

**ASHEBORO CITY BOARD OF EDUCATION**  
**June 12, 2014**  
**7:30 p.m.**  
**Asheboro High School**  
**Professional Development Center**

**\*6:00 p.m. – Policy Committee**

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

**I. Opening**

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

**II. Special Recognition and Presentations**

- A. Board Spotlight – Battle of the Books Winners; Charles W. McCrary and South Asheboro Middle School  
State Math Team Winners – Balfour Elementary School
- B. Classified Employee of the Year
- C. Instructional Assistant of the Year

**III. Public Comments**

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

**IV. \*Consent Agenda**

- A. Approval of Minutes – May 8, 2014, and May 29, 2014
- B. Application for Career and Technical Education State/Federal Funding
- C. Interim Budget
- D. Summer Feeding Contract
- E. Personnel

**V. Information, Reports and Recommendations**

- A. Communities in Schools Update
- B. Policies
  - Policy 9000 – Planning to Address Facility Needs
  - Policy 9010 – Site Selection
  - Policy 9020 – Facility Design
  - Policy 9030 – Facility Construction
  - Policy 9210 – Care and Maintenance of Grounds and Outdoor Equipment
  - Policy 9220 – Security of Facilities

**VI. Action Items**

- \*A. Policies
  - Policy 2121 – Board Member Conflict of Interest
  - Policy 2321 – Closed Sessions
  - Policy 3410 – Testing and Assessment Program
  - Policy 4250/5075/7316 – North Carolina Address Confidentiality Program

- Policy 4345 Student Discipline Records
- Policy 4351 – Short-Term Suspension
- Policy 6225 – Free and Reduced Price Food Services
- Policy 7130 – Licensure
- Policy 7410 – Teacher Contracts
- Policy 7425 – School Administrator Contracts
- Policy 7811 – Plans for Growth and Improvement of Licensed Employees
- Policy 7920 – Professional Personnel Reduction in Force
- Policy 7930 – Professional Employees: Demotion and Dismissal
- Policy 7950 – Non-Career Status Teachers: Nonrenewal
- Policy 8240 – Investments (Remove)
- Policy 8411 – School Fund Raising Activities
- Policy 9110 – Selection and Use of Architects and Engineers
- \*B. Graduation Guarantee
- \*C. Appointment to Randolph Community College Board of Trustees

**VII. Swearing in Ceremony**

- A. Swearing in of Dr. Terry Worrell

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

- A. Calendar of Events  
B. Points of Pride

**IX. Board Operations**

- \*A. Appointment of Wilson Alexander as Board Attorney  
B. Important Dates to Remember:
- County Commissioners' Meeting – June 16, 2014, 6:00 p.m.
  - Summer Board Retreat – Thursday, June 26, 2014, 5:30-8:30 p.m., Professional Development Center
  - Board of Education Meeting – Thursday, July 10, 2014, 7:30 p.m.

**X. Executive Session**

- A. Superintendent's Evaluation

**XI. 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**  
**June 12, 2014**  
**7:30 p.m.**  
**Asheboro High School**  
**Professional Development Center**

**Addendum**

**I. Opening**

**II. Special Recognition and Presentation**

- B. Christina Kinley – Classified Employee of the Year
- C. Barbara Sykes – Instructional Assistant of the Year

**IV. \*Consent Agenda**

- E. Personnel
- F. Executive Summary for Title III Application 2014-2015
- G. 2014-2015 Pay Dates
- H. Wells Fargo Signature Card
- I. NC Department of State Treasurer Signature Card

**V. Information, Reports and recommendations**

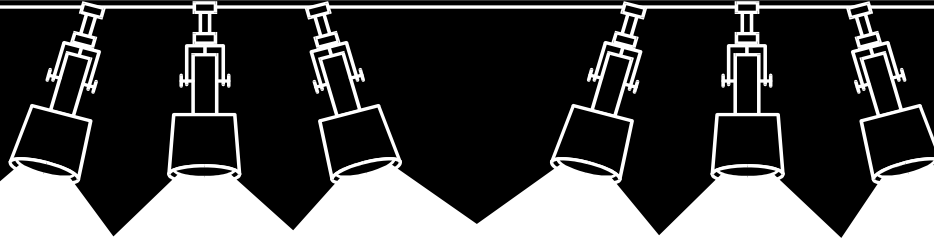
- A. Communities in Schools Update

**XI. 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.**

**June 12, 2014**



**Special Recognition:**

Tonight we'd like to recognize the middle and elementary school Battle of the Books champions. South Asheboro Middle School won the middle school championship and Charles W. McCrary Elementary School won for the elementary-level competition.

**SAMS Team:** Alvis Adames, Morgan Brower, Sara Bullins, Michael Cornelison, Sam Cornwall, Erin Devilbiss, Laura Gomez, Whitney Hoffman, Jessie Holmes, Julie Lewis, Jaden Skelly, Ericka Stickler, Madison Stickler; coached by Julia Dawson, Barry Barber and Kim Hoffman.

**McCrary Team:** Fully Bossong, Jarrett Kidd, Itai Garcia, Henna Gibbs, Elena Pearce, Caleb Walker; coached by Cassie Salabak, Billie Coleman and Hope Haywood.

**Special Recognition:**

Christopher Mustico and Tripp Wilson, both 2<sup>nd</sup>-grade students at Balfour won first place at the state math fair for their project "To Infinity and Beyond: a study of bottle rocketry." Wendy Graham was their coach.

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

**May 8, 2014**

### **Policy Committee**

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

Chris Yow  
Steve Jones

Gidget Kidd  
Jane Redding

Board members absent were Linda Cranford and Phillip Cheek.

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

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

- Policy 9000 – Planning to Address Facility Needs
  - Updated policy cross references and legal references
- Policy 9010 – Site Selection
  - Minor technical wording and formatting changes
- Policy 9020 – Facility Design
  - Updated policy references
  - Statement added regarding plans for science facilities in secondary schools in accordance with General Statute
- Policy 9030 – Facility Construction
  - Minor update
- Policy 9210 – Care and Maintenance of Grounds
  - Section added to address the use and prevention of using copper arsenate-treated wood
  - Discussed the possibility of broadening the “health hazards” in the policy and not limiting it to one item
- Policy 9220 – Security of Facilities
  - Section added to include requirement of providing local law enforcement agencies with schematic diagrams and keys to all facilities

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

With no further business, the meeting was adjourned at 6:13 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  
Kyle Lamb  
Jane Redding

Joyce Harrington  
Kelly Harris  
Steve Jones

Board member absent was Archie Priest.

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

Mr. Blair presented Budget Amendments S-02 and F-04. He then informed the committee that the district received only one proposal for Child Nutrition contracted management services. The proposal was from Sodexo and has been sent to the Department of Public Instruction for review. Also, the committee agreed to maintain current student lunch prices which require a transfer of \$7,698.20 from the Current Expense fund to the Child Nutrition fund to meet federal pricing regulations. Lunch prices will remain at \$2.00 for elementary students and \$2.10 for secondary students. Dr. Frost and Mr. Blair then shared information from the May 1<sup>st</sup> budget presentation to the county finance officer.

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

### **Board of Education**

#### **Opening**

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

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

J. Wilson Alexander, Jr., Attorney

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

Following a moment of silence led by Chairman Redding, Zane Callicutt and Tyler Marsh, fifth grade students at Guy B. Teachey Elementary School, led the Pledge of Allegiance.

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

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

North Carolina Mentor is this month's Community Partner Spotlight for its work with Teachey Elementary. NC Mentor has provided staff training on working with students with emotional, mental health, and behavioral issues. The organization also provides resources to help students and their families.

The Board of Education's spotlight was Guy B. Teachey Elementary School. Mr. Saunders and guests shared information about the WATCH D.O.G.S. (Dads of Great Students) program at Teachey. WATCH D.O.G.S. is an innovative father involvement, educational initiative of the National Center for Fathering. Goals and benefits of the program were shared by the Teachey staff and several Teachey WATCH D.O.G.S.

Superintendent Diane Frost and Chairman Redding introduced and recognized the 2014-2015 Teacher of the Year school level winners including: Melissa Skoglund, Balfour; Rebecca Kidd, Charles W. McCrary; Heather Carr, Donna Lee Loflin; Susan Jarrett, Lindley Park; Margaret Beck, Guy B. Teachey; Chris Burian, North Asheboro Middle; Kristen Runnfeldt, South Asheboro Middle; Amanda Thompson, Asheboro High School; and Venise Lawrence-Smith, Early Childhood Development Center.

Carla Freemyer recognized this year's Apple of Excellence award recipient, Kathryn Chaney, art teacher at Donna Lee Loflin Elementary School. The Apple of Excellence award is presented annually in special recognition of outstanding performance by a beginning teacher.

Jennifer Smith presented John Phillips, a math teacher at Asheboro High School, with a certificate recognizing his selection as Asheboro City Schools' North Carolina Council of Teachers of Mathematics Outstanding Secondary Math Teacher of the Year.

Superintendent Diane Frost gave a review of the Teacher Leadership Academy Cohort 4 for school year 2013-2014. It was a very good academy with outstanding projects from the participants. Barry Barber (South Asheboro Middle School), and Laura Popp (Loflin Elementary School) shared with the Board their reflections, projects, and what they learned from participating in the Teacher Leadership Academy.

### **Public Comments**

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

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

### **Consent Agenda**

The following Consent Agenda items were approved:

*Approval of Minutes – April 10, 2014, and April 24, 2014  
Personnel*

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

### **Asheboro High School**

<b>LAST</b>	<b>FIRST</b>	<b>SUBJECT</b>
Applegate	Tammy	Mathematics
Brewer	Jordan (Blake)	Physical Education
Brodersen	Lori	Foreign Language
Bump	Luke	English
Bunch	Katie	Social Studies
Cagle	Amy	English
Cappello	Anthony	Mathematics
Church	Leigh Ann	Family Consumer Science
Deaton	Jodi	Guidance
Dillion	Jonathan	English
Dozier	Angela	English
Ellington	Chad	NOVA
Faircloth	Josh	Social Studies
Fernandez	Carlos Gomez	ESL
Harvey	Patrick (PJ)	Social Studies
Heckethorn	Ben	Social Studies
Higgs	Gaye	Guidance
Hildreth	Misty	Science
Hurley	Lori	Family Consumer Science
Kelley	Katherine	Mathematics
Kingston	Chris	Physical Education
Knight	Marchelle	ESL
Lopina	Matthew	Art
Lowe	Anna	Exceptional Children
Morton	Joseph	Technology Education
Parrish	David	English
Partin	Melissa	Science
Peters	Nicole	Science
Phillips	John	Mathematics

<b>LAST</b>	<b>FIRST</b>	<b>SUBJECT</b>
Robbins	Jennifer	Health Science Education
Robertson	Thomas (Mike)	Mathematics
Seabrease	Zach	Science
Silva	Zulema	Foreign Language
Smith	Patrick	Long Term Intervention
Stevenson	Matthew	Technology
Stites	Margeaux	English
Thompson	Amanda	Exceptional Children
Watson	Christopher	Short Term Intervention
Wilson	Elizabeth	Mathematics
Winsley	Nicole	English
Worstell	James	JROTC

### **Balfour Elementary**

<b>LAST</b>	<b>FIRST</b>	<b>SUBJECT</b>
Beck	Ilena	Kindergarten
Cox	Brittany	Kindergarten
Delgado	Izamar	5th Grade
Dye	Kari	5th Grade
Farnham	Millie	Kindergarten
Forrest	Brooke	4th Grade
Grantham	Jessica	4th Grade
Hanson	Rebekah	5th Grade
Hinshaw	Amanda	3rd Grade
Howell	Myra	3rd Grade
Jackson	Amanda	Exceptional Children
Jones	Alisha	Kindergarten
Leshner	Stacie	1st Grade
Pocock	Mary	4th Grade
Przybylowski	Mary Jo	2nd Grade
Race	Michelle	2nd Grade
Shelton	Nicole	1st Grade
Skoglund	Melissa	Exceptional Children
Speer	Jennifer	2nd Grade
Staley	Shannon	5th Grade
Walker	Marlenea	1st Grade
Watson	Toshia	Kindergarten
Wise	Allison	Music

### **Charles W. McCrary Elementary**

<b>LAST</b>	<b>FIRST</b>	<b>SUBJECT</b>
Andrews	Laura	5th Grade
Biaggi	Emmi	ESL
Caviness	Amelia	2nd Grade
Coffey	Natalie	Exceptional Children
Eidy	Julie	3rd Grade
Hardin	Kristen	1st Grade
Hardin	Sandra	Reading (PT)
Hunnings	Erica	5th Grade



**Charles W. McCrary Elementary cont'd**

<b>LAST</b>	<b>FIRST</b>	<b>SUBJECT</b>
Hutton	Ashley	1st Grade
Sandt	Celes	4th Grade
White	Elizabeth	ESL

**Donna Lee Loflin Elementary**

<b>LAST</b>	<b>FIRST</b>	<b>SUBJECT</b>
Chaney	Kathryn	Art
Dodson	Bailey	3rd Grade
Faircloth	Kristen	Physical Education
Feary	Colleen	1st Grade
Gavin	Roberta	Media
Golden	Christopher	5th Grade
Grady	Natalie	2nd Grade
Gravett	Jaclyn	1st Grade
Joyce	Meghan	2nd Grade
Kern	Ella	4th Grade
Lee	Summer	Kindergarten
Mitchell	Adam	Music
Popp	Laura	Instructional Facilitator
Poston	Kristina	2nd Grade
Prychodko	Emily	3rd Grade
Singleton	Megan	4th Grade
Small	Stephanie	5th Grade
Underwood	Dana	Exceptional Children
Wilhelm	Michael	4th Grade

**Early Childhood Development Center**

<b>LAST</b>	<b>FIRST</b>	<b>SUBJECT</b>
Hays	Dee	Pre-K
Ivan	Joyce	Pre-K
Lawrence-Smith	Venise	Pre-K
Prohoniak	Melanie	Pre-K
Watts	Amber	Pre-K

**Guy B. Teachey Elementary**

<b>LAST</b>	<b>FIRST</b>	<b>SUBJECT</b>
Brumley	Jennifer	Reading Specialist
Dunn	Ginny	Reading Specialist
Faircloth	Nicole	4th Grade
Hill	Katie	2nd Grade
Lawton	Hannah	4th Grade
Mitchell	Rachael	1st Grade
Murray	Brittany	1st Grade
Ralph	Amy	Technology
Roth	Brittany	5th Grade
Runnfeldt	Valerie	2nd Grade
Westbrook	Jeannie	4th Grade

**Lindley Park Elementary**

<b>LAST</b>	<b>FIRST</b>	<b>SUBJECT</b>
Aguero	Veronica	ESL
Allred	Kristi	4th Grade
Brown	Jessica	1st Grade
Chase	Leah	Kindergarten
Chervenak	Kaitlin	1st Grade
Hayes	Erica	5th Grade
Johnson	Ebony	4th Grade
Moore	Sarah	Kindergarten
Neal	Heather	ESL
Nye	Mallory	4th Grade
Ross	Samantha	2nd Grade
Scott	Brianna	Art
Scotton	Katie	Kindergarten

**North Asheboro Middle**

<b>LAST</b>	<b>FIRST</b>	<b>SUBJECT</b>
Abercrombie	Carlie	ELA
Berrier	Angie	Guidance
Collins	Chandra	Science
Copas	Michael	Exceptional Children
Daniels	Sadie	Mathematics
Dave	Vincent	ELA/SS
Frank	Karen	ELA
Gallimore	Bryan	Science
Gareau	Monique	ESL
Gibbs	Ryan	Social Studies
Gold	Jennifer	Social Studies
Groseclose	Graham	Science
Hall	Haven	Biotechnology
Marsh	Michelle	ELA
McKinnon	Leslie	Exceptional Children
Paschal	Adriana	ESL
Phillips	Jennifer	ELA
Rodriguez	Claudia	Mathematics
Roman	Josie	Spanish
Staley	Bobby	Business
Ward	Clyde	Social Studies
Watson	Natasha	ELA

**South Asheboro Middle**

<b>LAST</b>	<b>FIRST</b>	<b>SUBJECT</b>
Beck	Donna	ESL
Byrd	Catherine	Exceptional Children
Carter	Casey	Social Studies
Clarett	Adrienne	Social Studies
Curry	Melissa	ELA/SS

**South Asheboro Middle cont'd**

<b>LAST</b>	<b>FIRST</b>	<b>SUBJECT</b>
Dawson	Julia	Media
Goodman	Michael	Technology
Hagood	Kelly	ELA
King	Kathleen	Chorus
Lamb	Kerri	ELA
Marinucci	Rachel	Exceptional Children
Macaulay	Carolyn	Social Studies
McElroy	David	Mathematics
Mere	Cortney	ELA
Murray	April	Spanish
Myers	Tamara	Exceptional Children
Salamone	Jennifer	Mathematics
Szabo	Emily	Exceptional Children
Trollinger	Sarah	Mathematics
Vaughn	Kansas	ELA

**RESIGNATIONS/RETIREMENTS/SEPARATIONS**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Barnhouse, Wesley	CWM/Art	6/13/14
Bynum, Julia	NAMS/Math	6/13/14
Copple, Ronnie	SAMS/ELA	6/13/14
Cridler, Dollie	LP/Inst. Assistant	6/30/14
Greene, Sheryl	SAMS/Science	6/13/14
Hodge, Helen	LP/Inst. Assistant	6/30/14
Hynd, Michael	SAMS/Math	6/13/14
Larson, Matthew	BAL/Physical Ed.	6/13/14
Leonard, Deborah	ECDC/Pre-K	6/30/14
Luck, Ernest	SAMS/Custodian	6/30/14
Renne, Michael	AHS/Technology	6/13/14
Wells, Wanda	GBT/Inst. Assistant	6/13/14
Wood, Charlene	GBT/Inst. Assistant	6/13/14
Cook, Kimberly	CO/Sec. Fac. & Maint.	5/16/14

**APPOINTMENTS**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Forsythe, Jennifer	NAMS/SAMS/EC Prog. Fac.	8/18/14
Lyons, Molly	NAMS/BAL/AIG Cons.	8/18/14
Turner, Jason	CO/Maintenance	5/12/14
Tufts, Elizabeth	Sub. (\$70 per day)	5/12/14

**TRANSFERS**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Little, Tracy	BAL to ECD Kind. To Pre-K EC	8/18/14

**LEAVE OF ABSENCE**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Rice, Keasha	CWM/Student Teaching	8/24/14 - 12/18/14

*\*Budget Amendments S-02 and F-04 (A copy of the Budget Amendments will become a part of these minutes.)*  
*\*Approval of Steve W. Campbell as Engineer for Asheboro High School, North Asheboro Middle School, and South Asheboro Middle School's Air Conditioning Projects*

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

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

- Policy 2121 – Board Member Conflict of Interest
- Policy 2321 – Closed Sessions
- Policy 3410 – Testing and Assessment Program
- Policy 4250/5075/7316 – North Carolina Address Confidentiality Program
- Policy 4345 Student Discipline Records
- Policy 4351 – Short-Term Suspension
- Policy 6225 – Free and Reduced Price Food Services
- Policy 7130 – Licensure
- Policy 7410 – Teacher Contracts
- Policy 7425 – School Administrator Contracts
- Policy 7811 – Plans for Growth and Improvement of Licensed Employees
- Policy 7920 – Professional Personnel Reduction in Force
- Policy 7930 – Professional Employees: Demotion and Dismissal
- Policy 7950 – Non-Career Status Teachers: Nonrenewal
- Policy 8240 – Investments
- Policy 8411 – School Fund Raising Activities
- Policy 9110 – Selection and Use of Architects and Engineers

### **Action Items**

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

- Policy 6441/9121 – Bidder's List
- Policy 8410 – Individual School Accounts
- Policy 8510 – School Finance Officer
- Policy 8520 – School Treasurer
- Policy 8530 – Fidelity Bonds
- Policy 9120 – Bidding for Construction Work
- Policy 9125 – Participation by Women and Minority-Owned Businesses
- Policy 9130 – Supervision of Construction Contracts
- Policy 9400 – Sale, Disposal, and Lease of Board-Owned Real Property

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

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

Carla Freemyer shared the Calendar of Events highlighting the following dates and events: Teacher of the Year Banquet, May 21; Senior Board Night, May 28; retirement reception for Dr. Frost, June 8; graduation, June 10; and the retirement breakfast, June 11.

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

Superintendent Frost presented an update on the 2013-2014 Asheboro City Schools' Strategic Plan goals.

### **Board Operations**

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

- Teacher Appreciation Week – May 5-9, 2014
- Teacher of the Year Banquet – May 21, 2014, 6:30 p.m., Pinewood Country Club

- Budget Presentation to County Commissioners – Tuesday, May 27, 2014
- Senior Awards Night – May 27, 2014, 7:00 p.m.
- Baccalaureate – Sunday, June 1, 2014, 7:00 p.m.
- Retirement Reception for Dr. Frost – Sunday, June 8, 2014, 2:00 p.m.
- Graduation – Tuesday, June 10, 2014, 7:00 p.m.
- Retirement Breakfast – Wednesday, June 11, 2014, 7:30 a.m.

**Adjournment**

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Agudelo, and unanimously approved by the Board, to adjourn at 8:27 p.m.

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Chairman

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Secretary

**Minutes of the Asheboro City Board of Education**  
**May 29, 2014**  
**4:00 p.m.**

**Special Called Session**

The Asheboro City Board of Education met in a special called session on Thursday, May 29, 2014, in the Professional Development Center with the following members present:

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

Archie Smith, Jr., Attorney

The following members were absent: Kelly Harris and Steve Jones.

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

Chairman Redding called the meeting to order and a motion was made by Mr. Lamb, seconded by Mr. Priest, to convene in closed session to discuss confidential personnel matters pursuant to G.S. 143-318.11(a)(6) and G.S. 115C-319. Motion carried.

Motion to adjourn from closed session and reconvene in special session was made by Mr. Cheek, seconded by Mr. Lamb, and unanimously approved by the Board.

Mr. Yow motioned to appoint Dr. Terry Worrell as superintendent for Asheboro City Schools with Mr. Lamb seconding. The Board of Education unanimously approved.

Chairman Redding introduced Dr. Worrell who will officially begin her duties on July 1, 2014.

There being no further business to discuss, a motion was made by Mr. Lamb, seconded by Mr. Agudelo to adjourn. Motion carried. The meeting adjourned at 4:10 p.m.

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Chairman

\_\_\_\_\_  
Secretary

**Asheboro City Schools**  
**Application for Career and Technical Education (CTE)**  
**State/Federal Funding**  
**Fiscal Year 2014-2015**

**Executive Summary**

**PURPOSE OF THE APPLICATION:** The Local Planning System (LPS) is the vehicle for strategic planning, managing performance, and assuring accountability for CTE. Part I of the LPS is a system overview and strategic planning tool. Part II is designed to attain and maintain performance excellence, as defined by the Carl D. Perkins Career and Technical Education Act of 2006. LEAs can analyze measurable performance based on trend information; analyze system and subsystem performance based on relevant subcategories crucial to stakeholders and customers; set rational short and long-term benchmarks; develop strategies based on the greatest opportunities for improvement (OFIs); and allocate resources based on the greatest OFIs. Finally, the LPS incorporates the requirements of all applicable state and federal laws which govern CTE in North Carolina. This application must be submitted to the Department of Public Instruction in order to receive and use state and federal funds for career and technical education programs and services in grades 6-12 for the 2014-2015 fiscal year. The application describes the manner in which we propose to use these funds in accord with the purposes mandated by state and federal legislation.

**PROGRAMS AND SERVICES OFFERED THROUGH THESE FUNDS:** Career and technical education (CTE) is conducted in both middle schools and the high school in Asheboro City Schools. Supporting Asheboro City Schools' strong academic foundation is a diverse career and technical curriculum in which students are provided opportunities to make classroom instruction relevant to real world situations. Asheboro City Schools' career and technical education courses provide students with a variety of options to fulfill the requirements for high school diploma endorsements as well as the graduation requirements for the Future-Ready, the Occupational Course of Study, and the North Carolina Academic Scholars Program. Student credentialing and certification opportunities as well as work-based learning opportunities are available in selected program areas. Career and technical education student organizations are an integral part of our CTE program. The ultimate goal of CTE is for our graduates to become successful in a career and contributing members in society. CTE serves middle school students in a career and technical education program that includes biotechnology, business education, and technology courses. CTE offers 46 high school course offerings in 13 career clusters. Selected CTE courses are eligible for honors credit for students who are on the standard course of study and meet the NC Honors Course Standards. Expanded CTE course offerings are available through a partnership with Randolph Community College under the Career and College Promise, which include an additional 72 courses. Articulation agreements exist between the two institutions that allow certain high school Career and Technical Education courses to also qualify for college credit.

**PROJECTED ACTIVITIES AND PRIORITIES:** The major thrusts for CTE in Asheboro City Schools include providing appropriate high-demand career clusters opportunities for our region; offering credentialing for students and staff; meeting ESEA requirements; providing appropriate CTE courses for high school students from the North Carolina Standard Course of Study; and supporting high school reform. We will be continuing our commitment to monitor student progress and achievement in technical competency and academic attainment within our career and technical education programs through our Instructional Management System. We will also be working to improve our performance relative to all state Performance Indicators adopted for career and technical education programs by the NC State Board of Education. We will continue to provide opportunities for professional growth for CTE staff and encourage and support National Board certification. Career and technical education will continue to support the Asheboro City Schools' Strategic Plan in our pursuit of excellence. Activities and priorities will support the mission of CTE which is to help empower students for effective participation in an international economy as world-class workers and citizens.

All programs, services, and activities administered through this local plan will be in accord with the assurances listed in Part IV, Assurances and Certification, of this application.

The plan in its entirety can be found at:

<http://ctelps.dpi.state.nc.us/>

Login as guest, password is guest



**2014-2015 LOCAL PLAN  
APPLICATION FOR CAREER AND TECHNICAL EDUCATION (CTE)\*  
STATE/FEDERAL FUNDING**

**FISCAL YEAR 2014-2015  
FINAL SUBMISSION FOR OVERALL APPROVAL**

All programs, services and activities administered through this local plan will be in accord with the assurances listed in Part III of this application. The development of this application for state/federal aid for secondary career and technical education was coordinated by the director for career and technical education. This plan and the programs, services and activities offered are in accord with State and Federal guidelines. The information, data, and certifications included are accurate to the best of our knowledge and belief. The Assurances in Part III will be carried out.

**Asheboro City Schools** \_\_\_\_\_ **761** \_\_\_\_\_ **June 12, 2014** \_\_\_\_\_  
**Local Education Agency (LEA)** **Number** **Date**

**APPROVED BY:**

**Superintendent of Schools**

**Board of Education**

**Dr. Diane Frost** \_\_\_\_\_  
**Name**

**Jane Redding** \_\_\_\_\_  
**Name of Chairperson**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Signature**

This Annual Application, when completed, approved by the local board of education and the superintendent of schools, becomes an agreement between the local board of education and the State Board of Education. This Annual Application is a necessary part of the State Board of Education's accountability to the General Assembly of North Carolina and the US Department of Education.

**PREPARED BY:**

**Director, Career and Technical Education**

**Dr. Julie A. Pack** \_\_\_\_\_  
**Name**

**336-625-5104** \_\_\_\_\_  
**Telephone Number**

\_\_\_\_\_  
**Signature**

\*Career and Technical Education is the administrative name which encompasses vocational and technical education in North Carolina. In state and federal laws, however, the terms vocational and technical education are used. For the purposes of this plan, these terms are synonymous.

## **Asheboro City Schools 2014 - 2015 Interim Budget**

The Board approved the 2014-2015 budget request which was submitted to the Randolph County Board of Commissioners.

In accordance with G.S.115C-434, we recommend that the Board approve an amount equal to the 2013-2014 ending budget as an Interim Budget for 2014-2015.

AMENDMENT

ASHEBORO CITY SCHOOL DISTRICT

AND

SODEXO MANAGEMENT, INC.

THIS AMENDMENT, dated June 12, 2014, is between ASHEBORO CITY SCHOOL DISTRICT ("SFA" or "District") and SODEXO MANAGEMENT, INC. ("FSMC" or "Sodexo").

W I T N E S S E T H:

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

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

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

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

1. Sodexo agrees to supply unitized meals for District's Seamless Summer Feeding Program. It is further agreed that food service management company, pursuant to the provisions of the Seamless Summer Option regulations, will assure that Seamless Summer Option meals meet the minimum meal pattern requirements and dietary standards and will maintain full and accurate records that the Local Education Agency will need to meet its responsibility including daily production records containing the amount of food prepared and offered to eligible participants and the daily number of meals delivered by type.

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

The Seamless Summer Option shall commence on (date) June 16, 2014 and continue through August 8, 2014.

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

2. This Amendment is effective June 12, 2014, 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

**Asheboro City Schools  
Personnel Transactions  
June 12, 2014**

**\*A. NON-CAREER STATUS TEACHERS RECOMMENDED FOR CONTINUED EMPLOYMENT**

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

**\*B. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Brodersen	Lori	AHS	French	6/13/2014
Chapman	Charles	AHS	Testing Coordinator	6/13/2014
Curry	Melissa	SAMS	ELA/SS	6/13/2014
Dunker	Kisha	GBT	Instructional Assistant	6/13/2014
Harvey	Patrick (PJ)	AHS	History	6/13/2014
Hunnings	Erica	CWM	5th Grade	8/1/2014
Johnson	Jennifer	AHS	Health Science Education	6/13/2014
Juarez	Jennifer	ECDC	Speech Pathologist	5/29/2014
Mitchell	Adam	DLL	Music	6/13/2014
Meyer	Gail	LP	5th Grade	6/30/2014
Robinson	Leslie	GBT	EC Program Facilitator	6/30/2014
Teague	Vickie	DLL	Custodian	6/2/2014

**\*C. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Adams	Bethany	SAMS	6th Grade Math/Science	8/18/2014
Allgood	Timothy	AHS	English (part-time)	8/18/2014
Berrier	Wesley	SAMS	Business Technology	8/18/2014
Saunders	Corey	BAL	Physical Education	8/18/2014

**D. TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Cooper	Tiffany	LP to NAMS	6th Grade Math	8/18/2014
Gareau	Monique	NAMS/BAL to BAL	English as a Second Language	8/18/2014
Tuttle	Charlotte	ECDC to CO	Head Custodian to Secretary	5/19/2014

**Asheboro City Schools  
Personnel Addendum  
June 12, 2014**

**\*B. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

<b>NAME</b>		<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Burrow	Dustin	CO	Bus Driver	6/10/2014
Copas	Michael	NAMS	Exceptional Children	6/30/2014
Goodman	Michael	SAMS	Technology Education	6/13/2014
Johnson	Ebony	LP	4th Grade	6/13/2014
McClosky	Joel	CWM	5th Grade	6/30/2014
Snipes	Danny	CO	Bus Driver	6/10/2014
Snyder	Thomas	SAMS	Social Studies	6/30/2014
Wolfe	Meredith	NAMS	Literacy Coach	6/13/2014

**\*C. APPOINTMENTS**

<b>NAME</b>		<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Tufts	Elizabeth	NAMS	Exceptional Children	8/18/2014

**D. TRANSFERS**

Allred	Melissa		PTLA Intern to NAMS Literacy Coach	8/18/2014
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**Asheboro City Schools  
Certified Appointments  
June 12, 2014**

<u><b>NAME</b></u>	<u><b>COLLEGE/DEGREE</b></u>	<u><b>LICENSURE</b></u>
Adams, Bethany	Southern Wesleyan University B: Early Childhood and Elementary Education	Elementary

Mrs. Bethany Adams is recommended to teach sixth grade math and science at South Asheboro Middle School for the coming school year. Mrs. Adams is a veteran educator returning to the Randolph County area after two years in Southport, North Carolina. Mrs. Adams taught five years at Ramseur Elementary, four years at Southmont Elementary, and the past two years in 5<sup>th</sup> grade at Southport Elementary. We are excited to welcome Mrs. Adams back to the area and to Asheboro City Schools.

<u><b>NAME</b></u>	<u><b>COLLEGE/DEGREE</b></u>	<u><b>LICENSURE</b></u>
Berrier, Wesley	UNC-Greensboro B: Marketing and Management	Business Education Social Studies

Mr. Berrier is recommended to teach Business Education at South Asheboro Middle School for the coming school year. Mr. Berrier has taught in Randolph County Schools since 2006 at both the middle and high school level. Mr. Berrier has taught social studies, civics and economics in addition to Business. He is currently teaching Digital Media and Multimedia at Trinity High School. In addition to his teaching duties, Mr. Berrier is an experienced coach and will be coaching wrestling at Asheboro High School. We are pleased to welcome Mr. Berrier to Asheboro City Schools.

<u><b>NAME</b></u>	<u><b>COLLEGE/DEGREE</b></u>	<u><b>LICENSURE</b></u>
Saunders, Corey	UNC-Greensboro B: Kinesiology and Health Science	Physical Education Health Education

Mr. Corey Saunders is recommended to teach Physical Education at Balfour School for the coming year. Mr. Saunders completed his student teaching at John Lawrence Elementary and Kernersville Middle School. He is currently a Teacher Assistant at Seagrove Elementary School. Mr. Saunders is excited to begin his teaching career with Asheboro City Schools.

**Asheboro City Schools**  
**Certified Appointments – Personnel Addendum**  
**June 12, 2014**

<u><b>NAME</b></u>	<u><b>COLLEGE/DEGREE</b></u>	<u><b>LICENSURE</b></u>
Tufts, Elizabeth	Baldwin Wallace University BS in Education Early Childhood and Exceptional Children	Exceptional Children

Ms. Elizabeth Tufts is recommended to teach Exceptional Children at North Asheboro Middle School for the coming school year. Ms. Tufts completed her student teaching experience with Asheboro City Schools through our partnership with Baldwin Wallace University. Ms. Tufts taught at both Lindley Park and Asheboro High School, and upon graduation worked as a substitute at McCrary School. Originally from Perry, Ohio, Ms. Tufts is excited to begin her teacher career with Asheboro City Schools.



**The No Child Left Behind Act of 2001 (P.L. 107-110)**  
**Title III: Application 2014-15**  
**Improving the Academic Achievement of the Disadvantaged**  
**Executive Summary –June 12, 2014**  
**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 transitional or intensive 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 2014-15 Title III Planning Allotment of \$152,485.00 will be used to fund one district LEP Lead Teacher and professional development supplemental to the core ESL program services.

# ASHEBORO CITY SCHOOLS

2014-2015

## SCHEDULED PAY DATES

<b>MID-MONTH PAYROLL</b> (10 Month hourly employees)	<b>END OF MONTH PAYROLL</b> (All employees except 10 month hourly.)
July 11	July 31
August 12	August 29
September 12	September 30
October 10	October 31
November 12	November 26
December 12	December 31
January 12	January 30
February 12	February 27
March 12	March 31
April 10	April 30
May 12	May 29
June 12	June 29



# Addendum to Certificate of Authority

## Deposit Accounts Only

Use this document when new signers are being added or deleted to a Certificate of Authority currently on file and a new, signed Certificate of Authority has not been obtained. This addendum may not be used to add or delete those persons authorized to engage in credit transactions. A new Certificate of Authority, or other proper written notification, must be obtained for that purpose.

Bank name <b>ASHEBORO BBG</b>	COID	Date <b>06/12/2014</b>
	Branch #	Cost center
Officer name <b>MIKE KING</b>	Officer number	Phone # <b>(336) 626-1022</b>

### Addendum to Certificate of Authority

Dated	Customer name <b>ASHEBORO CITY BOARD OF EDUCATION</b>
Account Number(s)	

**Authorized Signers currently on the account (sample signature not required):** Attach a separate sheet if necessary.

Signer name <b>DIANE L FROST</b>	Signer name
Signer name	Signer name
Signer name	Signer name
Signer name	Signer name

### Description of the requested change to Authorized Signers

Action requested	Print name, title and customer number	Sample signature <i>(Required only for persons being added as authorized signers)</i>
Choose one <input checked="" type="radio"/> Add <input type="radio"/> Delete	<b>TERRY WORRELL</b>	Customer 1 Authorized Signature
<input checked="" type="radio"/> Add <input type="radio"/> Delete	<b>B HAROLD BLAIR JR</b>	Customer 2 Authorized Signature
<input type="radio"/> Add <input type="radio"/> Delete		Customer 3 Authorized Signature
<input type="radio"/> Add <input type="radio"/> Delete		Customer 4 Authorized Signature
<input type="radio"/> Add <input type="radio"/> Delete		Customer 5 Authorized Signature
<input type="radio"/> Add <input type="radio"/> Delete		Customer 6 Authorized Signature
<input type="radio"/> Add <input type="radio"/> Delete		Customer 7 Authorized Signature

continued...

# Addendum to Certificate of Authority

## *Deposit Accounts Only*

Use this document when new signers are being added or deleted to a Certificate of Authority currently on file and a new, signed Certificate of Authority has not been obtained. This addendum may not be used to add or delete those persons authorized to engage in credit transactions. A new Certificate of Authority, or other proper written notification, must be obtained for that purpose.

...continued

**The person(s) signing below:**

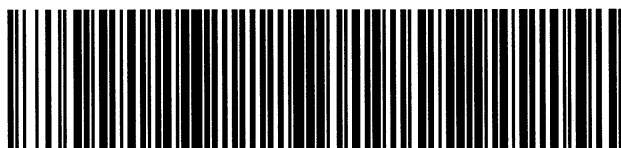
- direct the Bank to recognize the signature(s) and/or written, telephone, electronic and oral instructions of any person who has been added as an authorized signer;
- direct the Bank to discontinue acting on the instructions of any person who has been deleted as an authorized signer;
- acknowledge that these modifications become effective only after this addendum has been received by the Bank and the Bank has had a reasonable opportunity to act on instructions it contains;
- certifies that the account owner has taken all action under its organizational documents, if any, including passage of resolutions by its board of directors, trustees, or other governing body, required to make these modifications and to authorize the undersigned to execute and deliver this addendum;
- direct the Bank that the additional authorized signers identified above shall have all of the authority granted to the persons identified as authorized signers on the Certificate of Authority.

**Accurate as of**

**Certified / Agreed To By**

Certification Signature 1	Certification Signature 2
<input type="text"/>	<input type="text"/>
Name	Name
DIANE L FROST	<input type="text"/>
Title	Title
<input type="text"/>	<input type="text"/>

Manual Submission Instructions: **Documentation supporting the addendum is attached, if applicable.**



FO01-000000W18Q47-02

**NORTH CAROLINA DEPARTMENT OF STATE TREASURER  
SIGNATURE CARD FOR DISBURSING / STIF ACCOUNT**

This card to be executed by the agency head, or board chairman / president of any entity: authorized by the NC State Controller's Office to maintain a *disbursing account* with the State Treasurer, pursuant to G.S. 143-3.2; or authorized to maintain a *Short-term Investment Fund (STIF) account* with the State Treasurer pursuant to either G.S. 147-69.3(b), G.S. 116-36.1, or G.S. 147-86.11(e)(1a). Up dated cards should be filed with the State Treasurer whenever changes occur.

Agency Name: <u>Asheboro City LEA</u>		CB\$ Agency ID: _____
Account Number: _____ - _____ - _____	Type Acct: <input type="checkbox"/> Disbursing; or <input type="checkbox"/> STIF	
Account Name: <u>Asheboro ADM Unit</u>		
Person(s) authorized to sign warrants issued against the account (show facsimile signature if used):		
<u>Printed Name and Title</u>	<u>Signature Specimen</u>	
<u>Terry W. Worrell, Superintendent</u>		
<u>B. Harold Blair, Jr., Director of Finance</u>		

<b>Certification of Agency Head, President, or Chairman:</b>		
<u>Jane Redding, Board of Education Chair</u>		
<u>Printed Name and Title</u>	<u>Signature</u>	<u>Date</u>
If a disbursing account, this should be same individual who executes <i>OSC's Delegation of Disbursing Authority</i> , which is available at: <a href="http://www.osc.state.nc.us/sigdocs/sig_docs/cash_mgmt/disbursing.html">http://www.osc.state.nc.us/sigdocs/sig_docs/cash_mgmt/disbursing.html</a> .		

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**CONTACTS**

Date: \_\_\_\_\_

(Note: State policy requires MSC or Courier Number to be used whenever one is available.)

<b>Agency's Chief Fiscal Officer</b>	
Name: _____	Title: _____
Address: _____	
Telephone: _____	FAX: _____
E-mail address: _____	

<b>Agency's Core Banking System (CBS) Admin User</b>	
Name: _____	Title: _____
Address: _____	
Telephone: _____	Admin UserID: _____
E-mail address: _____	FAX: _____

<b>Account Contact (Generally person to whom monthly statements are rendered)</b>	
Name: _____	Title: _____
Address: _____	
Telephone: _____	FAX: _____
E-mail address: _____	

Refer to *Banking Services Handbook*, available at <http://www.treasurer.state.nc.us>, under FOD Publications.



Communities  
In Schools

# Communities In Schools of Randolph County

*Empowering students to stay  
in school and achieve in life*

# The “FIVE Basics”

- **A one-on-one relationship with a caring adult**
- **A safe place to learn and grow**
- **A healthy start and a healthy future**
- **A marketable skill to use upon graduation**
- **A chance to give back to peers and community**

## Randolph County

### Level 2 Services

Sustained interventions designed to achieve targeted  
outcomes

<b>BPP</b>	<b>174</b>
<b>Mentoring</b>	<b>37</b>
<b>Fitness Students</b>	<b>23</b>
<b>Cooking Matters</b>	<b>11</b>
<b>New Century Scholar</b>	<b>1</b>
<b>Total</b>	<b>236*</b> Some received more than one service



## Randolph County

School	Level 2 Services
Balfour	66 – Mentoring, BPP, CM, Fitness Programs
Donna Lee Loflin	40 – Mentoring, BPP
AHS	7 - Mentoring
SAMS	9 – Mentoring, BPP, NCS
NAMS	21 – Mentoring, BPP
McCrary	37 – Mentoring, BPP
Lindley Park	24 – Mentoring, BPP
Teachey	32 – Mentoring, BPP
<b>TOTAL</b>	236

## Randolph County

### Teacher Survey Results for Mentoring

- 88.5 % reported they were pleased with their experience with CIS
- 92.3% recommended that the students continue in the mentoring program

### Teacher Comments About Mentors

Ja'mes thrives with adult attention. The stability and one on one time is a benefit to her self esteem and focus.

The student Mr. Barnes worked with in my class responded well to him. It was obvious he had a good relationship with him.

David's mentor has followed him from elementary to middle school and they have a relationship that both will remember and cherish as they grow older.

## Randolph County

### Backpack Pals

- 4,916 backpacks were distributed in 2013-14 in ACS
- 95.8% of teachers said student benefitted from participating in the program

### In the teacher's words....

- The program has helped Jordan. He comes in Monday morning ready to work and focused.
- Sometimes Patrick would save the things in his backpack. I could tell this was very important to him.
- The BPP means more than I can say to this child. He is overjoyed to receive the food.
- Josue loves getting his bag. He opens it immediately and looks to see the goodies he has. His Mom and Dad are very appreciative.

## Randolph County

Daryl Barnes used his coaching skills to develop discipline and self-esteem with students identified by administrators at Balfour of needing extra attention in these areas.



# Randolph County



## Randolph County

New Century Scholar  
**Isaiah Ridley**  
Rising 9<sup>th</sup> grader at AHS



## Randolph County

### Level One Services

Short term, focused on prevention, designed to build student assets and address school wide needs

**Examples include:**

**Reality Store (financial literacy)**

**Book distributions**

**ABC – field trip scholarships**

**Attendance incentives**

**Dream Big!**

**Camp Challenge**

**SMARTS**

**Arbor Day Trees**

**Vouchers for Eye Exams**

**Reading Buddies at Balfour & NAMS**

**Cultural Arts – Donna Washington (Balfour)**



## Randolph County

### Reality Store

#### Financial Literacy Program for Freshmen



95.8% of students agreed they had a better understanding and appreciation of monthly living expenses. 84.5% agreed they were better off staying in school so they could get a job that will pay the bills.



## Randolph County



School Supplies

Vouchers for eye exams and glasses through our partnership with Vision Service Providers.



## Randolph County



Donna Washington  
Performs at Balfour

Students at NAMS participated in our MS Attendance Incentive Program resulting in a net loss of 40 absences during the 10 week period.

Thirteen students from NAMS & SAMS  
Attending Camp Challenge this  
summer.



## Randolph County

CIS distributed free books to students at Balfour and Loflin  
this year!



# READS for Summer Learning

## Randolph County

- Research project with Harvard; 10 elementary schools in ACS/RCS – in 2<sup>nd</sup> year (**4 ACS schools**)
- 782 students will receive 10 free books in the mail this summer. (About 300 in ACS)
- Each district, school, and teacher received money for participating.
- Results thus far show that READS students performed slightly better than other students. Largest increase was among 3<sup>rd</sup> graders.
- Students in high poverty school had a more positive increase than in moderate poverty schools.
- READS students read more books than control group.

## Randolph County

School	3 <sup>rd</sup> grade	4 <sup>th</sup> grade	% attending	Total fed
Balfour	51	47	67%	240
McCrary	29	32	43%	85
Loflin	39	37	72%	221
Lindley Park	32	32	56%	167
	151	148	62% average	713

## Randolph County

### Challenges/Concerns

1. Turn over in staff due to low pay; no benefits
2. Loss of funding through grants & contributions. Our staff will be reduced this year by at least one employee.
3. Need for additional staff to provide needed services. Who will serve the middle and high schools in ACS this year?
4. Salvation Army may not be able to fund BPP this year. Where will that funding come from?

## Randolph County

“The ultimate test of a moral society is the kind of world that it leaves to its children.”

Dietrich Bonhoeffer

“Programs don’t change people .... relationships do.”

Bill Milliken (Founder of CIS)



**A. PRINCIPLES**

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

**B. LONG-RANGE PLAN**

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

**C. PROCESS**

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

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

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

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



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

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

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

Adopted:

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

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

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

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

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

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

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

Administrative Procedure: None

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

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

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

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

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

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

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

Administrative Procedure: None

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

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

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

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

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

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

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

Administrative Procedure: None

## CARE AND MAINTENANCE OF GROUNDS AND OUTDOOR EQUIPMENT

Policy Code:

9210

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

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

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

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

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

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

Administrative Procedure: None

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

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

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

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

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

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

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

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

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

Administrative Procedure: None

All board members are subject to the criminal laws related to conflicts of interest in public office, including strict restrictions against having a pecuniary interest in any business of the board. In addition, board members will not let any personal or business interest interfere with their duties as public officials, including ethical duties as specified in policy 2120, Code of Ethics for School Board Members.

A member of the board will not do any of the following:

1. obtain a direct benefit from a contract that he or she is involved in making or administering on behalf of the board, unless an exception is allowed pursuant to G.S. 14-234 or other law;
2. influence or attempt to influence anyone who is involved in making or administering a contract on behalf of the board when the board member will obtain a direct benefit from the contract; or
3. solicit or receive any gift, favor, reward, service, or promise of reward, including a promise of future employment, in exchange for recommending, influencing, or attempting to influence the award of a contract.

A board member is involved in administering a contract if he or she oversees the performance of the contract or has authority to interpret or make decisions regarding the contract. A board member is involved in making a contract if he or she participates in the development of the specifications or terms of the contract or participates in the preparation or award of the contract.

A board member derives a direct benefit from a contract if the board member or his or her spouse does any of the following: (1) has more than a 10 percent ownership or other interest in an entity that is a party to the contract; (2) derives any income or commission directly from the contract; or (3) acquires property under the contract. An exception is allowed for employment contracts between the board of education and the spouse of a board member. However, the board member involved will not deliberate or vote on the spouse's employment contract or attempt to influence any other person who is involved in making or administering the contract.

Legal References: G.S. 14-234; 133-32

Cross References: Code of Ethics for School Board Members (policy 2120), Employee Conflict of Interest (policy 7730)

Adopted:



Closed sessions will be held only when required to permit the board to act in the public interest as provided by law.

**A. PERMITTED PURPOSES**

By majority vote of its members present, the board and other groups subject to the state opens meeting law and board policy 2320, Compliance with the Open Meetings Law, may hold or retire to a closed session as permitted by law for the deliberation of the following:

1. to prevent the disclosure of information that is privileged or confidential pursuant to the law of this state or of the United States, or that is not considered a public record within the meaning of Chapter 132 of the General Statutes;
2. to prevent the premature disclosure of an honorary degree, scholarship, prize, or similar awards;
3. to consult with an attorney employed or retained by the board in order to preserve the attorney-client privilege between the attorney and the board, including discussions on the handling or settlement of a claim, judicial action, mediation, arbitration, or administrative procedure;
4. to discuss matters relating to the location or expansion of industries or other businesses in the area served by the board;
5. to establish, or to instruct the board's staff or negotiating agents concerning the position to be taken by or on behalf of the board in negotiating (a) the price and other material terms of a contract or proposed contract for the acquisition of real property by purchase, option, exchange, or lease; or (b) the amount of compensation and other material terms of an employment contract or proposed employment contract;
6. to consider the qualifications, competence, performance, character, fitness, conditions of appointment, or conditions of initial employment of an individual employed or considered for employment with the school system; or to hear or investigate a complaint, charge, or grievance by or against any individual employee;
7. to plan, conduct, or hear reports concerning investigations of alleged criminal misconduct;
8. to formulate plans relating to emergency responses to incidents of school violence or to formulate and adopt the school safety components of school improvement plans by

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the board or a school improvement team; and

9. to discuss and take action regarding plans to protect public safety as it relates to existing or potential terrorist activity and to receive briefings by staff members, legal counsel, or law enforcement or emergency service officials concerning actions taken or to be taken to respond to such activity.

**B. ACTIONS THAT MUST BE REPORTED OR TAKEN IN OPEN SESSION**

While deliberations may occur in closed session, the following board actions must be taken or reported in open session:

1. if the board has approved or considered a settlement in closed session, the terms of that settlement will be reported to the public body and entered into its minutes as soon as possible within a reasonable time after the settlement is concluded. The report should be made in open session unless there is a basis for the report to be heard only in closed session; and
2. final action making an appointment or discharge or removal by the board having final authority for the appointment or discharge or removal.

**C. REASONS EXPRESSLY PROHIBITED FOR CLOSED SESSIONS**

The following are expressly prohibited by law as a basis for closed sessions:

1. to discuss general policy matters or other issues that would be open merely because an attorney employed or retained by the board is a participant; and
2. to consider the qualifications, competence, performance, character, fitness, appointment, or removal of a member of the board or another body, or to consider or fill a vacancy among its own membership.

**D. PROCEDURE**

The board of education will meet in closed session only upon a motion duly made and adopted in public pursuant to G.S. 143-318.11(c). Every motion will cite one or more of the permissible purposes as provided in G.S. 143-318.11(a) and in this board policy. A motion based on the need to prevent the disclosure of information that is confidential or privileged will also cite or name the law that renders the information confidential or privileged. A motion based on the need to consider with an attorney employed by the board the handling or settlement of a lawsuit will identify the parties in the lawsuit.

**E. MINUTES**

The board will keep minutes of all closed sessions. The minutes of the board must include a general account of the closed sessions so that a person not in attendance will

have a reasonable understanding of what transpired.

Legal References: G.S. 115C-105.27(c); ch.143, art. 33C

Cross References: Board Committees (policy 2230), Public Records – Retention, Release, and Disposition (policy 5070/7350)

Adopted:

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. In addition, data from tests and assessments provide measures of student learning that are useful for evaluating educator effectiveness.

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. ADMINISTRATION OF TESTS, SCREENINGS, AND OTHER ASSESSMENTS**

The superintendent shall provide for the ~~secure~~proper administration of all state-required tests, screenings, and other assessments; and any state-required remedial instruction and/or retesting in accordance with all requirements established by law or the State Board of Education.

Results from the North Carolina End of Course, End of Grade, and North Carolina Final Exams will be used in determining students' final grades in accordance with policy 3420, Student Promotion and Accountability.

Students may participate in field testing and other sample testing as designated by the State Board or the Department of Public Instruction.

**B. ~~TEST ADMINISTRATION~~**

The superintendent shall develop ~~test~~-security and administration procedures for the state testing program and other assessments that are consistent with State Board of Education requirements. The superintendent ~~and~~ shall ensure that all relevant personnel who are responsible for the testing program are instructed in such ~~testing~~ procedures. All testing personnel, teachers, and school administrators are required to be familiar with and adhere to all applicable testing manuals, handbooks, and guides, including the Testing Code of Ethics, for state and locally-required tests ~~and individual school tests~~. Failure to follow procedures may result in disciplinary sanctions, including termination or revocation of administrative and/or teaching licenses.

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

The End of Course (EOC), End of Grade (EOG) and North Carolina Final Exam results shall count as twenty-five percent (25%) of a student's final grade in each middle school course for which such a test is administered. This requirement does not apply for students assessed on the Extended Content Standards.

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The End of Course (EOC) assessment, North Carolina Final Exam and vocational post assessment results shall count as twenty-five percent (25%) of a student's final grade in each high school course for which such a test is administered. This requirement does not apply for students following the Future Ready Occupational Course of Study (State Board of Education Policy GCS-C-003). All other 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.

### C. MINIMIZING TIME SPENT 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.
4. All annual assessments of student achievement adopted by the State Board of Education pursuant to G.S. 115C-174.11(c)(1) and (3) and all final exams for courses will be administered within the final ten instructional days of the school year for year-long courses and within the final five instructional days of the semester for semester courses. Exceptions will be permitted to accommodate a student's individualized education program and Section 504 plans and for the administration of final exams for courses with national or international curricula required to be held at designated times.

Legal References: G.S. 115C, art. 10A; 115C-47, -81, -83.5, -83.6, -174.11, -174.12(a), -174.22, -174.25, -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), available at <http://www.dpi.state.nc.us/acre/assessment/guide/>; *Measures of Student Learning: NC's Common Exams* (NC DPI, March 2013), available at <http://www.nepublicschools.org/docs/effectiveness-model/measures/implementation-guide.pdf>

<http://www.ncpublicschools.org/docs/accountability/common-exams/implementation-guide.pdf>

Adopted:

# **NORTH CAROLINA ADDRESS CONFIDENTIALITY PROGRAM**

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*Policy Code:* 4250/5075/7316

The board seeks to provide a work and school environment free from violence or the threat of violence against employees, students, or other persons. The board encourages eligible individuals to participate in the North Carolina Address Confidentiality Program established pursuant to Chapter 15C of the General Statutes. This program protects the address of relocated victims of domestic violence, sexual offense, stalking, or human trafficking to prevent a victim's assailants or potential assailants from finding the victim through public records. The program provides participants with the use of a substitute mailing address and denies public access to a participant's actual address.

## **A. PROGRAM DETAILS**

The Address Confidentiality Program is administered by the State Attorney General. Information and assistance in applying to the program may be obtained by telephone from the Attorney General's Address Confidentiality Program Office at (919) 716-6785.

Program participants receive an authorization card with a substitute mailing address that may be presented whenever an address is required. Mail sent to the substitute address is forwarded cost-free by the program to the participant at his or her residential address.

## **B. SCHOOL PERSONNEL PARTICIPANTS**

The name, actual address, and telephone number of any school system personnel participating in the Address Confidentiality Program will not be open to inspection as a public record, will not be included as part of any employee directory published by the school system, and will be redacted from any record released pursuant to G.S. 115C-320. (See policies 5070/7350, Public Records – Retention, Release, and Disposition, and 7820, Personnel Files.)

## **C. STUDENT PARTICIPANTS**

The school system will use the actual address of a program participant, not the substitute address designated by the Attorney General, for any purpose related to admission or assignment but will keep the actual address confidential from the public. Student records will reflect only the substitute address and not the student's actual address. The student's telephone number also will be kept confidential from the public. The parent or guardian of a student participant may request that a student's name be withheld from any release of directory information by the school, as provided in policy 1310/4002, Parental Involvement.

When transferring school records from one school to another, the transferring school may send the files to the participant (parent or guardian) via the substitute address provided by

the Address Confidentiality Program to ensure confidentiality of the student's new location.

**D. DISCLOSURE PROHIBITED**

The knowing and intentional disclosure of a program participant's actual address or telephone number to unauthorized persons is prohibited. Failure to comply with this policy may result in disciplinary action, up to and including termination. In addition, violators may be subject to criminal prosecution.

Legal References: G.S. Ch. 15C; 115C-47, -320, -366(g), -402(f); 132-1.1(d)

Cross References: Parental Involvement (policy 1310/4002), Domicile or Residence Requirements (policy 4120), School Assignment (policy 4150), Student Records (policy 4700), Public Records – Retention, Release, and Disposition (policy 5070/7350), Personnel Files (policy 7820)

~~Other Resources: Address Confidentiality Program Student Records and Address Confidentiality Program Employee Records (August 21, 2003) (Office of Attorney General Roy Cooper), available at <http://www.newise.org/generaldoes.html>~~

Adopted:



**A. RETENTION OF RECORDS AND REPORT OF DATA**

The principal shall retain in each student's file, either in paper or electronic form, all records related to violations of board policies, the Code of Student Conduct, school standards, or school rules.

As required by law, the superintendent shall maintain the following data on each student who was suspended for more than 10 days, reassigned for disciplinary reasons, expelled, or to whom corporal punishment was administered: race, gender, age, grade level, ethnicity, disability status, type of incident or offense, duration of the suspension, whether alternative education services were provided, and whether the student had multiple suspensions in that academic year.

As secretary to the board, the superintendent also shall maintain records from the board's considerations of 365-day suspensions and expulsions and any readmission reconsiderations of 365-day suspensions and expulsions.

The superintendent shall ensure that data on disciplinary incidents is reported using the North Carolina Window on Education (NC-WISE) state student information system application in accordance with State Board of Education policies and procedures.

**B. DISCLOSURE OF RECORDS**

Confidential student records concerning conduct that posed a significant safety risk to the student or others in the school community may be disclosed to teachers and school officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student.

**C. REMOVAL OF RECORDS****1. End of Year Removal**

The following types of discipline records may not be removed from student records, electronic files, and databases at the end of the school year:

- a. notice of any suspension for a period of more than 10 days and the record of the conduct for which the student was suspended;
- b. notice of any expulsion under G.S. 115C-390.11 and the record of the conduct for which the student was expelled; and
- c. any records (including of in-school suspensions or short-term suspensions) that need to be maintained in order to be able to serve the student

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appropriately or to protect the safety of others.

2. Expunging Records

The superintendent or designee shall expunge any record of suspension for a period of more than 10 days or expulsion if the following criteria are met:

- a. a request that the record be expunged is made to the superintendent or designee by the student's parent or guardian, or by the student if the student is at least 16 years old or is emancipated;
- b. the student either graduates from high school or is not suspended or expelled again during the two-year period commencing on the date of the student's return to school after the expulsion or suspension; and
- c. the superintendent or designee determines that the maintenance of the record is no longer needed to adequately serve the child or to maintain safe and orderly schools.

In addition, the superintendent may expunge any notice of suspension or expulsion from a student's official record provided that criteria b. and c. above are met.

This section is not intended to limit parents' right to request removal of information from a student's record under policy 4700, Student Records.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g(h), 34 C.F.R. 99.31, 99.36; G.S. 115C-47, -276(r), -390.4, -390.7, -390.8, -390.10, -390.11, -390.12, -402

Cross References: Theft, Trespass, and Damage to Property (policy 4330), Assaults, Threats, and Harassment (policy 4331), Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety (policy 4333), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353), Student Records (policy 4700)

Other References: *North Carolina Discipline Data Reporting Procedures*, N.C. Department of Public Instruction ~~Program Monitoring and Support~~ Safe and Healthy Schools Support Division (~~March 2011~~ Revised, October 2013), available at <http://www.ncpublicschools.org/docs/research/discipline/collection/discipline-reporting-procedures.pdf>

Adopted:

A short-term suspension is the disciplinary exclusion of a student from attending his or her assigned school for up to 10 school days. A short-term suspension does not include (1) the removal of a student from class by the classroom teacher, the principal or other authorized school personnel for the remainder of the subject period or for less than one-half of the school day or (2) the changing of a student's location to another room or place on the school premises. A student who is placed on a short-term suspension will not be permitted to be on school property or to take part in any school function during the period of suspension without prior approval from the principal.

The principal or designee has the authority to determine when a short-term suspension is an appropriate consequence and to impose the suspension, so long as all relevant board policies are followed.

In accordance with G.S. 115C-390.6(e) and 115C-45(c)(1), a student is not entitled to appeal the principal's decision to impose a short-term suspension to either the superintendent or the board unless it is appealable on some other basis.

**A. PRE-SUSPENSION RIGHTS OF THE STUDENT**

Except in the circumstances described below, a student must be provided with an opportunity for an informal hearing with the principal or designee before a short-term suspension is imposed. The principal or designee may hold the hearing immediately after giving the student oral or written notice of the charges against him or her. At the informal hearing, the student has the right to be present, to be informed of the charges and the basis for the accusations against him or her, and to make statements in defense or mitigation of the charges.

The principal or designee may impose a short-term suspension without first providing the student with an opportunity for a hearing if the presence of the student (1) creates a direct and immediate threat to the safety of other students or staff or (2) substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school. In such cases, the principal or designee shall give the student notice of the charges and an opportunity for an informal hearing as soon as practicable.

**B. STUDENT RIGHTS DURING THE SUSPENSION**

A student under a short-term suspension must be provided with the following:

1. the opportunity to take textbooks home for the duration of the suspension;
2. upon request, the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connection with such assignments; and

3. the opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.

### C. NOTICE TO PARENT OR GUARDIAN

When imposing a short-term suspension, the principal or designee shall provide the student's parent or guardian with notice that includes the reason for the suspension and a description of the student conduct upon which the suspension is based. The principal or designee must give this notice by the end of the workday during which the suspension is imposed when reasonably possible, but in no event more than two days after the suspension is imposed. If English is the second language of the parent, the notice must be provided in English and in the parent's primary language, when the appropriate foreign language resources are readily available. Both versions must be in plain language and easily understandable.

The initial notice may be by telephone, but it must be followed by timely written notice. The written notice must include all of the information listed above and may be sent by fax, e-mail, or any other method reasonably designed to give actual notice. School officials also shall maintain a copy of the written notice in the student's educational record.

Multiple short-term suspensions for a student with disabilities will be addressed in accordance with the *Policies Governing Services for Children with Disabilities* and other applicable state and federal law.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12131 *et seq.*, 28 C.F.R. pt. 35; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 115C art. 9; 115C-45 (c); 115C-47, -276(r), -288, -307, -390.1, -390.2, -390.5, -390.6; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy GCS-D-000

Cross References: School Safety (policy 1510/4200/7270), School Plan for Management of Student Behavior (policy 4302), School-Level Investigations (policy 4340), Parental Involvement in Student Behavior Issues (policy 4341), Removal of Student During the Day (policy 4352)

Adopted:

The school district will provide free meals and reduced price meals to eligible students in the schools.

The principal shall make Applications for free or reduced price meals readily available to parents or guardians by the principal and may be submitted shall accept completed applications at any time during the school year.

In accordance with the guidelines for participation in these programs, and in accordance with the wishes of the board, no student who meets the criteria for eligibility for free and reduced meal benefits will be denied a free lunch, milk, or other food simply because the proper application has not been received from his or her parent or guardian. The principal ~~may~~ will complete an application for a student known to be needy if the parent or guardian fails to apply. The principal shall ensure that school rules and procedures are implemented in ways that do not impede eligible students from participating fully in these programs.

The information provided on each application is confidential. Employees with access to this confidential information must make reasonable efforts to maintain the anonymity of students participating in the free or reduced price meal program.

Each year, the superintendent or designee shall ensure that the school system has met all federal requirements to verify the eligibility of applicants. When school personnel become aware of information that raises concerns about the integrity of an application, the superintendent or designee must verify the questionable information by following the verification for cause procedures set forth in federal regulations.

The superintendent ~~shall~~ will establish procedures that conform ~~with~~ to state and federal requirements regarding participation in programs for free and reduced priced meal lunch benefits.

Legal References: Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.; 7 CFR Parts 210, 215, 220, and 245; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; National School Lunch Act, 42 U.S.C. 1751, *et seq.*; G.S. 115C-263, -264

Cross References: Goals of Student Food Services (policy 6200)

Adopted:

The board intends to comply fully with all licensure requirements of the No Child Left Behind Act of 2001 (NCLB), state law, and State Board of Education policies. Except as provided below, a professional employee must hold at all times a valid North Carolina license appropriate to the position in which he or she is employed. To the extent possible, all professional teaching assignments will be in the area of the professional employee's license except as may be otherwise allowed by state and federal law and State Board policy. In addition, all professional teachers employed to teach core academic subjects must be "highly qualified" as required by NCLB. Core academic subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

The board encourages lateral entry into the teaching profession by skilled individuals from the private sector.

**A. BEGINNING TEACHER SUPPORT PROGRAM**

The superintendent or designee shall develop a plan and a comprehensive program for beginning teacher support. The plan must be approved by the board and kept on file for review. The superintendent or designee shall submit an annual report on the Beginning Teacher Support Program to the Department of Public Instruction (DPI) by October 1 of each year. The report must include evidence of demonstrated proficiency on the Beginning Teachers Support Program Standards and evidence of mentor success in meeting Mentor Standards. The school system will also participate in implementing a regionally-based annual peer review and support system.

**B. LICENSE CONVERSION**

The superintendent or designee shall designate a school official in the Beginning Teacher Support Program plan to be responsible for approving the acceptance of all continuing (Standard Professional 2) licenses automatically converted from the initial (Standard Professional 1) license. The designated official shall reject an automatic conversion license and immediately notify DPI if (1) the teacher has not taught three years; or (2) the official has knowledge of any reason related to conduct or character to deny the individual teacher a continuing license.

Beginning teachers must be rated "Proficient" on North Carolina Professional Teaching Standards I through V on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License.

Licensing is a state decision and cannot be appealed at the local level. The superintendent or designee shall ensure that teachers not qualifying for continuing licensure are informed of the process for appealing the state decision.

**C. LICENSE RENEWAL**

Licensure renewal is the responsibility of the individual, not of the school system. Any employee who allows a license to expire must have it reinstated prior to the beginning of the next school year. A teacher whose license has expired is subject to dismissal.

The school system may offer courses, workshops, and independent study activities to help school personnel meet license renewal requirements. Any renewal activity offered must be consistent with State Board of Education policy. In addition, the superintendent or designee shall develop a procedure to determine the appropriateness of any credit offered in advance of renewal activities.

#### **D. PARENTAL NOTIFICATION**

At the beginning of each school year, the school system shall notify the parents or guardians of each student attending a Title I school or participating in a Title I program of their right to request the following information about qualifications of their child's teacher: whether the teacher has met NC licensing requirements; whether the teacher has had any licensure requirements waived; what the teacher's bachelor degree major(s) is/are; what other degrees and teaching license area(s) the teacher holds; and whether the child is provided services by a paraprofessional, and if so, the paraprofessional's qualifications.

The school system shall give notice within 10 school days to the parents of children who, after four consecutive weeks, have been taught a core academic subject by a teacher who is not highly qualified.

#### **E. EQUITABLE DISTRIBUTION OF HIGHLY QUALIFIED TEACHERS**

The superintendent shall develop a plan in accordance with DPI requirements to ensure that low-wealth, minority, learning disabled, and/or English language learners are taught by experienced and highly qualified teachers to the same extent as are students who do not fall into these categories. If DPI does not require such plan of the LEA, the superintendent is not required to develop a plan under this subsection unless he or she determines that one is needed to address inequities within the school system.

Legal References: No Child Left Behind Act, 20 U.S.C. 6301 *et seq.*; 34 C.F.R. 200.55-57, 200.61; 20 U.S.C. 6319; 20 U.S.C. 7801(11); G.S. 115C-296, -325(e)(1)(m) (applicable to career status teachers), -325.4(a)(12) (applicable to non-career status teachers), -333, -333.1, ~~325(e)(1)(m)~~; State Board of Education Policies TCP-A-000, -001, -004, -005, -016, -018, -021, TCP-C-004

Cross References:

Adopted:

The board recognizes the importance of establishing a clear contractual relationship with teachers employed by the school system. All teacher employment contracts entered into by the board will meet the requirements of state law and State Board of Education policy. For the purposes of this policy, the term “teacher” is defined as a person who meets the requirements of G.S. 115C-325.1(6). An individual who is employed under a part-time teacher contract does not meet this definition of teacher; however, the board’s performance expectations established in this policy apply to such individuals.

Employment contracts for teaching will be granted or renewed only for individuals of proven ability who strive for excellence. Teachers should be familiar with the current statewide instructional standards for their teaching assignment and able to teach the curriculum effectively. The board expects teachers to facilitate student learning and effectively carry out the responsibilities of providing for a safe and orderly environment in which students learn and become college and career ready.

The board will employ teachers upon the recommendation of the superintendent. The superintendent is expected to be able to substantiate any new contract or renewed contract recommendation with data from the selection process for an applicant (see policy 7100, Recruitment and Selection of Personnel) and with evaluation data for a current teacher (see policy 7810, Evaluation of Licensed Employees). The superintendent’s recommendation for a new or renewed contract must include the length of the term of the contract. For more information regarding a decision by the superintendent not to recommend that the board offer a teacher a renewed contract, see policy 7950, Non-Career Status Teachers: Nonrenewal.

If the board is not satisfied that an applicant or employee has met the standards established by the board, initial or continued employment will be denied, following any statutorily prescribed procedures.

A teacher who has or obtains a contract with the school system is expected to strive for excellence, meet all performance standards established by the board, state law, and State Board of Education policy, and pursue professional development as provided in policy 1610/7800, Professional and Staff Development. Any employee who is unable or unwilling to meet reasonable standards of the board, the standards of state law or the State Board of Education, or the terms of the employment contract may be subject to demotion or dismissal, as provided in policy 7930, Professional Employees: Demotion and Dismissal.

Legal References: G.S. 115C-36, -47(18), -325.1, -325.3 through -325.13; S.L. 2013-360; State Board of Education Policy TCP-D-009

Cross References: Professional and Staff Development (policy 1610/7800), Hearings Before the Board (policy 2500), Recruitment and Selection of Personnel (policy 7100), Evaluation of Licensed Employees (policy 7810), Professional Employees: Demotion and Dismissal (policy 7930), Non-Career Status Teachers: Nonrenewal (policy 7950)



Adopted:

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

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

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

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

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

Legal References: G.S. 115C-36, -47(18), -284(c), -287.1, -289, -325.1 et seq.

Cross References: Professional and Staff Development (policy 1610/7800), Hearings Before the Board (policy 2500), Recruitment and Selection of Personnel (policy 7100), Evaluation of Licensed Employees (policy 7810), Professional Employees: Demotion and Dismissal (policy 7930)

Adopted:

# PLANS FOR GROWTH AND IMPROVEMENT OF LICENSED EMPLOYEES

Policy Code:

7811

The board expects all professionally licensed employees to maintain high levels of performance. If an employee does not meet this standard, the superintendent and administrative staff shall address any identified performance or other deficiencies through appropriate means, including by placing the employee on a monitored growth, directed growth, or mandatory improvement plan when required by state law, State Board policy or this policy, or when otherwise deemed necessary.

Growth and mandatory improvement plans as defined by law and this policy are valuable tools to promote the professional development of licensed employees. The board recognizes, however, that not all conduct and performance issues require the development of a plan. Administrators and supervisory personnel are authorized to address inappropriate conduct and/or inadequate performance using such other lawful means as they may deem appropriate. This policy shall not be interpreted to limit in any way the authority of administrators or other supervisory personnel to direct and reprimand licensed employees for inappropriate conduct or inadequate performance.

The superintendent shall develop procedures in accordance with state law, State Board guidelines, and this policy as necessary to carry out the board's directives.

## A. DEFINITIONS

1. As used in this policy, "teacher" means an individual defined as a teacher in G.S. 115C-325(a)(6) (for career status teachers) or G.S. 115C-325.1(6) (for non-career status teachers).
2. As used in this policy, "licensed employee(s)" includes school administrators as defined in G.S. 115C-325.1(a)(5b) and teachers.

## B. INDIVIDUAL, MONITORED, AND DIRECTED GROWTH PLANS

1. Use of Growth Plans
  - a. Teachers

Teachers who receive an overall rating of at least "proficient" on all standards on the North Carolina Teacher Evaluation Rubric as indicated on the Teacher Summary Rating Form shall develop an individual growth plan designed to improve performance on specifically identified standards and elements.

A teacher who is performing below a proficient level on the Teacher Summary Rating Form shall be placed on a monitored growth plan or a

directed growth plan unless dismissal, demotion, nonrenewal, or placement on a mandatory improvement plan (see Section C, below) is warranted. A monitored growth plan developed in accordance with State Board policy is required for a teacher who is rated “developing” on one or more standards of the North Carolina Teacher Evaluation Rubric. State Board policy also requires that a teacher who is rated “not demonstrated” on any standard or who is rated “developing” on any standard for two sequential years be placed on a directed growth plan. The superintendent may establish other criteria that will be deemed evidence that performance is below a proficient level or otherwise represents unsatisfactory or below standard performance and warrants placement on either a monitored growth plan or a directed growth plan.

Unless otherwise limited by state law or State Board policy, the principal is authorized to place a teacher on a monitored or directed growth plan or other plan of improvement at any point during the school year if the principal determines that the teacher is performing below the expected level.

b. School Administrators

Professional growth plans will be developed for school administrators as provided in State Board policy. A professional growth plan will include mutually agreed upon performance goals and recommendations based upon the school administrator’s self-assessment, the consolidated assessment and the summary evaluation using the *North Carolina School Executive; Principal and Assistant Principal Evaluation Process*. Development of the professional growth plan will be discussed at a meeting between the school administrator and the superintendent or designee when completing the annual evaluation process.

The superintendent may move to dismiss or demote a licensed employee whether or not the employee has been first placed on a growth or other improvement plan. See policy 7930, Professional Employees: Demotion and Dismissal.

2. Components of Growth Plans

Individual growth plans may contain, but are not limited to, any of the components listed below. However, monitored or directed growth plans must include at least the following components.

a. Identification of Deficiencies

All performance deficiencies, including all specific standards and elements of the Teacher Evaluation Rubric identified for improvement during the teacher’s evaluation, must be identified and addressed in the

growth plan.

b. Performance Expectations and Goals

For each problem identified, the growth plan must include a statement of the expected level of performance and/or other goals to be accomplished.

c. Strategies

The growth plan must set forth a strategy or strategies designed to correct each identified deficiency. The strategies should be specific and clearly state the activities the teacher should undertake to achieve the expected level of performance. The strategies also should identify all individuals responsible for implementing the plan.

d. Dates for Monitoring and Completion

The growth plan must include dates upon which the teacher's progress under the plan will be reviewed and the date by which performance is to be improved to the expected level. Under a monitored growth plan, the teacher must achieve proficiency within one school year. A directed growth plan may provide for a shorter period to achieve proficiency, not to exceed one school year.

3. Review of Growth Plans

Individual and professional growth plans should be reviewed at least annually with the licensed employee's supervisor and/or the principal, the superintendent, or their designees, as applicable.

In the case of a teacher's monitored or directed growth plan, once the designated time period for completion of a plan has elapsed, the principal or supervisor shall review the teacher's performance, including the results of any subsequent evaluation and determine whether the teacher continues to perform below the expected level in any area or whether the teacher's performance has improved sufficiently. If the teacher's performance remains below proficient, the principal or supervisor shall recommend to the superintendent one of the following:

- a. the board dismiss the teacher or demote or transfer the teacher to a position in which the teacher can be successful;
- b. the teacher be placed on a mandatory improvement plan in accordance with the provisions of Section C below; or
- c. the teacher be moved to a new monitored or directed growth plan or continue on a previous growth plan that has been revised as necessary,

provided the principal or supervisor determines that:

- 1) the teacher's continuing performance problems are not having an adverse impact on student learning or the school environment, or
- 2) the teacher is making good progress toward improvement in deficient areas and is likely to improve to an acceptable level within a reasonable, additional time period.

### **C. MANDATORY IMPROVEMENT PLANS**

A mandatory improvement plan is an instrument designed to improve a licensed employee's performance by providing the employee with notice of specific performance areas that have substantial deficiencies and a set of strategies, including the specific support to be provided to the employee, so that he or she may satisfactorily resolve such deficiencies within a reasonable timeframe.

The use of mandatory improvement plans as provided in this policy is discretionary and will be determined on a case-by-case basis. Nothing in this policy will be interpreted so as to require the use of mandatory improvement plans in addition to, or in lieu of, growth plans or other disciplinary action, including dismissal from employment as provided by law.

#### **1. Initiating a Mandatory Improvement Plan**

##### **a. Licensed Employees in Low-Performing Schools**

If a licensed employee in a low-performing school receives a rating on any standard on an evaluation that is below proficient or otherwise represents unsatisfactory or below standard performance in an area that the licensed employee was expected to demonstrate, the individual or team that conducted the evaluation shall recommend to the superintendent that (i) the employee receive a mandatory improvement plan designed to improve the employee's performance or (ii) the superintendent recommend to the board that the employee be dismissed or demoted. If the individual or team that conducted the evaluation elects not to make either of the above recommendations, the said individual or team shall notify the superintendent of this decision. The superintendent shall determine whether to develop a mandatory improvement plan or to recommend a dismissal proceeding.

##### **b. Teachers in Schools Not Identified as Low-Performing**

If, in an observation report or year-end evaluation, a teacher in a school not identified as low-performing receives a rating that is below proficient or otherwise represents unsatisfactory or below standard performance on

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any standard that the teacher was expected to demonstrate, the principal may place the employee on a mandatory improvement plan. The mandatory improvement plan will be utilized only if the superintendent or designee determines that an individual, monitored or directed growth plan would not satisfactorily address the deficiencies.

c. Any Licensed Employees Engaging in Inappropriate Conduct or Performance

A principal may recommend to the superintendent or designee that a licensed employee be placed immediately on a mandatory improvement plan if the employee engages in inappropriate conduct or performs inadequately to such a degree that the conduct or performance causes substantial harm to the educational environment, but immediate dismissal or demotion of the employee is not appropriate. The principal must document the exigent reason for immediately instituting such a plan.

2. Components of the Plan

A mandatory improvement plan for any licensed employee must include the following components.

a. Identification of Deficiencies

The performance areas in which the employee is deficient must be identified and addressed in the mandatory improvement plan.

b. Performance Expectations

For each problem identified, the plan must include a statement of the expected level of performance.

c. Strategies

The plan must establish a strategy or strategies designed to correct each identified deficiency. The strategies should be specific and clearly state the activities the employee should undertake to achieve the expected level of performance and the specific support to be provided to the employee. The strategies also should identify all individuals responsible for implementing the plan.

d. Dates for Monitoring and Completion

The plan must include dates upon which the employee's progress under the plan will be reviewed and the date by which performance is to be improved to the expected level.



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### 3. Development and Implementation of the Plan

#### a. Licensed Employees in Low-Performing Schools

When directed by the superintendent, a mandatory improvement plan to improve the performance of a licensed employee will be developed by the person who evaluated the licensed employee or the employee's supervisor, unless the evaluation was conducted by an assistance team. If the evaluation was conducted by an assistance team, that team shall develop the mandatory improvement plan in collaboration with the employee's supervisor. Mandatory improvement plans will be designed to be completed within 90 instructional days or before the beginning of the next school year.

#### b. Teachers in Schools Not Identified As Low-Performing

When a principal decides to put a teacher on a mandatory improvement plan, the principal shall develop the plan in consultation with the teacher. The teacher shall have five instructional days after receiving the plan to request a modification to the plan before it is implemented. The principal must consider the requested modification before finalizing the plan. The teacher shall have at least 60 instructional days to complete the mandatory improvement plan.

A teacher has five workdays after finalization of the mandatory improvement plan within which to submit a request to the principal for a qualified observer, as defined in G.S. 115C-333.1(c)(1), to observe the teacher in the area or areas of concern identified in the plan. In accordance with G.S. 115C-333.1(c)(2), the board will create and maintain a list of qualified observers who are employed by the board and available to conduct observations. The board will strive to limit the list to administrators and teachers who have excellent reputations for competence and fairness. Selection of the qualified observer and submission of the qualified observer's report to the principal will be in accordance with G.S. 115C-333.1(c)(3).

### 4. Reassessment

#### a. Licensed Employees in Low-Performing Schools

After the expiration of the time period for the mandatory improvement plan, the superintendent or designee or the assistance team shall assess the employee's performance. If the assessor determines that the employee has failed to become proficient in any of the performance standards articulated in the mandatory improvement plan or to demonstrate sufficient

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improvement toward such standards, the superintendent shall recommend that the employee be dismissed or demoted under ~~G.S. 115C-325~~applicable state law.

b. Teachers in Schools Not Identified As Low-Performing

Upon completion of a mandatory improvement plan, the principal or supervisor shall assess the performance of the employee. For teachers, the principal shall also review and consider any report provided by the qualified observer if one has been submitted before the end of the mandatory improvement plan period. If, after the assessment of the employee and consideration of any report from the qualified observer, the superintendent or designee determines that the teacher has failed to become proficient in any of the performance standards identified as deficient in the mandatory improvement plan or demonstrate sufficient improvement toward such standards, the superintendent may recommend that the employee be dismissed or demoted ~~G.S. 115C-325~~applicable state law

Legal References: G.S. 115C-325 (applicable to career status teachers), -325.1 et seq. (applicable to non-career status teachers), -333, -333.1; State Board of Education Policy TCP-C-004, TCP-C-005

Cross References: Professional and Staff Development (policy 1610/7800), Evaluation of Licensed Employees (policy 7810), Professional Employees: Demotion and Dismissal (policy 7930)

Adopted:

# **PROFESSIONAL PERSONNEL REDUCTION IN FORCE**

*Policy Code:*

**7920**

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The purpose of this policy is to establish an orderly procedure for reducing the number of licensed, professional employees of the school system.

## **A. GROUNDS FOR REDUCTION IN FORCE**

A reduction in force may be implemented when the board determines that any of the following circumstances have resulted in the need to decrease the number of licensed, professional positions.

### **1. System Reorganization**

System reorganization is defined as (a) the closing, consolidation, or reorganization of schools, school buildings, or facilities; (b) the elimination, curtailment, or reorganization of a curriculum offering, program, or school operation; or (c) the merger of two or more school systems.

### **2. Declining Enrollment**

Declining enrollment exists (a) when the enrollment or projected enrollment for the next succeeding school year causes a decrease in the number of teaching or administrative positions allocated by the State or any other funding source; or (b) when the enrollment or projected enrollment of a curriculum offering or program for the next succeeding school year is inadequate to justify continuation of the course or program.

### **3. Financial Exigency**

Financial exigency means (a) any significant decline in the board's financial resources that compels a reduction in the school system's current operational budget; (b) any significant decrease or elimination in funding for a particular program; or (c) any insufficiency in funding that would render the board unable to continue existing programs at current levels.

## **B. PRELIMINARY DETERMINATION**

- 1.** The superintendent shall determine whether or not a reduction in force for licensed employees is necessary, appropriate, or in the best interests of the school system.
- 2.** If the superintendent decides to recommend to the board a reduction in force, he or she shall first determine which licensed positions shall be subject to the

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reduction. In making that determination, the superintendent shall account for both:

- a. structural considerations, such as identifying positions, departments, courses, programs, operations, and other areas where there are (1) less essential, duplicative, or excess personnel; (2) job responsibility and/or position inefficiencies; (3) opportunities for combined work functions; and/or (4) decreased student or other demands for curriculum, programs, operations, or other services; and
  - b. organizational considerations, such as anticipated organizational needs of the school system and program/school enrollment.
3. The superintendent shall then present a recommendation to the board. The recommendation must include:
- a. the grounds for a reduction in force;
  - b. the licensed positions to be reduced, categorized by area(s) of licensure and/or program responsibility; and
  - c. the background information, data, and rationale for the recommendation.
4. The board will review the superintendent's recommendation and will determine whether to reduce the number of licensed employees or to reduce their terms of employment.
5. If the board, after exploring, considering, and discussing a variety of ways to avoid a reduction in force, determines that a reduction in force of licensed employees is necessary, the superintendent shall recommend to the board which individuals are to be dismissed, demoted, or reduced to part-time employment, based on the criteria set forth below.

### **C. CRITERIA**

The primary consideration in any reduction in force will be the maintenance of a sound and balanced educational program that is consistent with the functions and responsibilities of the school system. The superintendent shall consider a variety of factors in determining which employees will be included in the reduction in force, including the following:

1. performance ratings;
2. areas of licensure;
3. highly qualified status;

4. program enrollment;
5. service in extra duty positions and ability to fill such positions;
6. length of service, with higher priority given to service in this school system; and
7. degree level.

The superintendent shall develop a system for using the above-mentioned factors to determine which employees will be recommended to the board for inclusion in the reduction in force.

#### **D. PROCEDURE FOR TERMINATION**

The board will consider the superintendent's recommendation and may, by resolution, order dismissal or demotion of an individual or reduce an individual to part-time employment. All requirements of G.S. 115C-325 (for teachers with career status) and 115C-325.6 (for non-career status teachers) will be met, including the time limits and procedures for notice and the opportunity for a hearing, when any teacher with career employee status (as defined in G.S. 115C-325) or teacher or administrator (as defined in G.S. 115C-325.1) is terminated, demoted, or reduced to part-time employment due to a reduction in force.

#### **E. TERMINATION/REEMPLOYMENT OF A TEACHER WITH CAREER STATUS EMPLOYEE**

When a teacher with career status employee is dismissed in accordance with this policy, his or her name will be placed on a list of available employees to be maintained by the board.

#### **F. NONRENEWAL OF AN EMPLOYEE**

The board, upon recommendation of the superintendent, may refuse to renew the contract of a ~~probationary non-career status teacher;~~ to offer a new, renewed, or extended contract to a school administrator; or to reemploy any non-career status teacher who is not under contract for any cause it deems sufficient (see policies 7410, ~~Career Status,~~ and 7950, ~~Probationary Non-Career Status Teachers: Nonrenewal~~). A decision (1) not to renew a probationary non-career status teacher's contract, (2) not to renew, extend, or offer a new contract to a school administrator, or (3) to not reemploy any non-career status teacher who is not under contract is not considered a "termination" under this policy. In such circumstances the procedures set forth in this policy are not required to be followed before the board's decision.

Legal References: G.S. 115C-325 (applicable to career status teachers), -325.4, -325.6 to -325.9 (applicable to non-career status teachers); S.L. 2011-145

Cross References: ~~Career Status (policy 7410), Probationary-Non-Career Status Teachers:~~  
Nonrenewal (policy 7950)

Adopted:

## **PROFESSIONAL EMPLOYEES: DEMOTION AND DISMISSAL**

*Policy Code:*

**7930**

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The board recognizes that an effective professional staff is critical to the smooth operations of the school system and to creating a learning environment where students are able to succeed. When a licensed employee is unable or unwilling to meet performance expectations, the supervisor and superintendent should consider whether dismissal or demotion is appropriate.

Evaluators of licensed employees are expected to follow policy 7810, Evaluation of Licensed Employees, policy 7820, Personnel Files, and policy 7811, Plans for Growth and Improvement of Licensed Employees. Evaluators should provide the superintendent with carefully documented evidence concerning a person's inadequacies and lack of competencies when such deficiencies have led to the recommendation and contemplation of dismissal or demotion. These documents also should show ways in which the evaluator has endeavored to help the employee become a more effective professional. In the interest of students and the welfare of the school system, dismissal or demotion may be pursued regardless of whether the evaluator has met these expectations and regardless of whether the employee has first been placed on a growth plan or mandatory improvement plan, so long as the legal grounds for seeking dismissal or demotion can be sufficiently demonstrated.

All legally required ~~or contractually agreed upon~~ procedures, including those prescribed in ~~G.S. 115C-325~~ the applicable state law, will be followed in the dismissal or demotion of employees. ~~Career status teachers~~ employees, ~~probationary employees~~ non-career status teachers during the terms of their contracts, and school administrators during the terms of their contracts may be dismissed only for the following reasons ~~as outlined in G.S. 115C-325(e)(1)~~:

1. inadequate performance, as defined in accordance with G.S. 115C-325(e)(3) by the applicable state statute;
2. immorality;
3. insubordination;
4. neglect of duty;
5. physical or mental incapacity;
6. habitual or excessive use of alcohol or non-medical use of a controlled substance as defined in Article 5, Chapter 90 of the General Statutes;
7. conviction of a felony or a crime involving moral turpitude;
8. advocating the overthrow of the government of the United States or of the state of North Carolina by force, violence, or other unlawful means;

9. failure to fulfill the duties and responsibilities imposed upon teachers or school administrators by the General Statutes;
10. failure to comply with such reasonable requirements as the board may prescribe;
11. any cause that constitutes grounds for the revocation of an employee's career teacher's teaching or school administrator license;
12. a justifiable decrease in the number of positions due to school system reorganization, ~~or~~ decreased enrollment, or decreased funding, provided that there is full compliance with other statutory requirements;
13. failure to maintain one's license in current status;
14. failure to repay money owed to the state in accordance with the provisions of Article 60, Chapter 143 of the General Statutes; and
15. providing false information or knowingly omitting a material fact on an application for employment or in response to a pre-employment inquiry.

Resignation by a ~~career employee teacher~~ who has been recommended for dismissal under the applicable state statute G.S. 115C 325(e)(1) is subject to the provisions of policy 7900, Resignation.

Legal References: G.S. 90 art. 5; 115C 287.1, -307, -325 (applicable to career status teachers), -325.1 et seq. (applicable to non-career status teachers), -333, -333.1; 143 art. 60; 16 N.C.A.C. 6C .0502

Cross References: Professional and Staff Development (policy 1610/7800), Staff Responsibilities (policy 7300), Job Descriptions (policy 7400), ~~Career Status (policy 7410)~~, Evaluation of Licensed Employees (policy 7810), Plans for Growth and Improvement of Licensed Employees (policy 7811), Personnel Files (policy 7820), Resignation (policy 7900), ~~Probationary~~ Non-Career Status Teachers: Nonrenewal (policy 7950)

Adopted:



## **NON-CAREER STATUS TEACHERS: NONRENEWAL**

*Policy Code:*

**7950**

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The board, upon recommendation of the superintendent, may refuse to renew the contract of any non-career status teacher for any cause it deems sufficient, so long as the cause is not arbitrary, capricious, discriminatory, prohibited by state or federal law, or for personal or political reasons.

If the superintendent decides to recommend nonrenewal of a non-career status teacher, the superintendent shall provide written notice of the recommendation no later than June 1. The teacher may, within 10 days of receipt of the superintendent's recommendation, request written notice of the reasons for the superintendent's recommendation for nonrenewal and the information that the superintendent may share with the board to support the recommendation for nonrenewal. If a teacher files a timely request, the superintendent shall provide the requested information, and the teacher will be permitted to submit supplemental information to the superintendent and board prior to the board's decision.

A non-career status teacher has the right to petition the board for a hearing no later than 10 days after receiving notice of the superintendent's recommendation for nonrenewal. If the teacher requests a hearing, the board chair and vice chair will confer and determine whether such a hearing will be granted. If the chair and vice chair cannot agree, a hearing will be granted. [Note: It is within the board's discretion to determine how it will decide whether to grant a discretionary hearing. This method is a suggestion, and it may be modified to incorporate the board's current practice. (The board should DELETE THIS NOTE prior to adopting the policy.)] The board will notify the teacher of its decision whether to grant a hearing.

The board will notify the non-career status teacher whose contract will not be renewed for the next school year of its decision by June 15. If, however, a teacher is granted a hearing, the board will provide the nonrenewal notification within 10 days of the hearing or such later date upon the written consent of the superintendent and teacher.

Non-career status teachers may be demoted or dismissed during the terms of their contracts only in accordance with policy 7930, Professional Employees: Demotion and Dismissal.

Legal References: G.S. 115C-45(c), -325.1 *et seq.*

Cross References: Teacher Employment Contracts (policy 7410), Professional Personnel Reduction in Force (policy 7920), Professional Employees: Demotion and Dismissal (policy 7930)

Adopted:

The school administrative unit may deposit at interest or invest all or part of the cash balance of any fund. The finance officer will manage investments subject to whatever restrictions and directions the board of education may impose. The finance officer will have the authority to purchase, sell and exchange securities on behalf of the board of education. The investment program is to be so managed that investments and deposits can be converted into cash when needed.

Monies may be deposited at interest, in any bank, savings and loan association, or trust company in this state in the form of certificates of deposit or such other forms of time deposit as the local government commission may approve. Investment deposits will be secured as provided in G.S. 115C-444(b).

Investment securities may be bought, sold, and traded by private negotiation and administrative units may pay all incidental costs thereof and all reasonable costs of administering the investment and deposit program. Securities and deposit certificates will be in the custody of the finance officer who will be responsible for their safekeeping and for keeping accurate investment accounts and records.

Legal References: N.C. Const. art IX, § 7; G.S. 115C-433, -443, -452, -437, -444(b)

Cross References:

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

Administrative Procedure: None

School fund raising activities are to be kept to a minimum.

All such student activity funds must be receipted using standard receipt forms and turned over to the designated faculty representative.

The principal is responsible for the security, proper handling, and proper spending of all activity funds. The principal is also responsible for seeing that accounts are not over-spent.

Money raising projects must have the prior approval of both the principal and the superintendent, and the principal is responsible for supervising the conduct of each approved activity.

All purchases made from activity funds, athletic or otherwise, are to be approved by both the faculty representative and the principal. Bids should be received whenever practical and any and all bids may be refused.

The officers of any high school senior class or any other school organization or club, which is to be disbanded and which has funds accrued after all other obligations are satisfied, is to be informed by the principal of the amount of the balance along with a request for a recommendation for expending the funds. The officers of the class or organization, in consultation with the faculty representative and the principal, will make their recommendation to the principal regarding the use of the remaining funds. Should no acceptable recommendation be received by the principal within 30 calendar days of the request, then the funds may be transferred to the school general fund and expended at the discretion of the principal.

Legal References: G.S. 115C-435, -436, -445, -448

Cross References: Fiscal Management Standards (policy 8300), Daily Deposits (policy 8325), School Finance Officer (policy 8510), School Treasurer (policy 8520)

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

Administrative Procedure: 8411 School Fund Raising Activity Request for Approval

# SELECTION AND USE OF ARCHITECTS AND ENGINEERS

Policy Code:

9110

## **A.** **SERVICES FOR WHICH ARCHITECTS AND/OR ENGINEERS WILL BE USED**

To the extent required by North Carolina General Statute 133-1.1, a registered architect or registered engineer, or both, will be used to design and inspect school system buildings being repaired or constructed as required by law in accordance with Chapter 133, art. 1. In addition, architects and/or engineers may be used for services, such as:

1. preparing feasibility studies for additions, alterations, or renovations of existing facilities;
2. providing consulting services on technical matters;
3. providing services related to long-range planning or facility design; and
4. assisting in the preparation and submission of any documents requested by other governmental agencies.

## **B.** **SELECTION PROCESS**

In selecting an architect and/or engineer for facility design and related services, the superintendent shall solicit proposals and provide to the board for consideration a list of architects and/or engineers who are selected based upon the following criteria:

1. training and experience of project managers, project architects, and/or engineers and project designers, especially in school-related designs;
2. planning ability and promptness;
3. experience in specification writing, including reputation for accuracy and sufficiency of detail;
4. reputation for quality of design in appearance and utility;
5. history of thorough inspections and follow-through with jobs;
6. relationships with contractors; and
7. any other factors the board deems relevant.

The board will approve the selection of architects and/or engineers for school projects with expenditures of \$500,000 or more. The board will grant a North Carolina resident architectural or engineering firm a preference over a nonresident architectural or

engineering firm if the home state of the nonresident firm has a practice of granting a preference to its resident firms over North Carolina resident firms. Any preference granted to a resident firm will be in the same manner, on the same basis, and to the same extent as the preference granted by the nonresident firm's home state. The bid documents must require that nonresident firms disclose and describe any construction contract preferences granted by the firm's home state.

Fees will be negotiated with the selected architect and/or engineer. If a fair and reasonable fee cannot be agreed upon, the board will select the next best qualified architect and/or engineer and negotiate fees. The contract with the architect and/or engineer must be reviewed by the board attorney, be approved by the board, and meet all applicable laws and board policies.

The board reserves the right to exempt itself from the process provided in this policy as permitted by G.S. 143-64.32 or other applicable statutes. The superintendent may recommend an exemption for particular projects by stating in writing the reasons and circumstances giving rise to the request.

Legal References: G.S. 133, arts. 1 and 3; 143-64.31, -64.32

Cross References: Site Selection (policy 9010), Facility Design (policy 9020)

Adopted:

# COMMITMENT TO ACCOMPLISHMENT

*Asheboro's graduates are guaranteed!*

Resolution

June 12, 2014

WHEREAS, the Asheboro City Schools' mission is to provide quality learning opportunities for all students in a safe and inviting environment so that our students can become successful lifelong learners and responsible, productive citizens, and

WHEREAS, the Asheboro City Schools are committed to preparing our graduates for the future, and

WHEREAS, the Asheboro City Schools are committed to preparing our graduates to successfully pursue post-secondary education or enter the workforce in Randolph County with the skills necessary to satisfactorily perform their job,

NOW, THEREFORE, BE IT RESOLVED the Asheboro City Board of Education hereby offers this guarantee to Randolph County employers until June 1, 2015:

**If you hire a 2014 graduate of Asheboro High School and find that he or she lacks the basic skills in reading or mathematics needed to learn and perform satisfactorily on the job, we will take that graduate back.**

If you are not satisfied with one of our 2014 graduates' basic skills in reading or mathematics, please call the superintendent at (336) 625-5104. The graduate will be contacted and offered free additional coursework.

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Diane L. Frost, Ph.D.  
Superintendent of Schools

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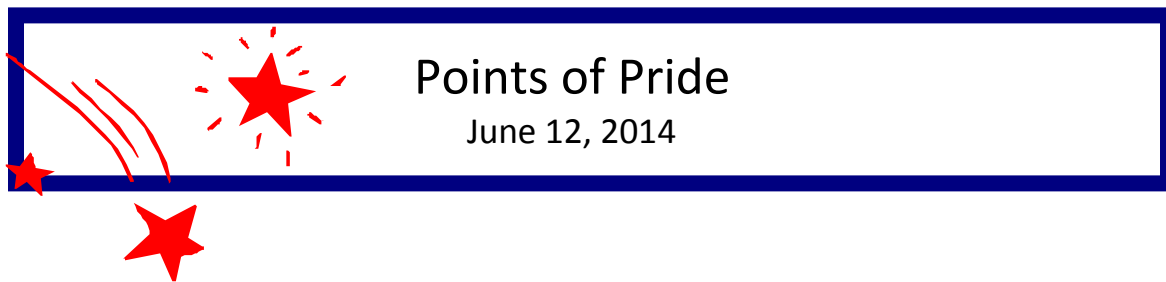
Jane H. Redding, Chairperson  
Asheboro City Board of Education



**Asheboro City Schools**

*...the subject is excellence!*

	A	B	C	D
1	School/Location	Date	Event	Time
2	Lee J. Stone Stadium	Tuesday, June 10	Graduation	7:00pm
3	AHS	Wednesday, June 11	Retirement Breakfast	7:30am
4	AHS PDC	Thursday, June 12	Board of Education Meeting	7:30pm
5	AHS PDC	Tues., June 24 - Wed., June 25	Administrative Team Retreat	8:00am - 4:00pm
6	AHS PDC	Thursday, June 26	Board Retreat	5:00pm
7	AHS PDC	Thursday, July 10	Board of Education Meeting	7:30pm
8	AHS PDC	Thursday, Aug. 14	Board of Education Meeting	7:30pm
9	AHS Zoo School	Wednesday, Aug. 20	AHS Zoo School Open House	9:00am - 11:00am
10	Balfour	Wednesday, Aug. 20	K-5 Balfour Open House	4:00pm - 6:00pm
11	McCrary	Wednesday, Aug. 20	K-5 McCrary Open House	4:00pm - 6:00pm
12	Loflin	Wednesday, Aug. 20	K-5 Loflin Open House	4:00pm - 6:00pm
13	Teachey	Wednesday, Aug. 20	K-5 Teachey Open House	4:00pm - 6:00pm
14	Lindley Park	Wednesday, Aug. 20	K-5 Lindley Park Open House	4:00pm - 6:00pm
15	NAMS	Wednesday, Aug. 20	6th Grade NAMS Open House	6:30pm - 8:00pm
16	SAMS	Wednesday, Aug. 20	6th Grade SAMS Open House	6:30pm - 8:00pm
17	AHS	Thursday, Aug. 21	9th Grade Open House	9:00am - 11:30am
18	AHS	Thursday, Aug. 21	10th, 11th and 12th Grade Open House	5:00pm - 7:00pm
19	NAMS	Thursday, Aug. 21	7th and 8th Grade NAMS Open House	6:30pm - 8:00pm
20	SAMS	Thursday, Aug. 21	7th and 8th Grade SAMS Open House	6:30pm - 8:00pm
21	AHS	Friday, Aug. 22	Convocation	7:30am
22	All Schools	Monday, Aug. 25	First Day for Students	all day
23	ECDC	Monday, Aug. 25	Pre-k Open House	6:00pm - 7:00pm



## Student achievements:

- McCrary's team won the district's elementary Battle of the Books competition
- AHS OCS students worked with community volunteers to build a greenhouse at the high school
- ECDC students showcased examples of project based learning for parents and community members
- Jasmine Trogdon and Henry Weaver, AHS, were awarded scholarships from the Randolph County Sports Council
- Members of the Class of 2014 were recognized at the annual scholarship and awards program
- AHS Seniors presented their graduation projects to members of the community
- Lindley Park students participated in a vocabulary parade
- Teachey's fitness club students participated in a 5K run
- The AHS Air Force JROTC placed flags on veterans' graves in honor of Memorial Day

## Staff recognition:

- Kathryn Chaney, DLL, was named the 2014 Apple of Excellence
- Chris Burian, NAMS, was named the 2014-2015 Teacher of the Year

## Events bringing community into our schools:

- All schools held year end awards ceremonies
- The annual Senior Boards night took place May 28



**Asheboro City Schools**

*...the subject is excellence!*