students reading on grade level by Grade 3 to 64%.
5. All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.
 - Use DPI individual growth model to determine percent of students demonstrating academic growth in reading and mathematics in grades 3-8.
 - Implement CASE21 benchmark assessments.
6. Implement innovative after school enrichment and intervention programs.
 - Continue before and after school enrichment programs.
7. Establish a rigorous and relevant CTE program.
 - Implement CTE strategic plan.

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

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

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

Our third district-wide professional development day to prepare for the Common Core State Standards and North Carolina Essential Standards was held on April 23, a teacher workday. It was a productive day with teachers working together to develop units of instruction for 2012-2013. This work will continue this summer and next school year.

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

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

Makenzie Hussey and Lee Williams, members of the Teacher Leadership Academy from NAMS, implemented student-led conferences as their leadership project. Both students and parents spoke highly of the experience and its impact on students taking responsibility for their learning.

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

Helena Thomas, member of the Teacher Leadership Academy from SAMS, experimented with standards-based report cards as her leadership project. She received very helpful input from parents and students in her 8th grade mathematics courses. This will be a work in progress as we move to implementing the Common Core State Standards and North Carolina Essential Standards in all areas.

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

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

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

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

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

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

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

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

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

Applications for this award were mailed this week for Balfour, Lindley Park, Loflin, and Teachey. Hats off to Tom Quinn and his team for putting together the extensive application materials.

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

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

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

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

- Implement parent portal.

2. Increase communication and outreach to parents.

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

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

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

Members of the Golden Leaf Foundation evaluation team from SERVE (UNC-G) and the Friday Institute (NC State) spent Wednesday in our schools observing science investigations at the elementary and middle school level. They also conducted focus groups to hear from our teachers about the project. We look forward to their feedback.

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

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

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

1. Implement long range facilities plan.

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