

**ASHEBORO CITY BOARD OF EDUCATION**

**July 11, 2013**

**7:30 p.m.**

**Asheboro High School**

**Professional Development Center**

**\*6:00 p.m. – Policy Committee**

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

**I. Opening**

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

**II. Public Comments**

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

**III. \*Consent Agenda**

- A.** Approval of Minutes – June 13, 2013, and June 25, 2013
- B.** Executive Summary for Title III Application 2013-2014
- C.** School Treasurers 2013-2014
- D.** 2013-2014 Sodexo Agreement
- E.** Child Nutrition Bid Packages
- F.** Personnel

**IV. Information, Reports and Recommendations**

- A.** 21st Century Community Learning Centers Grant
- B.** Policies
  - Policy 1310/4002 – Parental Involvement
  - Policy 3200 – Selection of Instructional Materials
  - Policy 3420 – Student Promotion and Accountability

**V. Action Items**

- \*A.** Policies
  - Policy 3410 – Testing and Assessment Program
  - Policy 4135 – Tuition for Discretionary Admissions
  - Policy 4331 – Assaults, Threats and Harassment
  - Policy 9200 – Care and Maintenance of Facilities
- \*B.** Board of Education Goals 2013-2014

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

- A.** Calendar of Events

**VII. Board Operations**

- A.** Important Dates to Remember:
  - Board of Education Meeting – Thursday, August 8, 2013, 7:30 p.m.

- Convocation – Friday, August 23, 2013
- First Day of School – Monday, August 26, 2013

**VIII. Executive Session**

**A. Superintendent's Annual Evaluation**

**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**  
**July 11, 2013**  
**7:30 p.m.**  
**Asheboro High School**  
**Professional Development Center**

**Addendum**

**I. Opening**

**III. \*Consent Agenda**

- E. Child Nutrition Bid Packages**
- F. Personnel**

**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 21<sup>st</sup> century global citizenship.**

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

**June 13, 2013**

**7:30 p.m.**

### **Policy Committee**

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

Gidget Kidd  
Phillip Cheek  
Jane Redding

Chris Yow  
Archie Priest

Committee member absent was Steve Jones.

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

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

- Policy 1310/4002 - Parental Involvement
  - Section added regarding notifying K-2 parents of student reading progress -Additional notifications added to the list: school lunch information, summer food service, and availability and process for waiver or reduction of student fees
- Policy 3200 - Selection of Instructional Materials -terminology referring to Common Core standards replaced by "current statewide instructional standards"
  - Section added that covers the process of removing outdated supplementary materials
- Policy 3420 - Student Promotion and Accountability
  - Language changes and additions based on grade 3 reading proficiency general statute
  - Student Accountability section changed to Local Promotion Standards, allowing us to personalize the policy and adjust to show our current requirements and practices
  - Removed all language regarding retesting throughout policy
  - Statement added that includes information on Personalized Education Plans (PEP) for students not meeting grade level proficiency
  - Additions made to parent notification section regarding reading proficiency based on General Statute

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

With no further business, the meeting was adjourned at 6:20 p.m.

### **Finance Committee**

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

Gus Agudelo  
Jane Redding  
Joyce Harrington

Kyle Lamb  
Archie Priest  
Linda Cranford

Committee member absent: Kelly Harris

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

Mr. Blair presented the 2013-2014 Pay Date schedule. Then the committee discussed the Resolution for Other Restricted Revenue. Mr. Blair presented each type of revenue and how it would be restricted or committed

according to the resolution which agrees with current practice. Next, Mr. Blair presented Budget Amendments S-04, F-03, CO-04, CE-02, LG-01, and F-04. He then discussed the Interim Budget proposal and the Sodexo Contract Amendment for Summer Feeding.

Lastly, the committee discussed the Child Nutrition lunch prices for 2013-2014 school year. Mr. Blair reviewed the current options available to the Board. Under federal regulations, the Board must increase prices an average of \$.10 or the Board could commit approximately \$8,800 to be transferred from the Current Expense Fund to the Child Nutrition Fund for the 2013-2014 school year. The transfer would defer any federally required increase, and under current regulations, the Board would only be required to increase an average of \$.10 for the following year. The committee agreed that it would be preferable to defer any increase in lunch prices by transferring the necessary amount into the Child Nutrition Fund.

There being no further business, the meeting adjourned at 7:29 p.m.

### **Board of Education**

#### **Opening**

The Asheboro City Board of Education met in regular session at 7:35 p.m. in the Professional Development Center with the following members present:

Jane Redding, Chairman  
Phillip Cheek  
Joyce Harrington  
Kyle Lamb  
Chris Yow

Gustavo Agudelo  
Linda Cranford  
Gidget Kidd  
Archie Priest, Jr.

Archie Smith, Jr., Attorney

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

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

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

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

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

Carla Freemyer introduced John Craven from Asheboro High School who was recognized as Asheboro City Schools' Classified Employee of the Year.

Jennifer Smith presented Reid Lawrence from Donna Lee Loflin Elementary who was selected as Asheboro City Schools' Instructional Assistant of the Year.

#### **Public Comments**

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

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

#### **Consent Agenda**

The following Consent Agenda items were approved:

*\*Approval of Minutes – May 9, 2013*

*\*2013-2014 Pay Dates* (A copy of the 2013-2014 Pay Dates will become a part of these minutes.)

*\*Resolution for Other Restricted Revenue Fund* (A copy of the Resolution will become a part of these minutes.)

*\*Budget Amendments S-04, F-03, CO-04, CE-02, and LG-01* (Copies of the budget amendments will become a part of these minutes.)

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

*\*Personnel*

#### **RESIGNATIONS/RETIREMENTS/SEPARATIONS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL/SUB</b>	<b>EFFECTIVE</b>
Burden	David	LP/5th Grade	6/11/13
Chilton	Zachary	AHS/Inst. Asst.	7/20/13
Coatman	Sarah	BAL/1st Grade	6/11/13
Henderson	Chuck	AHS/PE-Coach	6/30/13
Lloyd	Shelby	GBT/2nd Grade	6/11/13
Maness	Molly	BAL/1st Grade	6/11/13
Moody	Kailey	DLL/EC	6/11/13
Rembert	Charles	SAMS/SS, PE	6/11/13
Schlatterer	Sharon	NAMS/EC	6/30/13
Stepp	Lauren	BAL/Kindergarten	6/11/13
Hynd	Leslie	BAL/3rd Grade	6/11/13
Kessler	Sarah	BAL/3rd Grade	6/11/13

#### **APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL/SUB</b>	<b>EFFECTIVE</b>
Abercrombie	Carlie	NAMS/Eng., LA	8/19/13
Beck	Ilena	BAL/Kindergarten	8/19/13
Cagle	Amy	AHS/English	8/19/13
Caviness	Amelia	CWM/K-5, TBD	8/19/13
Chase	Leah	LP/Kindergarten	8/19/13
Deaton	Jodi	AHS/Guidance	8/19/13
Delgado	Izamar	BAL/5th Grade	8/19/13
Dye	Kari	BAL/5th Grade	8/19/13
Farnham	Millie	BAL/Kindergarten	8/19/13
Gareau	Monique	BAL-NAMS/ESL	8/19/13
Grantham	Jessica	BAL/4th Grade	8/19/13
Hill	Donna	SAMS/Secretary	6/10/13
Hutton	Ashley	CWM/1st Grade	8/19/13
Jackson	Amanda	BAL/EC	8/19/13
Kelley	Katherine	AHS/Mathematics	8/19/13
Lamb	Kerry	SAMS/Eng., LA	8/19/13
Lesher	Stacie	BAL/1st Grade	8/19/13
Lowe	Anna	AHS/EC	8/19/13
Marsh	Michelle	NAMS/Eng., LA	8/19/13
Morton	Joseph	AHS/Tech. Ed.	8/19/13

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL/SUB</b>	<b>EFFECTIVE</b>
Murray	Brittany	GBT/1st Grade	8/19/13
Nye	Mallory	LP/4th Grade	8/19/13
Peters	Nicole	AHS/Science	8/19/13
Shelton	Nicole	BAL/1st Grade	8/19/13
Stevenson	Matthew	AHS/Drafting/TE	8/19/13
Szabo	Emily	SAMS/EC	8/19/13
Tuttle	Charlotte	ECDC/Custodian	6/5/13
Williard	Brooke	BAL/4th Grade	8/19/13
Faircloth	Kristen	DLL/PE	8/19/13
Macaulay	Carolyn	SAMS/Social Studies	8/19/13
Pocock	Mary	BAL/3rd Grade	8/19/13
Underwood	Dana	DLL/EC	8/19/13
Watson	Christopher	AHS/LT/ST Intervention Coordinator	8/19/13

#### **ADMINISTRATIVE CONTRACTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL/SUB</b>	<b>EFFECTIVE</b>
Craver	Nathan	CO/Director of Technology & Innovation	7/17/13 – 6/30/17
Day	Amy	GBT/Assistant Principal	7/1/13 – 6/30/15
Rice	Brad	CO/Assistant Superintendent Support Services	6/1/13 – 6/30/15
Smith	Jennifer	CO/Assistant Superintendent Curr. & Instruction	7/1/13 – 6/30/15

#### **TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL/SUB</b>	<b>EFFECTIVE</b>
Andrews	Sharon	GBT/3rd Grade to Inst. Facilitator	8/19/13
Barnhouse	Melissa	SAMS to SAMS/NAMS/EC Program Facilitator	8/19/13
Popp	Laura	SAMS to DLL/Inst. Facilitator	8/19/13
Tucker	Hoyt	ECDC to DLL/Custodian	5/28/13
White	Elizabeth	LP to CWM/ESL	8/19/13
Wisnaski	Sheena	LP to CWM/4th Grade to Inst. Facilitator	8/19/13
Wolfe	Meredith	NAMS/SS to Literacy Coach	8/19/13
Worcester	Kyle	DLL to BAL/ECDC/Part time to Full time Custodian	5/28/13
Brewer	Blake	AHS/from LTIP/STIP Coordinator to PE	8/19/13
Rosencrans	Erica	DLL/PreK to Kindergarten	8/19/13
Santiano	Jennie	GBT to LP/K-5 Position-TBD	8/19/13

*\*Budget Amendment F-04 (A copy of Budget Amendment F-04 will become a part of these minutes.)*

*\*Sodexo Agreement for the Summer Feeding Program (A copy of the Sodexo Agreement will become a part of these minutes.)*

### **Information, Reports and Recommendations**

Jennifer Smith shared information on the READS for Summer Learning Program that is a reading program for upper elementary children to prevent summer reading loss. The three key elements are: access to books at home; books that are well-matched to each child's reading level and interests; and comprehension activities. Four out of five Asheboro City Schools' elementary schools elected to participate in this program that is in partnership with Communities in Schools, Randolph County Schools, and Harvard University.

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

- Policy 3410 - Testing and Assessment Program
- Policy 4135 - Tuition for Discretionary Admissions
- Policy 4331 - Assaults, Threats and Harassment
- Policy 9200 - Care and Maintenance of Facilities

### **Action Items**

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

- Policy 1510/4200/7270 - School Safety
- Policy 3000 - Goals and Objectives of the Educational Program
- Policy 3510 - Religious-Based Exemption from School Programs
- Policy 4335 - Criminal Behavior
- Policy 4400 - Attendance
- Policy 5210 - Distribution and Display of Non-School Materials

Board members unanimously approved the adoption of the above policies. (A copy of the policies will become a part of these minutes.)

Following a 30-day review, a motion was made by Ms. Cranford, and seconded by Mr. Agudelo, to approve the 2013-2016 Future Plan. Motion passed unanimously. (A copy of the plan will become a part of these minutes.)

Upon motion by Mr. Cheek and seconded by Ms. Kidd, the Board unanimously approved changing the November Board Meeting from November 14 to November 21, 2013.

A motion was made by Mr. Lamb, seconded by Mr. Cheek, and unanimously approved by the Board, to approve the following personnel transactions.

### **Teachers eligible for Career Status Consideration**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Allmon	Terry	AHS	EC
Byrum	Ellen	AHS	Marketing
Evans	Ann	AHS	Math
Owens	Jonathan	AHS	EC
Renne	Michael	AHS	Technology
Reynolds	Amy	AHS	FCS
<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Ernst	Brad	NAMS	Science
Mazur	Victoria	NAMS	ESL
Wolfe	Meredith	NAMS	ELA
<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Barnhouse	Melissa	SAMS	EC
Cope	Jaimie	SAMS	Art
Hall	Haven	SAMS	Biotechnology



<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Popp	Laura	SAMS	ELA
Runnfeldt	Kristen	SAMS	Math
Wright	Lee	SAMS	Science
<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Cook	Elizabeth	BAL	Kindergarten
Larson	Matt	BAL	PE
<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Espada	Michelle	CWM	ESL
Henderson	Katie	CWM	5th Grade
Payne	Laura	CWM	Music
<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Cabiness	Donna	DLL	Guidance
Petersen	Sharon	DLL	5th Grade
Ray	Crystal	DLL	Kindergarten
Carr	Heather	DLL	3rd Grade
Smith	Ashley	DLL	1st Grade
<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Leonard	Debbie	ECDC	Pre-Kindergarten
<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Beck	Margaret	GBT	Kindergarten
Davin	Misty	GBT	3rd Grade
Deaton	Amanda	GBT	4th Grade
Johnson	Brandi	GBT	3rd Grade
Nixon	Denise	GBT	3rd Grade
Wells	Stephanie	GBT	Art
<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Harris	Sheri	LP	3rd Grade
Hinch	Thomas	LP	2nd Grade
Kearns	Beth	LP	5th Grade
Rush	Caroline	LP	4th Grade
Skeen	Helen	LP	1st Grade

Carla Freemyer presented the 2013 Graduation Guarantee for board approval. A motion was made by Ms. Harrington, seconded by Ms. Kidd, to approve the 2013 Graduation Guarantee as presented. Motion passed unanimously. (A copy of the 2013 Graduation Guarantee will become a part of these minutes.)

A motion was made by Ms. Cranford, seconded by Mr. Yow, to approve a 6th Generation 2013-2016 Academically or Intellectually Gifted Plan as presented by Ms. Johnson. Motion passed unanimously. (A copy of the plan will become a part of these minutes.)

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

Carla Freemyer shared the Calendar of Events highlighting the following dates: Board of Education Retreat, Tuesday, June 25; and Board of Education Meeting, Thursday, July 11.

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

Superintendent Frost presented an update on the 2012-2013 Asheboro City Schools' Strategic Plan goals. Dr. Frost thanked all staff for their work and assistance in implementing the new curriculum for this school year.

### **Board Operations**

Chairman Redding shared the timeline and process for the Superintendent's annual performance evaluation.

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

- County Commissioners' Meeting (Budget Adoption) - June 17, 2013, 6:00 p.m.
- Summer Board Retreat - June 25, 2013, 5:30-8:30 p.m., Professional Development Center
- Board of Education Meeting - Thursday, July 11, 2013, 7:30 p.m.

### **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. The meeting adjourned at 8:21 p.m.

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Chairman

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Secretary

**Minutes of the Asheboro City Board of Education**  
**June 25, 2013**  
**Board Retreat**  
**5:30 p.m.**

The Asheboro City Board of Education met in a legislative update session on Tuesday, June 25, 2013, in the Professional Development Center with the following members present:

Jane Redding, Chairman  
Steve Jones  
Phillip Cheek  
Linda Cranford  
Joyce Harrington

Gus Agudelo  
Kyle Lamb  
Gidget Kidd  
Archie Priest, Jr.  
Chris Yow

Board member absent was Dr. Kelly Harris.

Staff members present were Dr. Diane Frost, Wendy Rich, Dr. Brad Rice, Harold Blair, Carla Freemyer, Mike Mize, Jennifer Smith, Pam Johnson, Dr. Drew Maerz, and Julie Pack. Additional staff present was Elizabeth Johnson, Public Relations Coordinator.

Chairman Redding opened the meeting and extended a welcome to meeting participants. Ms. Redding recognized Dr. Frost who led the agenda.

Dr. Frost reviewed the accomplishments of the 2010-2013 Strategic Plan and the 2012-2013 Board Goals.

Staff members noted accomplishments for the 2010-2013 Strategic Plan reviewing programs implemented for higher student achievement, utilization of technology to enhance learning, expansion of programs, closing the achievement gap, recruitment of 21<sup>st</sup> Century teachers, administrators and staff, providing safe and nurturing schools with a healthy, active lifestyle, strong family, community, and higher education partners, and our facilities as a point of pride.

Dr. Frost shared the 2013-2016 Future Plan and presented a work map to achieve the goals outlined in the objectives and indicators. The proposed Board of Education Goals and strategies for achieving the goals for school year 2013-2014 were also introduced. These goals will be presented for action at the July 11, 2013, Board of Education Meeting.

Carla Freemyer introduced Elizabeth Johnson who spoke to the board members on Asheboro City Schools Communication Strategy. An overview of the new website provider, SharpSchool, was given. SharpSchool was chosen because of the ease of use, met our six key criteria requirements, and the many special features that we will now have the capability to offer. Other strategies are: Read Across Asheboro; "I'm a Blue Comet;" Coffee and Conversation; and Annual Report Calendar.

Dr. Drew Maerz shared an overview of PowerSchool that will be going live on July 8. PowerSchool is a fully integrated, web-based, cross-platform Student Information System. PowerTeacher (grade book and instructional planning) and Home Base will be linked to PowerSchool. PowerSchool provides the full range of features needed by administrators at the district and school level in addition to portals for teachers, parents, and students.

There being no further business, the meeting adjourned at 8:40 p.m.

\_\_\_\_\_  
Chairman

\_\_\_\_\_  
Secretary

**The No Child Left Behind Act of 2001 (P.L. 107-110)**  
**Title III: Application 2013-14**  
**Improving the Academic Achievement of the Disadvantaged**  
**Executive Summary – July 11, 2013**  
**Asheboro City Schools**

**Description:**

Local Education Agencies eligible to receive Title III funds must agree to spend those funds to educate Limited English Proficient (LEP) students.

LEA plans are designed to meet federal and state requirements in order to ensure that LEP students acquire academic English language proficiency and achieve the challenging academic standards for all students in North Carolina.

The items in this application reflect the requirements of Title III of the No Child Left Behind Act of 2001 and correlate with the items on the NC Title III Self-Monitoring Instrument completed in December 2008.

**The Plan:**

LEP students are provided equitable access in the least segregative manner. Students are served through either consultative or direct instructional services. The ACS Title III plan describes scientifically-based teaching methodologies and strategies that are used to support LEP learners. Instructional program types described in the plan include: English as a Second Language classes, ESL co-teaching, sheltered instruction, and content-based ESL/ExC-ELL instruction. Both ESL and content teachers are expected to participate in high quality professional development.

Decisions regarding placement of and instructional support for LEP students are based primarily on data from the WIDA/ACCESS test, which is administered annually to LEP students. EOG and EOC proficiency levels of LEP students provide summative data for LEP students. Regular education teachers, ESL teachers, administrators and parents work collaboratively to examine formative and summative data to determine the most appropriate placement in the least segregative manner for LEP students.

Parental and community involvement in the education of LEP students is critical. Parental and community participation in programs for LEP students include: ESL nights, Parent Advisory Council activities, and the use of interpreters.

Assurances included in our plan:

- The Title III Plan is developed in collaboration with various members of the administration, ESL staff members, and parents.
- Teachers of LEP students in language instruction educational programs are fluent in English.
- We provide ongoing, high quality professional development to school personnel and members of the community.
- We consult with non-public schools to identify their LEP students and provide equitable participation of eligible students within the LEAs attendance area
- Parents of LEP students will be informed in a language they understand of their child's eligibility for participation in a bilingual/ESL program within 30 days of the beginning of the school year or within 14 days of enrollment.
- Programs, strategies, and activities under the Title III grant will be scientifically-research based.
- The LEA will comply with the statutory mandate for reporting the adequate yearly progress made by LEP students in language and academic content.

**Budget:**

The 2013-14 Title III Planning Allotment of \$131,558.00 will be used to fund one district LEP Lead Teacher and professional development supplemental to the core ESL program services.



# Asheboro City Schools

*...the subject is excellence*

*Office of the Superintendent*

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

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## **School Treasurers 2013-2014**

Jamie H. Baker  
**Asheboro High School**

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

Lisa M. Rhodes  
**Balfour Elementary School**

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

-Open-  
**Charles W. McCrary Elementary School**

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

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

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

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

AMENDMENT

ASHEBORO CITY SCHOOL DISTRICT

AND

SODEXO MANAGEMENT, INC.

THIS AMENDMENT, dated July 1, 2013, 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 May12, 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. As per Section P.1 of the Request for Proposal and Contract, the Term of the Agreement is hereby extended to cover the period July 1, 2013 to June 30, 2014.

2. Any and all references to the "2012-2013" school year shall be changed to "2013-2014".

3. Attachment B is amended to reflect the following:

Maximum Allowable Charge per Meal	\$1.304
Management Fee per Meal	<u>\$0.040</u>
Total Firm, Fixed Price Cost	\$1.344

4. Break-even Guarantee: If Food Service program result in a Deficit during the 2013-2014 school year, the following shall apply:

(i) Sodexo shall reimburse District for the Food Service program Deficit in an amount not to exceed One Hundred Thousand Dollars (\$100,000) ("Sodexo's Share");

and

(ii) Food Service program Deficit in excess of Sodexo's Share shall be borne by the District.

Amounts pursuant to this Section, shall be paid within thirty (30) days after the final audited Surplus/Deficit is released.

For purposes of calculating the Surplus/Deficit as it relates to the Break-even Guarantee the following definition shall apply:

Surplus/Deficit. The Surplus/Deficit shall be defined in accordance with the Audited financial Statements as Income/(Loss) before transfers plus transfers in from the State Public School Fund.

5. Assumptions. Financial terms of the Agreement are based upon existing conditions and the following assumptions. If there is a change in conditions, including, without limitation, changes to the following assumptions, the financial terms of the Agreement, including the Guarantee, shall be adjusted to compensate for such change at the District's discretion.

A) Prices to be charged for meals during the 2013-2014 academic year shall be as follows:

	Elementary	Middle	High
Breakfast:			
Paid:	\$ .80	\$ .80	\$ .80
Reduced:	\$ .30	\$ .30	\$ .30
Lunch:			
Paid:	\$2.00	\$2.10	\$2.10
Reduced:	\$ .40	\$ .40	\$ .40
Milk:			
Paid:	\$ .40	\$ .40	\$ .40
Reduced:	\$ .40	\$ .40	\$ .40

- B) The projected number of full feeding days shall remain at  
    Elementary 179  
    Middle 179  
    High School 178
- C) There shall be no competitive sales during all service hours.
- D) Ala Carte sales shall be permitted at all locations for the term of the contract.

E) The District shall not inhibit Sodexo from being able to serve hot breakfasts.

7. Sodexo agrees to comply with the final rule, "Nutrition Standards in the National School Lunch and School Breakfast Programs" issued by the US Department of Agriculture on January 26, 2012.

8. Sodexo will comply with all requirements pertaining to the meal pattern and dietary standards for reimbursable meals served in the NSLP as prescribed in 7 CFR 210 and the SBP as prescribed in 7 CFR 220.

9. This Amendment is effective July 1, 2013, 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



**July 11, 2013**

**Asheboro City Schools  
Child Nutrition Services  
2013-2014 Milk and Dairy Contract**

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

Maola submitted the lowest bottom line bid.

We recommend that Maola be awarded the **2013-2014 Milk and Dairy** contract.

**Vendor Bottom Line Escalated/De-escalated bid**

<b>Pet Dairy</b>	<b>Maola Milk and Ice Cream Co.</b>
<b>\$253,066.00</b>	<b>\$245,866.75</b>

**July 11, 2013**

**Asheboro City Schools  
Child Nutrition Services  
2013-2014 Ice Cream Contract**

Asheboro City Schools received bids from Hershey Creamery Co. and Land-O-Sun Dairies (Pet Dairy). Both bids have been reviewed for accuracy and bid criteria.

Hershey Creamery Co. submitted the lowest bottom line bid.

We recommend that Hershey Creamery Co. be awarded the **2013-2014 Ice Cream** contract.

**Vendor Bottom Line bid**

<b>Hershey Creamery Co.</b>	<b>Pet Dairy</b>
\$1,971.50	\$2,222.40

**July 11, 2013**

**Asheboro City Schools  
Child Nutrition Services  
2013-2014 Beverage Contract**

Asheboro City Schools received bids from Coca Cola Bottling Co. Consolidated, Nestle Waters, and Pepsi Bottling Ventures. All bids have been reviewed for accuracy and bid criteria.

Below are the vendors we would recommend for the 2013-2014 school year based on line item low bid:

**Canned Soda Products – 12oz.**

Coca Cola Co. Consolidated – \$9.4992 per case

Pepsi Bottling Ventures – \$11.2000 per case

**Recommendation: Both companies because both products are needed**

**Bottled Juice Products – 10oz.**

Coca Cola Co. Consolidated – \$12.1008 per case

Pepsi Bottling Ventures – \$13.2000 per case

**Recommendation: Coca Cola Co. Consolidated**

## **Page 2**

### **Bottled Sport Drinks – 12oz.**

Coca Cola Co. Consolidated – \$11.6496 per case

Pepsi Bottling Ventures – \$11.2000 per case

**Recommendation: Pepsi Bottling Ventures**

### **Bottled Water – 12oz.**

Coca Cola Co. Consolidated – \$6.7488 per case

Pepsi Bottling Ventures – \$6.3500 per case

Nestle Waters bid on 8 oz. not 12 oz.

**Recommendation: Pepsi Bottling Ventures**

### **Bottled Water – 20oz.**

Coca Cola Co. Consolidated – \$7.3512 per case

Pepsi Bottling Ventures – \$7.3500 per case

Nestle Waters bid on 16.9 oz. not 20 oz.

**Recommendation: Pepsi Bottling Ventures**

**Page 3**

**Bottled Flavored Water – 20oz.**

Coca Cola Co. Consolidated – did not bid

Pepsi Bottling Ventures – \$12.4000 per case

Nestle Waters bid on 16.9 oz. not 20 oz.

**Recommendation: Pepsi Bottling Ventures**

**July 11, 2013**

**Asheboro City Schools  
Child Nutrition Services  
2013-2014 Bread Contract**

Asheboro City Schools received bids from Flowers Baking Co. and LAM Wholesale LLC. Both bids have been reviewed for accuracy and bid criteria.

Flowers Baking Co. submitted the lowest bottom line bid.

We recommend that Flowers Baking Co. be awarded the **2013-2014 Bread** contract.

**Vendor Bottom Line bid**

<b>Flowers Baking Co.</b>	<b>LAM Wholesale LLC</b>
\$23,502.00	\$28,645.00

**Asheboro City Schools  
Personnel Transactions  
July 11, 2013**

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

<b>NAME</b>		<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Cook	Elizabeth	BAL	Kindergarten	6/25/2013
Flow	William	SAMS	English/Language Arts	6/25/2013
Henderson	Tammy	CWM	Data Manager/Treasurer	7/19/2013
Moss	Jeff	SAMS	Assistant Principal	TBD
Neal	Jaron	NAMS	Instructional Assistant	7/1/2013
Norman	Martha	LP	Instructional Assistant	6/11/2013
Tew	Shelia	NAMS/BAL	AIG Consultant	6/28/2013

**\*B. APPOINTMENTS**

<b>NAME</b>		<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Barnes	Luke	SAMS	Business Education	8/19/2013
Cappello	Anthony	AHS	Mathematics	8/19/2013
Chaney	Kathryn	DLL	Art	8/19/2013
Coffey	Natalie	CWM	Exceptional Children	8/19/2013
Cox	Brittany	BAL	Kindergarten	8/19/2013
Golden	Christopher	CWM	4th Grade	8/19/2013
Goodman	Michael	SAMS	Technology Education	8/19/2013
Hayes	Erica	LP	5th Grade	8/19/2013
Hunnings	Erica	CWM	5th Grade	8/19/2013
Mitchell	Adam	DLL	Music	8/19/2013
Myers	Tamara	SAMS	Exceptional Children	8/19/2013
Page	Jennifer	CO/CWM	Social Worker	8/19/2013

**Asheboro City Schools**  
**Personnel Transactions - Addendum**  
**July 11, 2013**

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

<b>NAME</b>		<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Lyons	Deanna	DLL	2nd Grade	7/31/2013
Moss	Jeff	SAMS	Assistant Principal	7/12/2013
Santiano	Jennie	LP	5th Grade	7/8/2013

**\*B. APPOINTMENTS**

<b>NAME</b>		<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Carl	Mischale	CO	Bus Driver	8/1/2013
Copas	Michael	NAMS	Exceptional Children	8/19/2013
Croom	Robin	AHS	English (PT)	8/19/2013
Huff	Susan	ECDC	Occupational Therapist	8/19/2013
Prychodko	Emily	DLL	3rd Grade	8/19/2013

**\*C. TRANSFERS**

Paschal	Adriana	ECDC Parent Educator to NAMS ESL	8/19/2013
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**\*D. ADMINISTRATIVE CONTRACTS**

Domally	Nikki	SAMS	Assistant Principal	7/12/2013 - 6/30/2015
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**Asheboro City Schools  
Certified Appointments  
July 11, 2013**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
<b>Barnes, Luke</b>	Appalachian State University B: Business Management	Business Education

Mr. Barnes is recommended to teach Business Education at South Asheboro Middle School for the coming school year. His relevant business experience, along with course work in information systems for business and education will be an asset. Mr. Barnes is a native of Randolph County and excited to begin his teaching career with Asheboro City Schools.

<b>Cappello, Anthony</b>	Houghton College Mathematics and Adolescence Ed	Mathematics (9-12) Mathematics (6-9)
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Mr. Cappello is recommended to teach Mathematics at Asheboro High School for the coming school year. A native of New York, Mr. Cappello is excited to begin his teaching career in North Carolina. He completed his student teaching at Ten Broeck Academy, Franklinville High School and Genesee Valley Central High School. We welcome Mr. Cappello to Asheboro City Schools.

<b>Chaney, Kathryn</b>	UNC-Greensboro B: Fine Arts/Art Education	Art (K-12)
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Ms. Kathryn Chaney is recommended to teach art at Donna Lee Loflin School for the coming school year. Ms. Chaney is a talented artist with experience in a variety of art forms. She completed her student teaching at Pilot Elementary in Greensboro where she regularly planned interdisciplinary lessons that frequently included technology integration. Welcome Ms. Chaney.

<b>Coffey, Natalie</b>	Appalachian State University B: Communication Disorders M: Special Education UNC-Greensboro Teacher Licensure	Exceptional Children Elementary
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Ms. Natalie Coffey is recommended to teach exceptional children at Charles W. McCrary School in the coming school year. Her experience working in the private sector with autistic children, along with her student teaching experience in Guilford County Schools will be an asset to the McCrary School family. We welcome Ms. Coffey to Asheboro City Schools.

<b>Cox, Brittany</b>	Western Governors University B: Interdisciplinary Studies/Education	Elementary
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Ms. Brittany Cox is recommended to teach kindergarten at Balfour School for the coming school year. Ms. Cox completed her student teaching in first grade at Highfalls Elementary School. She is a native of Randolph County and is excited to begin her teaching career in Asheboro City Schools.

<b>Golden, Christopher</b>	High Point University B: Elementary Education M: Elementary Education	Elementary
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Mr. Golden is recommended to teach fifth grade at Donna Lee Loflin School for the coming school year. He completed his student teaching in fifth grade at Friendship Elementary in Winston-Salem. Additionally he has worked as a remediation tutor at Tabernacle Elementary and after school group leader for Laurel Oak Children's Center. We are pleased to have Mr. Golden begin his teaching career with Asheboro City Schools.

<b>Goodman, Michael</b>	US Merchant Marine Academy B: Marine Engineering North Carolina A&T University Certification Only: Education	Technology Education
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Mr. Goodman is recommended to teach Technology Education at South Asheboro Middle School for the coming school year. Mr. Goodman is a veteran teacher who brings a wealth of technology experience to the classroom. His most recent assignment was with Winston-Salem/Forsyth County Schools as a Technology Facilitator. We welcome Mr. Goodman to Asheboro City Schools.

<b>Hayes, Erica</b>	Appalachian State University B: Elementary Education Concentration: Spanish	Elementary
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Ms. Erica Hayes is recommended to teach 5<sup>th</sup> grade at Lindley Park School for the coming school year. She will be coming to Asheboro City Schools from William R. Davie Elementary in Mocksville where she has taught 3<sup>rd</sup> grade for the past two years. Originally from Lexington, NC, Ms. Hayes is excited to relocate closer to home. We welcome Ms. Hayes to Asheboro City Schools.

<b>Hunnings, Erica</b>	East Carolina University B: Elementary Education	Elementary
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Ms. Erica Hunnings is a veteran teacher recommended to teach 5<sup>th</sup> grade at Charles W. McCrary School for the coming school year. She is relocating to Asheboro from Pitt County Schools where she has taught 3<sup>rd</sup> and 4<sup>th</sup> grades. Additionally, she taught six years in Craven County

Schools at the 2<sup>nd</sup> and 3<sup>rd</sup> grade levels. She is excited to be moving to Asheboro with her fiancé who is being relocated with his work. We welcome Ms. Hunnings to Asheboro City Schools.

**Mitchell, Adam**

UNC – Chapel Hill  
B: Vocal Performance and  
Music Education

Music

Mr. Adam Mitchell is recommended to teach music at Donna Lee Loflin School for the coming school year. Mr. Mitchell completed his student teaching at the Durham School of the Arts, grades 6-12 chorus. Additionally, he student taught at Little River Elementary School, general music for grades K-5. Originally from Wilmington, he is excited to relocate to the area to be closer to his fiancée who teaches for WSFCS. We welcome Mr. Mitchell to Asheboro City Schools.

**Myers, Tamara**

Eastern New Mexico University  
B: Special Education  
University of Texas  
M: Curriculum & Instruction

Special Education

Mrs. Tamara Myers is recommended to teach Special Education at South Asheboro Middle School for the coming school year. Mrs. Myers is a veteran teacher relocating to Seagrove, NC with her husband who has recently retired from the military. She previously taught at Chaparral Middle School in Alamogordo, New Mexico. We are pleased to welcome Mrs. Myers to Asheboro City Schools.

**Asheboro City Schools  
Certified Appointments - Addendum  
July 11, 2013**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
<b>Copas, Michael</b>	<b>University of Findlay (OH) B: Special Education</b>	<b>Special Education</b>

Mr. Michael Copas is recommended to teach Exceptional Children at North Asheboro Middle School for the coming school year. Mr. Copas recently completed his student teaching at Bigelow Hill Intermediate School in Findlay, Ohio and is anxious to begin his teaching career in Asheboro City Schools. Welcome Mr. Copas.

<b>Croom, Robin</b>	<b>UNC-Greensboro B: English</b>	<b>English</b>
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Mrs. Robin Croom is recommended to teach English part-time at Asheboro High School for the coming school year. She is a veteran high school English teacher who retired from Randolph County Schools in 2011. The past two years Mrs. Croom has been working with King's College as a guest presenter. We are excited to have Mrs. Croom join the Blue Comet family.

<b>Paschal, Adriana</b>	<b>Autonomous Metropolitan Univ. B: Communication</b>	<b>English as a Second Language</b>
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Mrs. Adriana Paschal is recommended to teach English as a Second Language at North Asheboro Middle School for the coming school year. Mrs. Paschal has been with our district since 2006 as a Parent Educator at the Early Childhood Development Center. She has a strong connection to our Latino families which will be an asset at NAMS. We welcome Mrs. Paschal in her new role.

<b>Prychodko, Emily</b>	<b>Houghton College (NY) B: Inclusive Childhood Education</b>	<b>Elementary</b>
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Ms. Emily Prychodko is recommended to teach third grade at Donna Lee Loflin School for the coming school year. Ms. Prychodko completed her student teaching in third grade at Fillmore Central School, and sixth grade math and science at Pioneer Middle School. This summer she is a 6<sup>th</sup> grade science camp director at Houghton College. She is excited to relocate to North Carolina to begin her teaching career.

**Administrative Contracts  
Personnel Addendum  
July 11, 2013**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Domally, Nikki	UNC-G M: School Administration Elon University B: Spanish with Education concentration	Principal Spanish

Mrs. Nikki Domally is recommended as the Assistant Principal for South Asheboro Middle School. Mrs. Domally completed the Principal Fellows program with a year-long internship at Lindley Park School. She holds national board certification and was a North Carolina Teaching Fellow. She spent seven years teaching Spanish at Asheboro High School and one year as an Instructional Coach at Southwestern Randolph High School. We are excited to welcome Mrs. Domally in her new role.



## PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

**TO** Jennifer Smith  
Asheboro City School District

**FROM** Donna R. Brown, Director *DRB*  
Federal Program Monitoring and Support Division

**DATE** June 24, 2013

### 21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTER GRANTS

The North Carolina Department of Public Instruction provides oversight for 21<sup>st</sup> Century Community Learning Center (CCLC) grants authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA). The 21<sup>st</sup> CCLC funds are awarded on a competitive basis to eligible entities in order to create community learning centers that provide academic enrichment opportunities for children.

We are pleased to inform you that your organization's 21<sup>st</sup> CCLC application will be recommended for approval to the State Board of Education at its July meeting. Upon final approval, you will receive notification of the SBE's decision as well as additional information for implementing the grant beginning in the 2013-14 school year.

Thank you for your interest in providing North Carolina students with high-quality extended learning opportunities. If you have questions, please contact Brandon Patterson at 919.807.3964 or email [Brandon.patterson@dpi.nc.gov](mailto:Brandon.patterson@dpi.nc.gov).

DRB:pl

#### FEDERAL PROGRAM MONITORING AND SUPPORT DIVISION

6351 Mail Service Center, Raleigh, North Carolina 27699-6351 | (919) 807-3957 | Fax (919) 807-3968

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

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

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

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

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

**A. PARENT COMMUNICATION AND CONFERENCES**

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

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

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

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

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

## **B. PARENTAL NOTIFICATION**

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

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

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



8. policy 1740/4010, Student and Parent Grievance Procedure;
9. grading practices that will be followed at the school and, in the high schools, the method of computing the grade point averages that will be used for determining class rank (see policies 3400, Evaluation of Student Progress and 3450, Class Rankings);
10. a description of the curriculum being offered (see policy 3100, Curriculum Development);
11. student performance standards (see policies in the 3400 series);
12. a report containing aggregate information, including, but not limited to, student achievement (disaggregated by category), graduation rates, performance of the school system and teacher qualifications;
13. the grade awarded to the school on the most recent annual report card issued for it by the State Board of Education if the school received a grade of D or F;
14. sports and extracurricular activities available for students (see policy 3620, Extracurricular Activities and Student Organizations);
15. supportive services available to students, including guidance, counseling and health services (see policies 3540, Comprehensive Health Education Program and 3610, Counseling Program);
16. information about meningococcal meningitis and influenza, including the causes, symptoms and vaccines, how the diseases are spread, and places where parents and guardians may obtain additional information and vaccinations for their children;
17. for parents of students in grades 5 through 12, information about cervical cancer, cervical dysplasia and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children;
18. how to reach school officials in emergency situations during non-school hours;
19. information about and an application form for free and reduced price meals and/or free milk (see policy 6225, Free and Reduced Price Food Services);
20. information about the school breakfast program;

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

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

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

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

education, as provided in policy 3540. A copy of the materials that will be used in these curricula will be available in the school media center during the school year and at other times that the media center is available to the public. To meet any review periods required by law, materials also may be made available for review in the central office;

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

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

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

Written parental permission is required prior to the following activities:

1. the administration of medications to students by employees of the school system (see policy 6125, Administering Medicines to Students);
2. the release of student records that are not considered directory information, unless

- the release is allowed or required by law (see policy 4700, Student Records);
3. off-campus trips;
  4. students' participation in high-impact or high-risk sports or extracurricular activities, such as football or mountain climbing (see policy 4220, Student Insurance Program);
  5. all decisions or actions as required by the IDEA with regard to providing special education or related services to students with disabilities (see policy 3520, Special Education Programs/Rights of Students with Disabilities);
  6. certain health services, as required by law;
  7. students' participation in programs or services that provide information about where to obtain contraceptives or abortion referral services;
  8. students' participation in surveys funded by the Department of Education that are conducted concerning protected topics (see policy 4720, Surveys of Students);
  9. disclosure of students' free and reduced price lunch eligibility information or eligibility status; and
  10. disclosure of the identity of any student receiving supplemental education services under the Title I program.

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

Cross References: Title I Parent Involvement (policy 1320/3560), Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 1740/4010), Curriculum Development (policy 3100), Student Performance Policies (3400 series), Students at Risk of Academic Failure (policy 3405), Special Education Programs/Rights of Students with Disabilities (policy 3520), Comprehensive Health Education Program (policy 3540), Counseling Program (policy 3610), Extracurricular Activities and Student Organizations (policy 3620), Homeless Students (policy 4125), Student Insurance Program (policy 4220), Child

Abuse – Reports and Investigations (policy 4240/7312), Student Behavior Policies (4300 series), Student Fees (4600), Student Records (policy 4700), Surveys of Students (policy 4720), School Volunteers (policy 5015), Registered Sex Offenders (policy 5022), Administering Medicines to Students (policy 6125), Student Wellness (policy 6140), Free and Reduced Price Food Services (policy 6225), Pest Management (policy 9205)

Adopted: April 14, 2011

Revised: March 14, 2013

In order to help fulfill the educational goals and objectives of the school system, the board strives to provide instructional materials that will enrich and support the curriculum and enhance student learning. Instructional materials should be representative of the rich diversity of our nation and appropriate for the maturity levels and abilities of the students.

Instructional materials constitute all materials, whether print, non-print, digital or any combination thereof, used in the instructional program. For purposes of this policy, instructional materials will be divided into two categories: textbooks and supplementary materials.

**A. SELECTION OF TEXTBOOKS**

State-approved textbooks will be used as a means to help students meet the goals and objectives of the ~~Common Core State and North Carolina Essential~~ current statewide instructional standards, unless the superintendent, or designee, approves alternative materials recommended by the appropriate textbook selection committee. Textbooks will be recommended for selection for district-wide use by a committee under the chairmanship of the superintendent, or designee, with input from all affected personnel. The committee should include teachers and other professional staff representing various grade levels. Textbook committee members will ensure that textbooks are aligned with the ~~Standard Course of Study~~ current statewide instructional standards, support articulation from grade to grade, and meet the educational goals of the board of education.

**B. SELECTION OF SUPPLEMENTARY MATERIALS**

Supplementary materials are instructional and learning resources which are selected to complement, enrich or extend the curriculum.

**1. Objectives for Selection of Supplementary Materials**

The procurement of materials must be accomplished in accordance with law. The objectives for the selection of supplementary materials are as follows:

- a. to provide a wide range of materials that will enrich and support the curriculum, taking into consideration the individual needs and varied interests, abilities, socio-economic backgrounds, learning styles and developmental levels of the students served;
- b. to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
- c. to provide a background of information that will enable students to

become successful lifelong learners, prepared for 21st century global citizenship and to make intelligent judgments in their daily lives;

- d. to provide resources representing various points of view on controversial issues so that students as young citizens may develop, under guidance, the skills of critical thinking and critical analysis; and
- e. to provide resources representative of the many religious, ethnic and cultural groups in our nation and the contributions of these groups to our American heritage.

## 2. Process and Criteria for Selecting Supplementary Materials

The selection of supplemental instructional materials for school use will be made primarily at the school level with the involvement of an advisory committee. The committee should include media specialists, teachers and instructional support personnel representing various subject areas and grade levels, as well as parents. Principals will be responsible for establishing rules concerning what materials may be brought in by teachers without review. Principals are encouraged to involve teachers in establishing these rules.

### **C. REMOVAL OF OUTDATED SUPPLEMENTARY MATERIALS**

To ensure that the supplementary media collection remains relevant, the media and technology professionals, assisted by the media and technology advisory committee, shall review materials routinely to determine if any material is obsolete, outdated or irrelevant. The school media and technology advisory committee should remove materials no longer appropriate and replace lost, damaged and worn materials still of educational value.

### **C.D. ACCEPTANCE OF GIFT MATERIALS**

Supplementary materials offered as a gift will be reviewed pursuant to the criteria outlined in this policy; policy 8220, Gifts and Bequests; and any regulations established by the superintendent. Gift material may be accepted or rejected by the board based upon such criteria.

### **D.E. CHALLENGES TO TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS**

Challenges to materials will be addressed pursuant to policy 3210, Parental Inspection of and Objection to Instructional Materials.

Legal References: U.S. Const. amend. I; N.C. Const. art. I, § 14; G.S. 115C-45, -47, -81, -98, -101; Board of Education v. Pico, 457 U.S. 853 (1982)

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

Inspection of and Objection to Instruction Materials (policy 3210), School Improvement Plan (policy 3430), Gifts and Bequests (policy 8220)

Adopted: January 10, 2013



**A. PURPOSE**

The board believes that students should progress to the next level of study only after they are proficient in their knowledge and application of the current curriculum level. To the extent reasonably possible, students should be given as much or as little time as they need to be proficient at a particular level of study. Students will be promoted to the next level of study as described in this policy. ~~To reduce the number of students who do not meet promotion standards, the board directs school administrators and teachers to use personal education plans as required in policy 3405, Students At Risk of Academic Failure, to address the needs of students who are not making adequate academic progress.~~

**B. STUDENT PROMOTION STANDARDS**

The superintendent shall develop (1) proposed promotion standards and (2) a process to be used in determining a student's readiness to progress to the next level of study and shall submit the standards and process to the board for approval. The standards will be based, in part, upon proficiency in reading. The standards and process must provide multiple criteria for assessing a student's readiness to progress to the next level of study, such as standardized test scores, formative and diagnostic assessments, grades, a portfolio or anthology of the student's work and, when appropriate, accepted standards for assessing developmental growth. The standards and process will incorporate all state law and State Board of Education policy requirements, including those for the assessment and promotion of third grade students as described in G.S. 115C-83.6 *et seq.* and State Board of Education Policies GCS-J-002 and 003.

Principals shall ensure that the promotion standards are used by teachers and school administrators in assessing each student's readiness to progress to the next level of study. Principals have the authority to promote or retain students based upon the standards ~~established~~ approved by the board and any applicable standards set by the State Board of Education.

To reduce the number of students who do not meet promotion standards, the board directs school administrators and teachers to use personal education plans as required in policy 3405, Students at Risk of Academic Failure, to address the needs of students who are not making adequate academic progress.

**C. ~~STUDENT ACCOUNTABILITY~~ LOCAL PROMOTION STANDARDS**

~~In addition to any other promotion standards established by the board and/or superintendent, students must also meet the following accountability standards:~~

1. Grades Kindergarten, 1 and 2

Students in grades K, 1 and 2 will be expected to demonstrate grade level proficiency on the current state instructional standards in reading, writing, and mathematics. Multiple measures are to be used to determine grade level proficiency on the current state instructional standards including, but not limited, to:

- a. ~~K-52 Literacy Portfolio, including writing samples~~
- b. ~~K-2 Math Portfolio~~
- e.b. ~~Grades 1 and K-2 math benchmark assessments~~
- d. ~~Student work portfolios~~
- e.c. ~~Grades~~ Demonstration of the current state grade level instructional standards
- f.d. Teacher observation and recommendation
- e. Reading 3D Diagnostic Data

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's Personal Education Plan (PEP). Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection E of this policy.

## 2. Grades 3-5

Students in grades 3, 4 and 5 will be expected to demonstrate grade level proficiency in reading, writing, mathematics, science, and social studies. Multiple measures are to be used to determine grade level proficiency including, but not limited, to:

- a. Standardized test scores from the North Carolina End-of-Grade tests
- b. ~~Grades~~ Demonstration of the current state grade level instructional standards
- c. ~~Student work~~ K-5 portfolios, including writing samples
- d. Benchmark assessments
- e. Teacher observation and recommendation
- f. Reading 3D Diagnostic Data

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's Personal Education Plan (PEP). Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection E of this policy.

### 3. Grades 6-8

Students in grades 6, 7 and 8 will be expected to demonstrate grade level proficiency in reading, writing, mathematics, science, and social studies. Multiple measures are to be used to determine grade level proficiency including, but not limited, to:

- a. Standardized test scores from the North Carolina End-of-Grade tests
- b. Pass five courses: one of which must be language arts, one of which must be mathematics, one of which must be science or social studies
- c. Grades
- d. Student work portfolios, including writing samples
- e. Benchmark assessments
- f. Teacher observation and recommendation

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's Personal Education Plan (PEP). Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection E of this policy.

### 4. High School End of Course Tests

The End of Course (EOC) test results shall count as twenty-five percent (25%) of a student's final grade in each high school or middle school course for which an EOC test is available. This requirement does not apply for students following the Future Ready Occupational Course of Study (State Board of Education Policy GCS-C-003). All non-EOC high school courses are also required to administer a final exam which shall count as twenty-five percent (25%) of a student's final grade.

### 5. Diploma Standards

To receive a North Carolina high school diploma, a student must complete the requirements set forth in policy 3460, Graduation Requirements.

## **D. ~~OPPORTUNITIES FOR RETESTING TO MEET STUDENT ACCOUNTABILITY STANDARDS~~**

### ~~1. End of Grade Tests~~

- ~~a. All public school students in grades 3, 4, 5, 6, 7, and 8 who score Achievement Level II on the first administration of the end-of-grade reading and/or mathematics assessments and/or their alternate assessment~~

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shall be administered the Retest. Parents of students who score Achievement Level I must be notified that they may request that their children be administered the Retest. The higher of the original or Retest scores will be used for calculating ABCs Performance Composites and AYP results.

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- b. All public school students in grades 5 and 8 who score Achievement Level II on the first administration of the end-of-grade science assessments and/or their alternate assessment shall be administered the Retest. Parents of students who score Achievement Level I must be notified that they may request that their children be administered the Retest. The higher of the original or Retest scores will be used for calculating ABCs Performance Composites.

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Note: Students identified as limited English proficient (LEP) in their first year in U.S. schools who score below Level 4.0 Expanding on the state English language placement reading subtest are exempt from the Retest because these students' scores are not used in state or federal accountability.

## 2. End of Course Tests

All public school students who score Achievement Level II on the first administration of an end of course assessment (i.e., Algebra I, Biology, and English I) and/or their alternate assessment (i.e., NCEXTEND1 at grade 10) shall be administered the Retest, and the higher of the original or Retest scores will be used for calculating ABCs Performance Composites and AYP results. Parents of students who score Achievement Level I must be notified that they may request that their children be administered the Retest.

Note: Students identified as limited English proficient (LEP) in their first year in U.S. schools who score below Level 4.0 Expanding on the state English language placement reading subtest are exempt from the Retest because these students' scores are not used in state or federal accountability.

## **E.D. INTERVENTION FOR STUDENTS NOT MEETING UNLIKELY TO MEET PROMOTION STANDARDS**

The goal of Asheboro City Schools is to identify as early as possible students who are unlikely to meet the standards for progression to the next level of study so that the school can provide appropriate intervention. Intervention must be provided for any student who does not meet grade level proficiencies established by the State or who is determined to be at-risk of not meeting grade level proficiencies or making progress toward graduation established by the Local Board or State.

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Every student who does not meet grade level proficiency, is at risk of academic failure, or is not making progress toward graduation shall have developed for them a Personalized Education Plan (PEP) constructed by the student's teacher(s) whether the student is promoted or retained. Each plan shall include student assessment data, intervention strategies, and progress monitoring strategies (Students At Risk of Academic Failure, policy 3405).

1. Intervention Plans

Each school must submit to the board the school's plan for intervention as part of the school's yearly improvement plan. Schools also must include in the school improvement plan the types of intervention strategies that will be offered at the school. At a minimum, the intervention plan must address the following elements:

- a. identification of and intervention for students at risk of failing the student accountability standards;
- b. ~~intervention for students retaking the student accountability tests prior to the end of the school year;~~
- e.b. differentiated instruction for students who have been retained; and
- d.c. meeting individual students' needs.

2. Intervention Strategies

Intervention involves identifying strategies specifically designed to increase grade level proficiency. Strategies may include, but are not limited to, alternative learning models, special homework, smaller classes, flexible grouping, tutorial sessions, extended school day, Saturday school, modified instructional programs, parental involvement, small or large group counseling sessions, summer school instruction, participation in or restriction of participation in extracurricular activities, individualized instruction or goals, and remedial instruction or retention.

~~Every student in grades 3 through 12 who does not meet proficiency requirements on the NC State End of Grade or End of Course Tests shall have developed for them a Personalized Education Plan (PEP) constructed by the student's teacher(s) whether the student is promoted or retained. Each plan shall include student assessment data, intervention strategies, and progress monitoring strategies.~~

Extended instructional opportunities should be different from and supplemental to regular classroom instruction. The school will involve parents and the student in

discussing intervention strategies. Students will participate in the intervention strategies and demonstrate acceptable growth and achievement.

#### **F.E. REVIEW OF STUDENT ~~ACCOUNTABILITY~~ PROMOTION STANDARDS**

1. Previous retentions

Previous retentions may be a factor in waiving student ~~accountability~~ promotion standards.

2. Review Process

In the case where a student's promotion is in question, the ~~student may be promoted with principal~~ must consider the following before recommending promotion or retention ~~recommendation under the following review process.~~

a) Teachers shall provide documentation of the student's performance during a review process. Documentation may include but is not limited to:

1. Student work samples;
2. Other assessment data;
3. Information supplied by parents;
4. For student with disabilities, information that is included in the individualized education program; and
5. Other information that verifies that a student is at grade level or, is making adequate progress to meet grade level requirements.

b) Light's Retention Scale for deciding whether or not a student should be retained.

#### **G.F. APPEALS OF PROMOTION DECISIONS**

1. Appeal to the Superintendent

Within five workdays of receiving the principal's written decision to promote or retain a student, the student's parents may appeal the decision to the superintendent. The superintendent may overturn the principal's decision only upon a finding that the principal's decision was arbitrary and capricious (i.e., without a rational basis) or was otherwise an abuse of discretion.

The superintendent must render a decision within 10 workdays of receiving the appeal. The superintendent may support the principal's decision, remand it back to the principal for consideration of additional issues or reverse the decision.

The superintendent's findings must be in writing and must be provided to the

parents.

2. Appeal to the Board of Education

The superintendent's decision to promote or retain a student may be appealed to the board in accordance with the procedures set forth in subsection E.5 of policy 1740/4010, Student and Parent Grievance Procedure.

**H.G. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH DISABILITIES**

To the extent possible, students with disabilities must be held to the same promotion standards as all other students. However, for students who take alternative assessments in lieu of the end-of-grade (EOG) or end-of-course (EOC) tests, promotion decisions must be based on criteria recommended by the IEP team.

All intervention strategies and other opportunities, benefits and resources that are made available to students without disabilities must be made available to those students with disabilities who are subject to the student promotion standards. Such opportunities must be in addition to the special education services provided to the student.

**I.H. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY**

To the extent possible, students with limited English proficiency will be held to the same standards as all other students.

All intervention and other opportunities, benefits, and resources that are made available to other students must be made available to students with limited English proficiency who participate in the student promotion standards.

**J.I. ACCELERATION**

Some students may need less time to learn the curriculum. The Board recognizes our responsibility to provide an array of services that maximizes the potential of each of these students. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. Differentiated programs and services may be provided through such strategies as appropriate classroom groupings, increased pace instruction, challenging subject classes, differentiated units, content modification, subject advancement, grade skipping, alternative products, enrichment opportunities, curriculum compacting, or individual projects and contracts. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see policy 3101, ~~Concurrent Enrollment and Other Curriculum Expansions~~ Dual Enrollment).

## **K.J. REPORTING REQUIREMENTS**

### 1. Superintendent's Report to the Board

At least on an annual basis, the superintendent shall provide the board with the following information for each school:

- a. aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;
- b. the number and percentage ~~proportion~~ of students retained and/or not meeting the standards for their grade level; ~~and~~
- ~~b.c.~~ the number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in state law; and
- ~~e.d.~~ remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.

### 2. ~~Superintendent's~~ Report to the North Carolina State Board of Education and Department of Public Instruction

Pursuant to statutory requirements and standards established by the Department of Public Instruction, all required information regarding student performance will be provided ~~the superintendent~~ annually to ~~shall provide~~ the Department ~~with all required information regarding student performance.~~

### 3. Publication on the School System Website

Information about the reading performance of third grade students will be posted on the school system website in accordance with state law.

## **L.K. NOTIFICATION TO PARENTS**

The superintendent or designee shall provide information regarding promotion standards to all students and parents. In addition, if a kindergarten, first grade, second grade or third grade student (1) is demonstrating difficulty with reading development; (2) is not reading at grade level; or (3) has a personal education plan under G.S. 115C-105.41, the student's teacher shall provide the student's parents timely written notice advising that if the student is not demonstrating reading proficiency by the end of third grade, the student will be retained, unless exempt from mandatory retention for good cause. Parents are encouraged to help their children meet the promotion standards and will have opportunities to discuss the promotion standards and procedures with teachers and the principal. Information provided to parents should be in the parents' native language when appropriate foreign language resources are readily available.



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~~In addition, the~~ The teacher of a student who does not meet promotion standards must notify the student's parents that the student has failed to meet the standards for progression to the next level of study and must provide the parents with information concerning retesting, intervention, review and appeal opportunities. When a student is to be retained, the principal shall provide the student's parents written notice of the retention and, if the student will be retained in accordance with G.S. 115C-83.7(a) for failure to demonstrate reading proficiency, (1) written notice of the reason the student is not eligible for a good cause exemption as provided in G.S. 115C-83.7(b) and (2) a description of proposed reading interventions that will be provided to the student to remediate identified areas of reading deficiency. Teachers shall provide parents of students retained under G.S. 115C-83.7(a) at least monthly written reports on student progress toward reading proficiency. The evaluation of a student's progress will be based upon the student's classroom work, observations, tests, assessments and other relevant information.

#### **M.L. CHILDREN OF MILITARY FAMILIES**

As required by the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5) and policy 4155, Assignment to Classes, school administrators have the authority to exercise flexibility in waiving course or program prerequisites or other preconditions for the placement of children of military families in courses or programs offered by the school system.

Legal References: G.S. 115C-36, -45(c), -47, -81, -105.21, -174.11, -288(a), -407.5; State Board of Education Policy GCS-C-031

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and Objectives of the Educational Program (policy 3000), Concurrent Enrollment and Other Curriculum Expansions (policy 3101), Students At-Risk of Academic Failure (policy 3405), School Improvement Plan (policy 3430), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620), Children of Military Families (policy 4050), Students At Risk of Academic Failure (Policy 3405), Assignment to Classes (policy 4155), Fiscal Management Standards (policy 8300)

Other Resources: *Guidelines for Testing Students Identified as Limited English Proficient*, N.C. Department of Public Instruction Division of Accountability Services/North Carolina Testing Program (September 2010)

Adopted: August 11, 2011

The board believes that an effective testing and assessment program evaluates the progress of individual students and helps ensure that educational goals and objectives are being met for every child. A testing program also assists in the continued refinement of the instructional program.

Every effort will be made to ensure that the testing program contributes to the learning process rather than detracts from it. Efforts also will be made to use only culture-free or culture-fair tests in order to ensure that measurements are reasonably accurate.

**A. NORTH CAROLINA AND LOCAL TESTING PROGRAM**

The board directs the superintendent to plan and provide for the secure administration of all state-required tests and common exams. Students not meeting testing standards on the end-of-grade or end-of-course tests must be provided remedial instruction and retesting if required by law or State Board of Education policy in accordance with legal requirements.

Common exams will be used to measure student learning in core grades and subjects that are not tested on end-of-grade or end-of-course tests. Student scores will be used to calculate a value-added score that will be reflected in Standard 6 of the teacher evaluation instrument and Standard 8 of the administrator evaluation instrument.

Retests on common exams will not be permitted except in the case of misadministration. The superintendent, in consultation with the school principals, shall have discretion to determine whether and how results from the common exams will be used in determining students' final grades.

The superintendent or designee shall make an annual report in July to the board of education with regard to student performance on the common exams.

**B. TEST ADMINISTRATION**

The instructional staff is responsible for the development and administration of the testing program. All testing personnel, teachers and school administrators are required to be familiar with and adhere to the Testing Code of Ethics for state tests and individual school tests. Failure to follow the Code may result in disciplinary sanctions, including termination or revocation of administrative and/or teaching licenses.

**C. PARTICIPATION IN FIELD TESTING**

The superintendent or designee shall ensure that the time students spend taking standardized state and local tests and the frequency of field testing at a particular school are minimized. Specifically, the superintendent shall ensure the following.

1. Schools will devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.
2. Students will not be subject to field tests or national tests during the two-week period preceding their school's administration of end-of-grade tests, end-of-course tests or regularly scheduled final exams.
3. No school will participate in more than two field tests at any one grade level during a school year unless that school volunteers, through a vote of its school improvement team, to participate in an expanded number of field tests.

Legal References: G.S. 115C, art. 10A; 115C-47, -81, -174.11, -174.12(a), -276, -288, -307; State Board of Education Policies GCS-A series; GCS-C series; GCS-N series; TCP-C-006; 16 N.C.A.C. 6D .0301 – .0306

Cross References: Professional and Staff Development (policy 1610/7800), Goals and Objectives of the Educational Program (policy 3000), Student Promotion and Accountability (policy 3420)

Other References: Online Assessments Best Practices Guide (NC DPI, July 2011); Measures of Student Learning: NC's Common Exams (NC DPI, March 2013)

Adopted:

Tuition will be charged to students admitted under policy 4130, Discretionary Admission, if the students (1) are not domiciled in the State or (2) are domiciled in the State and residing outside of the school system boundaries. Tuition will not exceed the local per pupil allocation for current expense as provided by the board of commissioners from the preceding year.

Tuition may be prorated or waived if a student meets one of the following criteria.

1. ~~A~~The student is admitted to the school system pursuant to an agreement between this board and another board of education, ~~where~~and the agreement specifies that the payment of tuition by the ~~individual student~~ will not be required.
2. ~~A~~The student resides on a military base within North Carolina, ~~where federal funds designed to compensate for the impact on public schools of military dependent students are provided to the school district in an amount not less than fifty percent of the total per capita cost for education, exclusive of capital outlay and debt service.~~
3. ~~A~~The student demonstrates extraordinary financial hardship.
4. ~~Nonresident students of the school district~~The student is a nonresident whose parents ~~moved or plan to~~will move into the school ~~district~~administrative unit on or before December 1, ~~may be~~and the student is approved for assignment~~assigned~~ at the beginning of the school year to the school serving the student's ~~new residence~~future domicile. Payment of tuition will be pro-rated according to the number of days these students are assigned to the school district's schools prior to the domicile change.
5. ~~A student whose legal residence was located inside the boundaries of the school district and who during the school year moves into the boundaries of another school district~~The student was domiciled within the school administrative unit at the beginning of the school year and remains enrolled in the school system for the duration of the school year after moving into another school administrative unit during the school year will be eligible for continued enrollment during the school year with the payment of tuition being pro-rated after the change in domicile.
6. The student's parent(s) are employed by the school system.

~~Tuition will not be charged~~In addition, no tuition will be charged to:

1. students residing on military bases within North Carolina where federal funds designed to compensate for the impact on public schools of military dependent students are provided to the school system in an amount not less than 50 percent of the total per capita cost for education, exclusive of capital outlay and debt service,
2. students who are domiciliaries of the State and who reside within the school

administrative unit. However, the board may enter an agreement with the board of education of the student's domicile for payment of tuition by that board.

~~In accordance with Federal law, this policy does not apply to students who have been classified as F1 by the US Immigration and Naturalization Service.~~

Legal References: G.S. 115C-366, -366.1

Cross References: Discretionary Admission (policy 4130)

Adopted:

## **ASSAULTS, THREATS AND HARASSMENT**

*Policy Code:*

**4331**

The board will not tolerate assaults, threats or harassment from any student. Any student exhibiting such behavior will be removed from the classroom or school environment for as long as is necessary to provide a safe and orderly environment for learning. Except when certain consequences for misbehavior are required by law, principals in the elementary grades are directed to use good judgment and reasonable discretion in determining the appropriate consequence for violation of board policies, school standards or school rules.

### **A. ASSAULT, INJURY**

#### **1. Prohibited Behavior**

Students are prohibited from assaulting, physically injuring, attempting to injure or intentionally behaving in such a way as could reasonably cause injury to any other person. Assault includes engaging in a fight.

#### **2. Consequences**

##### **a. General Consequences**

Violation of this section may result in short-term suspension up to 10 days, long-term suspension, 365 day suspension or expulsion. The procedures for long-term suspension or expulsion are provided in policy 4353, Long-Term Suspension, 365 Day Suspension, Expulsion. A determination of the appropriate consequence will be made in accordance with the provisions of that policy except as otherwise provided below. Placement in an alternative educational setting may be made instead of suspension in accordance with policy 3470/4305, Alternative Learning Programs/Schools, and/or as provided in subsections A.2.b and A.2.c of this policy.

##### **b. Consequences for Serious Assaults on School Personnel**

Any student who is found by the superintendent to be at least 13 years of age and to have physically assaulted and seriously injured school personnel must be removed to an alternative educational setting in accordance with G.S. 115C-391(d2). If an appropriate alternative educational setting is not available, the superintendent, upon recommendation of the principal, must suspend the student for no less than 300 days but no more than 365 days. A student may also be expelled for assaultive conduct when his or her behavior constitutes a clear threat to the safety of others. The principal shall make recommendations to the superintendent regarding placement decisions and the recommended

length of the placement or the suspension, within the limits established by law, based at least in part upon recommendations of the principal of the school that constitutes the alternative setting. This section does not apply when the student was acting in self-defense.

c. Consequences for Certain Physical Assaults of Adults and Students

Upon the recommendation of the principal, the superintendent may remove a student to an alternative educational setting if the student is at least 13 and has:

- (1) physically assaulted a teacher or other adult who is not a student;
- (2) physically assaulted another student if the assault is witnessed by school personnel; or
- (3) physically assaulted and seriously injured another student.

This section applies to behavior that occurs on school property or at a school-sponsored or school-related event. It does not apply when a student was acting in self-defense. If no appropriate alternative educational setting is available, the superintendent may suspend the student for up to 365 days. A student may also be expelled for assaultive conduct when his or her behavior constitutes a clear threat to the safety of others. The principal will make recommendations to the superintendent regarding placement decisions and the recommended length of the placement or suspension, within the limits established by law.

If the student is under age 13, the consequences for assault will be determined in accordance with the general guidelines in policy 4353, Long-Term Suspension, 365 Day Suspension, Expulsion, and the school behavior management plan (see policy 4302, School Plan for Management of Student Behavior). A student who is long-term suspended or reassigned to alternative education services as a result of assaulting or injuring a teacher shall not return to that teacher's classroom without the teacher's consent.

A student who is convicted under G.S. 14-458.2 of cyberbullying a school employee will be transferred to another school. If there is no other appropriate school within the school system, the student will be transferred to a different class or assigned to a teacher who was not involved as a victim of the cyberbullying. The superintendent may modify the required transfer of an individual student on a case-by-case basis and shall provide a written statement of this modification in the student's record.

**B. THREATENING ACTS**

1. Prohibited Behavior

Students are prohibited from directing toward any other person any language that threatens force, violence or disruption, or any sign or act that constitutes a threat of force, violence or disruption.

Bomb and terrorist threats are also addressed in policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety.

2. Consequences

Violation of this section may result in short-term suspension up to 10 days, long-term suspension or expulsion. The procedures for long-term suspension or expulsion are provided in policy 4353, Long-Term Suspension, 365 Day Suspension, Expulsion. A determination of the appropriate consequence will be made in accordance with the provisions of that policy. Placement in an alternative educational setting may be made instead of suspension in accordance with policy 3470/4305, Alternative Learning Programs/Schools. Consequences for bomb and terrorist threats are addressed in policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety, and may include a 365 day suspension.

## C. HARASSMENT

1. Prohibited Behavior

Students are prohibited from engaging in or encouraging any form of harassment, including bullying and cyberbullying of ~~against~~ students, employees or any other individuals on school grounds, or at school-related functions, and at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools. Harassment is unwanted, unwelcome and uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim. The hostile environment may be created through pervasive or persistent misbehavior or a single incident if sufficiently severe. Harassment and bullying are further defined in policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying.

2. Consequences

Complaints of harassment will be investigated pursuant to policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure. For incidents of misbehavior that do not rise to the level of harassment may violate policy 4310, Integrity and Civility, which establishes an expectation that students will demonstrate civility and integrity in their interactions with others.

The consequences for harassment will be more severe than for violations of the



standards of integrity and civility and will be decided pursuant to policy 1720/4015/7225. Consequences may include disciplinary action up to and including expulsion, as appropriate.

Legal References: G.S. 14-33, -34 to -34.2, -458.2; 115C-47, -276(r), -288, -307, -366.4, -390, -391

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Alternative Learning Programs/Schools (policy 3470/4305), School Plan for Management of Student Behavior (policy 4302), Integrity and Civility (policy 4310), Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333), Long-Term Suspension, 365 Day Suspension, Expulsion (policy 4353)

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

Revised: June 12, 2008

The board strives to maintain the school system's facilities in good condition in order to:

1. continue to provide a safe, orderly and inviting educational environment;
2. protect financial investments in the facility;
3. reduce the need for major repair; and
4. facilitate the conservation of energy resources.

All staff, students and visitors to the school are expected to use reasonable care to prevent property damage. ~~The principal~~Principals and teachers are to instruct students in the proper care of public property. Anyone who willfully or carelessly damages school property may be held financially liable, as provided by law, including G.S. 115C-523.

~~The principal~~Principals willmust inspect their school buildings for health, fire and safety hazards on a regular basis and as required by law. Principals shall notify the superintendent immediately of unsanitary conditions or repairs needed to meet safety standards. Any ~~employee~~staff who observes ~~any~~a potential hazards ~~will immediately~~shall notify his or her supervisor or the principal immediately. Proper signs indicating potential ~~danger~~hazards or recommended safety precautions must~~will~~ be posted.

The maintenance department ~~will~~shall make reasonable efforts to maintain the facilities in good condition and to make needed repairs.

The superintendent is directed to~~will~~ ensure that facilities are evaluated and inspected in accordance with the facilities inventory as provided in policy 9000, Planning to Address Facility Needs.

Legal References: G.S. 1-538.1; 115C-40, -47, -276(c), -288(f), -307(h), -523, -524

Cross References: School Safety (policy 1510/4200/7270), Planning to Address Facility Needs (policy 9000)

Adopted:

# BOARD OF EDUCATION GOALS 2013-2014

## STRATEGIC GOAL:

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

## STRATEGIC OBJECTIVES:

### 1. Engage each student

1. Teach the standards through the lens of critical thinking and collaboration so that students will be critical thinkers and problem solvers (**4 C's**).
2. Identify and nurture **problem-based learning** partnerships with the community and beyond for planning and evaluating real world solutions.
3. Complete professional development book study on **global awareness** and explore Spanish immersion or global programming at the elementary level.
4. Implement **Positive Behavior Instructional Support** program at each school.
5. Implement strategies to **reduce number of office referrals and out of school suspensions for black students**.
6. Develop a district-wide program to prevent **bullying**.
7. Review and update **crisis plans**.

### 2. Assess for learning

1. Establish **core curriculum proficiency indicators and performance rubrics** for monitoring academic progress in K-12 **reading and mathematics**.
2. Improve design and use of **performance rubrics** to guide students in demonstrating learning.

### 3. Improve achievement

1. Develop K-12 instruction and assessment plan for the **writing process**.
2. Implement **transition plans** for at-risk students in order to facilitate their educational transitions between elementary, middle, and high school.

3. Develop an **academic plan with each 7<sup>th</sup> grade student** that supports their vocational interests, is aligned with their individual goals, includes course selection, and culminates in graduation.
4. Implement strategies to **prevent summer reading loss**.
5. Using 2012-13 data, implement **early intervention system for struggling readers**.
6. Provide **academic enrichment opportunities** for targeted students in middle school.
7. Explore strategies to **increase availability of high school courses for middle school students**.

#### **4. Create opportunities**

1. Increase **parent outreach** through workshops or classes on targeted topics related to academic achievement priorities.
2. Partner with UNCG and community stakeholders to assess and **evaluate the needs for a Parent Academy**.
3. Implement **communication strategy** to increase community awareness and involvement in our schools.
4. **Formalize community partnerships and volunteer services** and establish protocols for data collection.
5. Increase **student internship and job shadowing opportunities**, including paid student internships.

#### **5. Build capacity**

1. Provide district support for **teacher-led professional development** and continue Teacher Leadership Academy cohort #4.
2. Implement State Board of Education process for **evaluating teacher performance tied to student outcomes (Standard 6)**.
3. **Explore performance pay options** for future.
4. Implement strategies to **improve inter-rater reliability** in performance evaluations.
5. Improve **application review, interview preparation, and reference-checking protocols**.
6. Update and implement **support program for beginning teachers**.

<b>School/Location</b>	<b>Date</b>	<b>Event</b>	<b>Time</b>
AHS/PDC	Thursday, July 11	Board of Education Meeting	7:30pm
AHS/PDC	Thursday, August 8	Board of Education Meeting	7:30pm
AHS Zoo School	Wednesday, August 21	Zoo School Open House	9:00am - 11:00am
All Elementary Schools	Wednesday, August 21	K-5 Open House	4:00pm - 6:00pm
NAMS & SAMS	Wednesday, August 21	6th Grade Open House	6:30pm - 8:00pm
AHS	Thursday, August 22	9th Grade Open House	9:00am - 11:30am
AHS	Thursday, August 22	10th, 11th & 12th Grade Open House	5:00pm - 7:00pm
NAMS & SAMS	Thursday, August 22	7th & 8th Grade Open House	6:30pm - 8:00pm
ECDC	Monday, August 26	Open House	6:00pm - 7:00pm
AHS	Friday, August 23	Convocation	7:30am
ECDC	Sunday, September 22	ECDC Ribbon Cutting/Open House	3:00pm