

**ASHEBORO CITY BOARD OF EDUCATION**  
**May 9, 2013**  
**7:30 p.m.**  
**Asheboro High School**  
**Professional Development Center**

**\*6:00 p.m. – Policy Committee**

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

**I. Opening**

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – Brandon Casillas and Drew Bullins, Guy B. Teachey Elementary School
- \*D. Approval of Agenda

**II. Special Recognition and Presentations**

- A. Board Spotlight – Guy B. Teachey Elementary School
- B. Teacher of the Year Nominees
- C. 2013 Apple of Excellence Outstanding Teacher of the Year
- D. NCCTM Math Teacher of the Year
- E. Teacher Leadership Academy
- F. AVID Program

**III. Public Comments**

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

**IV. \*Consent Agenda**

- A. Approval of Minutes – April 11, 2013, and April 23, 2013
- B. 2013-2014 Career Technical Education Local Plan
- C. Personnel

**V. Information, Reports and Recommendations**

- A. Career Status Consideration
- B. Future Plan 2013-2016
- C. AdvancEd Midterm Report
- D. Policies
  - Policy 1510/4200/7270 – School Safety
  - Policy 3000 – Goals and Objectives of the Educational Program
  - Policy 3510 – Religious-Based Exemption from School Programs
  - Policy 4335 – Criminal Behavior
  - Policy 4400 – Attendance
  - Policy 5210 – Distribution and Display of Non-School Materials

**VI. Action Items**

- \*A. Policies
  - Policy 3405 – Students At-Risk of Academic Failure (Revisit)
  - Policy 5120 – Relationship with Law Enforcement

- Policy 6220 – Operation of Student Food Services
- Policy 6420 – Contracts with the Board
- Policy 7120 – Employee Health Certificate
- Policy 7510 - Leave

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

- A. Calendar of Events
- B. Points of Pride
- C. 2012-2013 Board Goals, May Update

**VIII. Board Operations**

- A. National School Boards Association's Conference Update
- B. Important Dates to Remember:
  - Teacher Appreciation Week – May 6-10, 2013
  - Teacher of the Year Banquet – Wednesday, May 22, 2013, 6:00 p.m., Pinewood Country Club
  - Budget Presentation to County Commissioners – Tuesday, May 28, 2013, 6:00 p.m.
  - Senior Awards Night – Tuesday, May 28, 2013, 7:00 p.m.
  - Baccalaureate – Sunday, June 2, 2013, 7:00 p.m.
  - Graduation – Friday, June 7, 2013, 7:00 p.m.
  - Summer Board Retreat – Tuesday, June 25, 2013, 5:30-8:30 p.m., Professional Development Center

**IX. Adjournment**

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

ASHEBORO CITY BOARD OF EDUCATION  
May 9, 2013  
7:30 p.m.  
Asheboro High School  
Professional Development Center

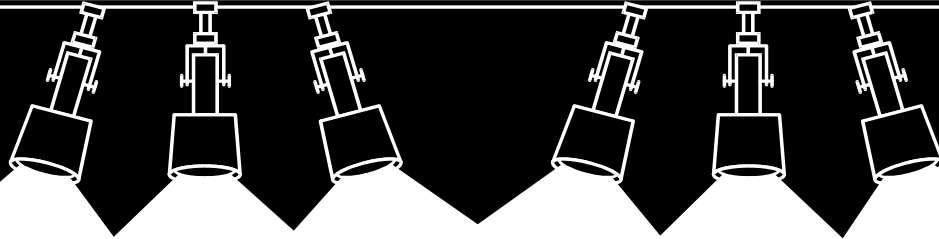
**Addendum**

- I. **Opening**
  
- IV. **\*Consent Agenda**
  - C. Personnel
  
- V. **Information, Reports and Recommendations**
  - B. Future Plan 2013-2016
  
- IX. **Adjournment**

**Mission Statement**

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

**May 9, 2013**



**Board Spotlight:**

This month's board spotlight comes from Guy B. Teachey Elementary School. Principal Brian Saunders will be sharing information about the school's LEGO Robotics Club. The club was started this semester.

**Special Recognitions:**

**Teacher of the Year Candidates**

- Balfour – Elizabeth Cook
- McCrary – Joel McClosky
- Loflin – Ashley Smith
- Lindley Park – Caroline Rush
- Teachey – Denise Nixon
- NAMS – Sue Shumaker
- SAMS – Thomas Snyder
- AHS – Kathy Saunders
- ECDC – Karen Smith

**2013 Apple of Excellence Outstanding Teacher of the Year**

- Sadie Daniels, NAMS

**NCCTM Elementary Math Teacher of the Year**

- Sharon Andrews, Teachey

**Teacher Leadership Academy**

- Sharon Andrews, Denise Nixon, Dubraska Stines, Rebecca Jones, Kathy Malpass, Sara Ralph, Sarah Tonkin, Tyler Bidwell, Steve Watson, Tracey Foscue, Melissa Hicks, Ashley Smith, Erica Rosencrans, Tracey Sims, Jaimie Cope, Laura Holland, Frank Cagle, Adriane Clarrett, Chandra Collins, Ryan Gibbs, Helene McQueen, Kathy Saunders, Kateland Bunch, Lynn Fisher



# AVID Accomplishments

## AVID Class of 2013

- **18** AVID students in the class of 2013
- **6 out of 18** AVID students started in 7<sup>th</sup> grade
- **14 out of 18** students in AVID since 9<sup>th</sup> grade
- Senior year
  - **8** AVID students participate in **clubs**
  - **3** AVID students participate in **varsity sports**
  - **5** AVID students participate in **chorus/drama**
  - **5** AVID students maintain a **job outside of school**
- Average **GPA** over 4 years at AHS of AVID students- **3.32**
- **18 out of 18** AVID students accepted to either a 4 year college/university or 2 year community college program
- As a whole, **37** students accepted to college/university and **14** students accepted to community college, total of **51** students
  - Ex. Catawba, Wingate, Campbell, UNCG, UNCC, RCC
- To this date **AVID** students have been awarded **\$223,570** in scholarship money from colleges or universities (not financial aid)

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

**April 11, 2013**

**7:30 p.m.**

### **Policy Committee**

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

Gidget Kidd  
Jane Redding

Chris Yow

Committee members absent were Archie Priest, Jr., Steve Jones, and Phillip Cheek.

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

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

- Policy 1510/4200/7270 - School Safety
  - Section added that provides guidelines for responding to student altercations
- Policy 3000 - Goals and Objectives of the Educational Program
  - Minor technical changes made
- Policy 3510 - Religious-Based Exemption from School Programs
  - Minor terminology update
- Policy 4335 - Criminal Behavior
  - Minor language changes and additions
  - Addition of when criminal behavior can be reported and protection for employees
  - Discussion on how often the board is given reports of criminal behavior - currently, annually is sufficient.
- Policy 4400 - Attendance
  - Language regarding "Excused Absences" was added and definitions were clarified
  - Absences of children of military families clarified
- Policy 5210 - Distribution and Display of Non-School Materials
  - Statement added that says principal shall not discriminate when granting or denying groups permission to distribute or display non-school material.

Policies will go to the full board in May for 30-day review.

With no further business, the meeting was adjourned at 6:30 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  
Joyce Harrington  
Jane Redding

Dr. Kelly Harris  
Kyle Lamb

Committee members absent were Archie Priest, Jr., and Linda Cranford.

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

Mr. Blair reviewed the following items:

- Lottery Funds Request – Guy B. Teachey Elementary
- Budget Amendment CO-3

Committee members also were given a budget update.

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	Joyce Harrington
Dr. Kelly Harris	Gidget Kidd
Kyle Lamb	Archie Priest, Jr.
Chris Yow	

Archie Smith, Jr., Attorney

Board members absent were Linda Cranford and Steve Jones.

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

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

Following a moment of silence led by Chairman Redding, Nayely Garcia Cortez, a third grade student at Balfour Elementary School, led the pledge of allegiance.

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

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

The Board of Education's spotlight was Balfour Elementary School. Students shared how Balfour is using its most important school rule, "treat others the way you want to be treated," as an anti-bullying message. A video featuring Balfour students was shown demonstrating the rule in action.

#### **Public Comments**

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

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

#### **Consent Agenda**

The following Consent Agenda items were approved:

*\*Approval of Minutes – March 14, 2013, and March 18, 2013*

*\*Public School Building Capital Fund – Lottery Funds Request-Guy B. Teachey Elementary (A copy of the Lottery Funds Request will become a part of these minutes)*

*\*Budget Amendment CO-3 (A copy of Budget Amendment CO-3 will become a part of these minutes.)*

*\*Personnel*

## **RESIGNATIONS/RETIREMENTS/SEPARATIONS**

<b><u>NAME</u></b>	<b><u>SCHOOL</u></b>	<b><u>SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Dillingham, Rhonda	AHS	English	6/11/13
Rush, Beth	CWM	Instructional Assistant	7/1/13
Durham, Victory	GBT	Reading Facilitator	7/1/13

## **APPOINTMENTS**

<b><u>NAME</u></b>	<b><u>SCHOOL</u></b>	<b><u>SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Edwards, Sandra	CO	Sr. Staff Accountant	5/20/13
Lester, Tena	CO	Attendance Social Worker	7/1/13
Grantham, Jessica		Substitute (\$70)	3/18/13
Lennon, Barbara		Substitute (\$70)	4/15/13

## **ADMINISTRATIVE CONTRACTS**

<b><u>NAME</u></b>	<b><u>SCHOOL</u></b>	<b><u>SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Johnson, Pam	CO	Director of Exceptional Children	5/31/13-6/30/13 &

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

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

- Policy 3405 – Students At-Risk of Academic Failure (Revisit)
- Policy 5120 – Relationship with Law Enforcement
- Policy 6220 – Operation of Student Food Services
- Policy 6420 – Contracts with the Board
- Policy 7120 – Employee Health Certification
- Policy 7510 – Leave

### **Action Items**

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

- Policy 2430 – Dissemination of Policies
- Policy 3120 – Lesson Planning
- Policy 3300 – School Calendar and Time for Learning
- Policy 3430 – School Improvement Plan
- Policy 3460 – Graduation Requirements
- Policy 4050 – Children of Military Families
- Policy 4150 – School Assignment
- Policy 4155 – Assignment to Classes
- Policy 5000 – Schools and the Community
- Policy 5020 – Visitors to the Schools

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: AHS Spring Musical Production: "Hairspray," April 19-21; Teacher Appreciation Week, May 6-10; Teacher of the Year Banquet, May 22; Senior Awards Day, May 24; County Commissioners' Meeting, May 28; Senior Awards Night, May 28, and Senior Board Night, May 29.

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



Superintendent Frost presented an update on the 2012-2013 Asheboro City Schools' Strategic Plan goals.

Dr. Frost also gave an update on our Future Plan 2013-2016 that is being developed. The plan will be presented to the Board at the May Board meeting.

Mike Mize gave a brief update on the various construction and maintenance projects that are on-going at our facilities.

**Board Operations**

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

- NSBA Annual Conference - April 13-15, 2013, San Diego, CA
- Budget Work Session - April 23, 2013, 7:00 p.m., Central Office Board Room
- Teacher Appreciation Week – May 6-10, 2013

**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. The meeting adjourned at 7:57 p.m.

---

Chairman

---

Secretary

**Minutes of the Asheboro City Schools Board of Education**  
**April 23, 2013**  
**7:00 p.m.**  
**Budget Presentation**

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

Jane Redding, Chairman  
Gustavo Agudelo  
Linda Cranford

Kyle Lamb  
Archie Priest, Jr.  
Dr. Kelly Harris

The following members were absent: Joyce Harrington, Gidget Kidd, Steve Jones, Chris Yow, and Phillip Cheek.

Staff members present were: Dr. Diane Frost, Harold Blair, Carla Freemyer, Mike Mize, Dr. Brad Rice, Dr. Drew Maerz, Pam Johnson, and Jennifer Smith. Additional staff present was Kristen Wright, Assistant Finance Officer.

Chairman Redding welcomed everyone and recognized Mr. Harold Blair to lead the budget presentation. Mr. Blair presented the 2013-14 Budget Proposal in detail inviting comments and/or questions. Mr. Blair indicated a county appropriation request totaling \$5,766,116 would be submitted including \$4,656,116 for current expense and \$1,110,000 for capital outlay. The Board of Education will request that County Commissioners leave the City Schools supplemental tax rate at \$.1385/100. A motion was made by Mr. Lamb to approve the 2013-14 Budget Proposal as presented, seconded by Mr. Agudelo, and unanimously approved by the Board. (A copy of the 2013-14 Budget Proposal will become a part of these minutes.)

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

There being no further business, a motion was made by Ms. Cranford, seconded by Mr. Lamb, to adjourn the meeting at 7:30 p.m.

\_\_\_\_\_  
Chairman

\_\_\_\_\_  
Secretary

**Asheboro City Schools**  
**Application for Career and Technical Education (CTE)**  
**State/Federal Funding**  
**Fiscal Year 2013-2014**

**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 2013-2014 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 College Tech Prep, College Prep/College Tech Prep, Occupational Course of Study, the North Carolina Academic Scholars Program and the Future-Ready graduation requirements. 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 CTE programs. 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, technology, and career development courses. CTE offers 36 high school course offerings in 13 career clusters. New courses and certifications are being implemented in 2013-14, and a marketing campaign has been developed. 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 course offerings are available through a partnership with Randolph Community College under the Career and College Promise, which include an additional 50 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://ctelaps.dpi.state.nc.us/>

Login as guest, password is guest

**2013-2014 LOCAL PLAN  
APPLICATION FOR CAREER AND TECHNICAL EDUCATION (CTE)\*  
STATE/FEDERAL FUNDING**

**FISCAL YEAR 2013-2014  
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** \_\_\_\_\_ **May 9, 2013** \_\_\_\_\_  
**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**

**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.

**Professional and Certified Personnel  
Recommendations for the 2013-2014 Academic Year  
Asheboro City Board of Education  
May 9, 2013**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Applegate	Tammy	AHS	Math
Brewer	Blake	AHS	Alternative
Bump	Luke	AHS	English
Bunch	Katie	AHS	History
Church	Leigh Anne	AHS	FCS
Dillion	Jonathan	AHS	English/Journalism
Dozier	Angela	AHS	English
Ellington	Chad	AHS	Nova Academy
Faircloth	Josh	AHS	Social Studies
Gomez	Carlos	AHS	ESL
Grady	Lori	AHS	Foreign Language
Heckethorn	Ben	AHS	Social Studies
Higgs	Gayle	AHS	Guidance
Jarrell	Margeaux	AHS	English
Leonard	Travis	AHS	Technology
Lopina	Matt	AHS	Art
Parrish	David	AHS	English
Phillips	John	AHS	Math
Seabrease	Zack	AHS	Science
Silva	Zulema	AHS	Foreign Language
Thompson	Amanda	AHS	EC
Wilson	Elizabeth	AHS	Math
Winsley	Nicole	AHS	English
Worstell	James	AHS	ROTC

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Bowman	John	NAMS	Science/SS
Cammareri	Hope	NAMS	ELA
Collins	Chandra	NAMS	Science
Daniels	Sadie	NAMS	Math
Gibbs	Ryan	NAMS	Social Studies
Gold	Jennifer	NAMS	ELA
Mazur	Tori	NAMS	ESL
McKinnon	Leslie	NAMS	EC
Millsaps	Natasha	NAMS	ELA

Phillips	Jennifer	NAMS	ELA
Rodriguez	Claudia	NAMS	Math
Schlatterer	Susan	NAMS	EC
Staley	Bobby	NAMS	Business
Trentacosta	Kathryn	NAMS	EC
Ward	Clyde	NAMS	Social Studies

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Beck	Donna	SAMS	ESL
Cagle	Frank	SAMS	Math
Clarett	Adriane	SAMS	AVID/SS
Costas	Zach	SAMS	ELA
Curry	Melissa	SAMS	ELA/SS
Flow	William	SAMS	ELA/SS
King	Kathleen	SAMS	Chorus
Marinucci	Rachel	SAMS	EC
McElroy	David	SAMS	Math
Mere	Cortney	SAMS	ELA
Murray	April	SAMS	Foreign Language
Toscano	Kristen	SAMS	EC

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Ackland	Robin	BAL	ESL
Bartlett	Sarah	BAL	1st Grade
Coatoam	Sarah	BAL	1st Grade
Hanson	Rebekah	BAL	5th Grade
Howell	Myra	BAL	3rd Grade
Jones	Alisha	BAL	Kindergarten
Kessler	Sarah	BAL	4th Grade
Maness	Molly	BAL	1st Grade
McDonald	Melanie	BAL	1st Grade
Perkins	Sarah	BAL	1st Grade
Porreca	Laura	BAL	EC
Przybylowski	Mary Jo	BAL	2nd Grade
Race	Michelle	BAL	2nd Grade
Skoglund	Melissa	BAL	EC
Speer	Jennifer	BAL	2nd Grade
Stepp	Lauren	BAL	Kindergarten
Watson	Toshia	BAL	Kindergarten
Yates	Andrea	BAL	Speech

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Andrews	Laura	CWM	5 <sup>th</sup> Grade
Barnhouse	Wesley	CWM	Art
Biaggi	Emmi	CWM	ESL
Dawalt	Keisha	CWM	Kindergarten
Eidy	Julie	CWM	3rd Grade
Hardin	Kristen	CWM	1st Grade
Henderson	Katie	CWM	5th Grade
Sandt	Celes	CWM	4th Grade
Smith	Laura	CWM	4th Grade

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Dodson	Bailey	DLL	5th Grade
Feary	Colleen	DLL	Kindergarten
Gavin	Robertta	DLL	Media
Grady	Natalie	DLL	2nd Grade
Gravett	Jaclyn	DLL	1st Grade
Joyce	Meghan	DLL	2nd Grade
Kern	Ella	DLL	4th Grade
Lee	Summer	DLL	Kindergarten
Lyons	DeAnna	DLL	2nd Grade
Moody	Kailey	DLL	EC
Nguyen	Maylin	DLL	ESL
Poston	Kristina	DLL	2nd Grade
Shaw	Stephanie	DLL	5th Grade
Singleton	Megan	DLL	4th Grade
Wilhelm	Michael	DLL	4th Grade

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Ivan	Joy	ECDC	Pre-Kindergarten
Lawrence-Smith	Venise	ECDC	Pre-Kindergarten
Prohoniak	Melanie	ECDC/GBT	Pre-Kindergarten
Watts	Amber	ECDC/CWM	Pre-Kindergarten

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Lawton	Hannah	GBT	4th Grade
Lloyd	Shelby	GBT	2nd Grade
Mitchell	Rachael	GBT	1st Grade
Peterson	Katie	GBT	2nd Grade
Ralph	Amy	GBT	Technology



Roth	Brittany	GBT	5th Grade
Runnfeltdt	Valerie	GBT	2nd Grade
Westbrook	Jeannie	GBT	4th Grade

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Allred	Kristi	LP	Kindergarten
Aguero	Carolina	LP	ESL
Brown	Jessica	LP	1st Grade
Johnson	Ebony	LP	4th Grade
Moore	Sarah	LP	Kindergarten
Neal	Heather	LP	ESL
Ross	Samantha	LP	2nd Grade
Scotton	Katie	LP	Kindergarten
Stutzman	April	LP	Psychologist
White	Elizabeth	LP	ESL

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Hurley	Lori	AHS	FCS
Knight	Marchelle	AHS	ESL
Robbins	Jennifer	AHS	Health Sciences

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Berrier	Angie	NAMS	Guidance
Groseclose	Graham	NAMS	Science
Roman	Josie	NAMS	Foreign Language

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Dawson	Julia	SAMS	Media

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Kemp	Caroline	CWM	Reading

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Faircloth	Nicole	GBT	4th Grade

**\*C. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

<b>NAME</b>		<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Allred	Kari	BAL/NAMS	English as a Second Language	6/11/2013
Cranford	Cindy	SAMS	Secretary	4/17/2013
Dryer	Emily	GBT	5th Grade	6/12/2013
Espada	Michelle	CWM	English as a Second Language	6/11/2013
Ficquette	Sherry	GBT	Assistant Principal	6/14/2013
Foster	Missy	DLL	Instructional Facilitator	6/11/2013
Golding	Melanie	BAL	5th Grade	6/11/2013
Groseclose	Terry	SAMS	English/Language Arts	6/30/2013
Henderson	Donna	AHS	Math	6/11/2013
Henderson	Lisa	NAMS	Instructional Assistant	4/11/2013
Matthews	Teresa	SAMS	Technology	6/11/2013
Millikan	Marianne	NAMS	Family Consumer Science	6/30/2013
Murray	Brittany	GBT	1st Grade	6/12/2013
Pickett	Allison	SAMS	Exceptional Children	6/11/2013
Soja	Heather	AHS	Science	6/11/2013
Stefan	ReAnn	DLL	5th Grade	6/11/2013
Thekkekandam	Katie	LP	4th Grade	6/11/2013
Yorkus	Sharon	BAL	Exceptional Children	5/10/2013
Yorkus	Stephen	BAL	5th Grade	5/10/2013

**\*D. APPOINTMENTS**

<b>NAME</b>		<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Wise	Allison	BAL	Music	8/19/2013
Delgado	Izamar		Substitute (\$70)	5/2/2013
Jackson	Amanda		Substitute (\$70)	5/1/2013
Ladd	Victoria		Substitute (\$70)	5/1/2013
LeRoy	Kris		Substitute (\$70)	4/29/2013
Letkiewicz	Nitasha		Substitute (\$70)	5/1/2013
Lucas	Angela		Substitute (\$70)	5/1/2013
Szabo	Emily		Substitute (\$70)	5/1/2013
Thomas	Dave		Substitute (\$70)	5/1/2013
Trogdon	Ronald		Substitute (\$70)	5/1/2013

**\*E. LEAVES OF ABSENCE**

<b>NAME</b>		<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Allred	Melissa	GBT	Reading	7/1/2013 - 6/30/2014
Evans	Ann	AHS	Math	7/1/2013 - 6/30/2015
Owens	Yajaria	AHS	Guidance	7/1/2013 - 6/30/2014

**\*F. ADMINISTRATIVE CONTRACTS**

<b>NAME</b>		<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Brady	Julie	CWM	Principal	7/1/2013 - 6/30/2017
McHenry	Rhonda	CWM	Assistant Principal	7/1/2013 - 6/30/2017
Moss	Jeff	SAMS	Assistant Principal	7/1/2013 - 6/30/2017
Saunders	Brian	GBT	Principal	7/1/2013 - 6/30/2017

**Asheboro City Schools**  
**Personnel Transactions - Addendum**  
**5/9/2013**

**\*C. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

<u>NAME</u>		<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
Watson	Cindy	BAL	Music	6/30/2013

**\*E. LEAVES OF ABSENCE**

<u>NAME</u>		<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
Zehmer	Brooke	LP	Assistant Principal	5/13/2013 - 6/7/2013

**\*G. TRANSFERS**

Rush	Caroline	LP	Grade 4 to Reading Specialist	8/19/2013
Hanson	Rebecca	BAL	Grade 5 to ESL	8/19/2013

**Asheboro City Schools  
Certified Appointments  
May 9, 2013**

<b>NAME</b>	<b>COLLEGE/DEGREE</b>	<b>LICENSURE</b>
Wise, Allison	UNC-Greensboro B: Music Education	Music

Ms. Allison Wise is recommended to teach music at Balfour Schools. Originally from Virginia, Ms. Wise relocated to North Carolina to attend UNC-G. Upon graduation she accepted a position with Scotland County Schools teaching elementary music at Laurel Hill Elementary School. We are pleased to have Ms. Wise join the Asheboro City Schools family.

**Professional and Certified Personnel  
Recommendations for the 2013-2014 Academic Year  
Asheboro City Board of Education  
May 9, 2013**

**Teachers Eligible for Career Status Consideration**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Allmon	Terry	AHS	EC
Byrum	Ellen	AHS	Marketing
Evans	Ann	AHS	Math
Owens	Jonathan	AHS	EC
Renne	Michael	AHS	Technology
Reynolds	Amy	AHS	FCS

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Ernst	Brad	NAMS	Science
Wolfe	Meredith	NAMS	ELA

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Barnhouse	Melissa	SAMS	EC
Cope	Jaimie	SAMS	Art
Hall	Haven	SAMS	Biotechnology
Popp	Laura	SAMS	ELA
Runnfeldt	Kristen	SAMS	Math
Wright	Lee	SAMS	Science

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Cook	Elizabeth	BAL	Kindergarten
Larson	Matt	BAL	PE

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Espada	Michelle	CWM	ESL
Payne	Laura	CWM	Music

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Cabiness	Donna	DLL	Guidance
Petersen	Sharon	DLL	5th Grade
Ray	Crystal	DLL	Kindergarten
Carr	Heather	DLL	3rd Grade

Smith Ashley DLL 1st Grade

**LAST FIRST SCHOOL SUBJECT**  
Leonard Debbie ECDC Pre-Kindergarten

**LAST FIRST SCHOOL SUBJECT**  
Beck Margaret GBT Kindergarten  
Davin Misty GBT 3rd Grade  
Deaton Amanda GBT 4th Grade  
Johnson Brandi GBT 3rd Grade  
Nixon Denise GBT 3rd Grade  
Wells Stephanie GBT Art

**LAST FIRST SCHOOL SUBJECT**  
Harris Sheri LP 3rd Grade  
Hinch Thomas LP 2nd Grade  
Kearns Beth LP 5th Grade  
Rush Caroline LP 4th Grade  
Skeen Helen LP 1st Grade

# **Future Planning for Excellence 2013-2016**



Process and Proposed Plan  
May 9, 2013



# Co-Chairs

Cranford and Beth Knott

Jane Redding, Board of Education

# Steering Committee

Amy Cernava – Energizer

Phillip Cheek – Board of Education

Vickie Gallimore – REMax Central Realty

Brian Gawf – 1<sup>st</sup> Presbyterian Church

Phil Kemp – Randolph Board of County Commissioners

Rhonda McHenry – Charles W. McCrary School

Rebecca Redding – Parent

Marcus Staley – Parent

Charlie Swiers – Insurance Associates of the Triad

Gwen Williams – Retired Educator

Maricela Zepeda – North Asheboro Middle School

---

## **ACS Staff Members:**

Dr. Diane Frost – Superintendent

Jennifer Smith – Assistant Superintendent

Carla Freemyer – Executive Director of Human Resources

# Community Planning Team

Gus Agudelo, BOE

Tim Allgood, ACS

Angie Berrier, NAMS Guidance

Vanessa Brooks, Retired Educator

Candace Call, NAMS Principal

Amy Cernava, Energizer

Phillip Cheek, BOE

Lee Clark, ACS Systems Analyst

Fred Cole, REMC

Linda Cranford, BOE

Jerome Crews, ESC

Kelly DeNamur, Community

Vickie Gallimore, REMax

Brian Gawf, 1<sup>st</sup> Presbyterian/parent

Joyce Harrington, BOE

Anne Hockett, RCC

Chris Holland, AHS Booster Club/parent

Joannie Howard, Klausner/parent

Justin Hutton, AHS Alum

Pam Johnson, EC Director

David Jones, NC Zoo

Janet Jones, Community Volunteer

Steve Jones, BOE

Angie Kern, Pfeiffer University

Alex Kidd, Parent

Gidget Kidd, BOE

Kay Lail, Sapona Plastics

Cindy Leonard, Randolph Hospital

Drew Maerz, Dir. of Testing

Donald Matthews, Community Volunteer

Rhonda McHenry, CWM Asst. Principal

Andrew Oliver, B&G Club Director

Rebecca Redding, Parent

Bonnie Renfro, EDC

Michael Renne, AHS Teacher

Brian Saunders, GBT Principal

Susie Scott, Parent

Theresa Shackelford, Merce Clinic

Marcus Staley, Parent

Charlie Swiers, Insurance Associates

April Thornton, Randolph Hospital

Brian Toth, AHS Principal

Gwen Williams, Retired Educator

Chris Yow, BOE

Maricela Zepeda, NAMS Secretary

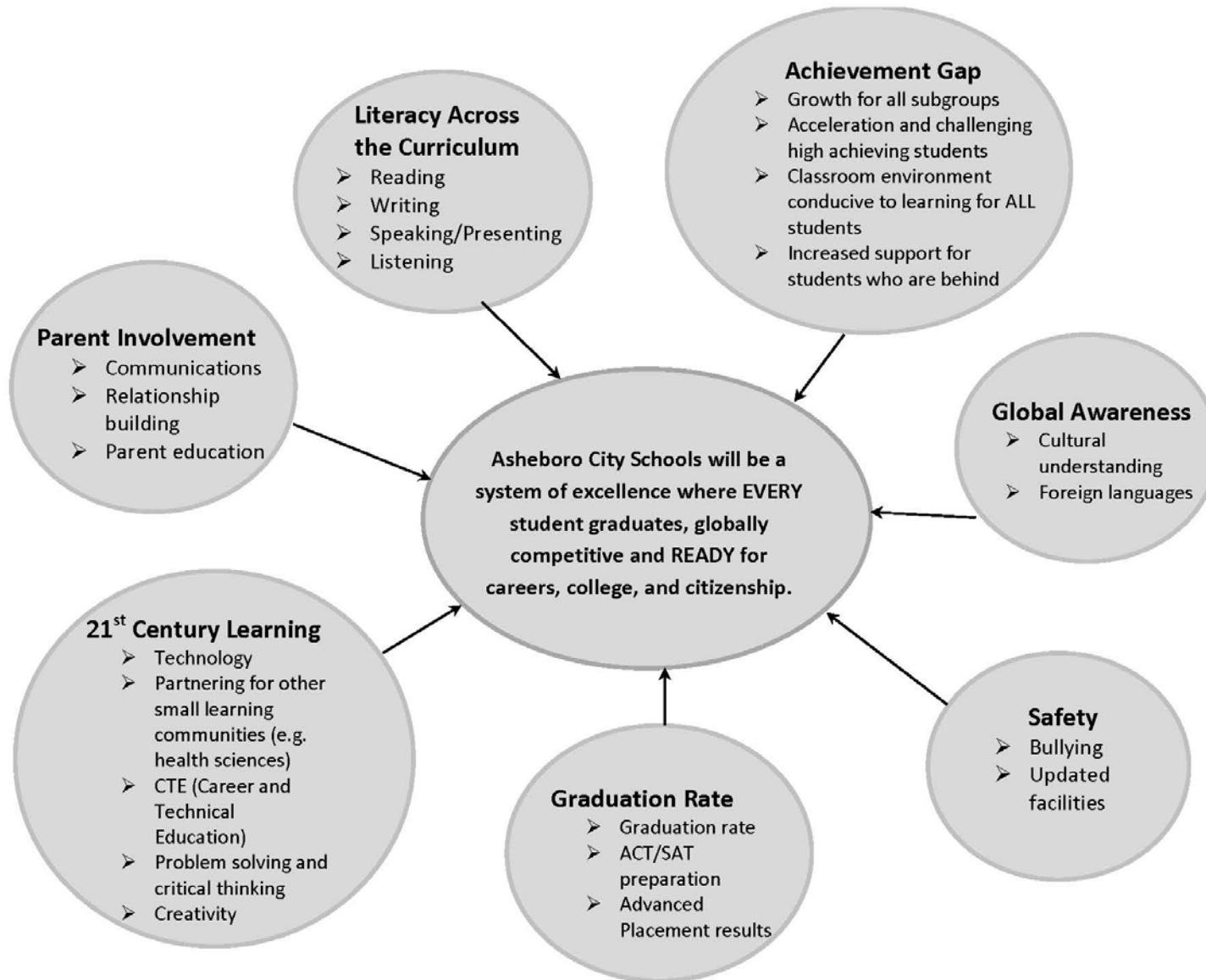
# Planning Team Process

- Reviewed our history
- Developed our 21<sup>st</sup> Century Vision of Excellence
- Reviewed and analyzed testing data
- Reviewed future planning survey summary
- Read and discussed P21 Framework article
- Reviewed emerging strategic themes
- Completed goal setting activity

# Plan Development

- Shared Planning Team feedback with Administrative Leadership Team
- Assembled strategic plan task force teams to address each “theme”
- Task force teams met to study their “theme” and prepared an action plan recommendation

# Planning Team Feedback/Themes



# Literacy Across the Curriculum

Wendy Rich, Director of Elementary Curriculum

Chandra Manning, Secondary Literacy Specialist

Sharon Frost, Kindergarten Teacher (GBT)

Terry Groseclose, ELA Teacher (SAMS)

Marty Williams, Lead Technology Teacher

David Burden, 5<sup>th</sup> grade Teacher (LP)

Melissa Belote, 4<sup>th</sup> grade Teacher (CWM)

# Proposed goals from task force

- All students will have the literacy and language skills to meet the growing demands of a knowledge-based global society.
- All students will have access to rigorous standards-based literacy curriculum and research-based instruction that will motivate them to develop proficient literacy skills.

# Achievement Gap

Pam Johnson, Director of Exceptional Children

Robin Harris, Principal (LP)

Charlie Lyons, Principal (SAMS)

Janet Means, Principal (BAL)

Jennifer Hoover, English Teacher (AHS)

Harold Blair, Director of Finance and Technology



# Proposed goal from task force

Asheboro City Schools' achievement gap between the subgroups will decrease by at least 6 points each school year. (Reading)

## **Current District Data for Grades 3-8 Reading**

- Limited English proficient students-- 35.4 point difference
- Economically disadvantaged students-- 28.9 point difference
- Black male students-- 35.10 point difference
- Black students-- 26.30 point difference

# Global Awareness

Brian Saunders, Principal (GBT)

Nikki Domally, Principal Fellows Intern

Paula Owens, Principal (DLL)

Jordi Roman, Assistant Principal (NAMS)

Martin Stanich, ESL Teacher (AHS)

Susan Butler, Band Teacher (SAMS)

# Proposed goals from task force

- Plan and implement professional development for our teachers.
- Explore Spanish Immersion programming at the elementary level.
- Explore after-school opportunity options that create global awareness in students.
- Establish partnerships with schools around the world (school-wide, grade-level or class level).
- Explore opportunities for AHS students to study abroad as exchange students.
- Expand global awareness among our parents and community members.

# Safety

Dr. Brad Rice, Director of Support Services

Mike Mize, Director of Maintenance and Facilities

Kim Clodfelter, Guidance Counselor (GBT)

Holly White, Assistant Principal (BAL)

John Eggleston, Assistant Principal (AHS)

Chris Burian, ELA Teacher (NAMS)

# Proposed goals from task force

- Asheboro City Schools will enhance preparedness for responding to crisis situations.
- Asheboro City Schools will provide a safe and nurturing environment.

# Graduation Rate

Dr. Drew Maerz, Director of Testing and Accountability

Penny Crooks, Assistant Principal (AHS)

Lynn Fisher, AP US History Teacher (AHS)

Joanna Barnes, CTE Coordinator

Miranda Lane, Graduation Coach

Leslie McKinnon, Exceptional Children's Teacher (NAMS)

# Proposed goal from task force

Asheboro City Schools 5-year cohort graduation rate will be at 90% by 2016.

# 21<sup>st</sup> Century Learning

Julie Pack, Director of Secondary Curriculum

Jennifer Smith, Assistant Superintendent for C&I

Lee Clark, Network Systems Analyst

Betsy Hammond, Lead Science Teacher

Shea Grosch, Career Development Coordinator (AHS)

Charity White, Art Teacher (LP/DLL)

Kristen McCloskey, AIG Consultant (CWM)

Wendy Graham, Technology Facilitator (BAL)



# Proposed goals from task force

- By 2016, schools will implement school-wide student and teacher collaborations using communication, creativity and critical thinking skills to solve real world problems that could be implemented as real world solutions.
- By 2016, problem based learning will be primary instructional method of ACS teachers.
- By 2016, speaking and presenting will be a routine part of the standard instructional practice of ACS.
- By 2016, routine use of rubrics by students and teachers for assessment of students' work will be part of the standard instructional practice of ACS.
- By 2016, strategic use of educational technologies to impact instruction will be common practice in ACS.

# Parent Involvement

Dubraska Stines, Lead ESL Teacher

Carla Freemyer, Executive Director of HR

Jeff Moss, Assistant Principal (SAMS)

Elizabeth Johnson, Public Relations Coordinator

Shari Funkhouser, Pre-K Teacher (ECDC)

Laura Holland, Media Specialist (AHS)

Gwen Williams, Parent Involvement Specialist (LP)

# Proposed goals from task force

- To continue to provide multiple ways for parents to access information.
- Provide multiple ways for parents to participate in students' education.
- To continue to seek ways to meet parents at school, home and community.
- To partner with community leaders/organizations and faith-based agencies to create a comprehensive approach to support student achievement and reduce student drop out in ACS.
- To partner with UNCG and community stakeholders to assess and evaluate the needs for a Parent Academy and to implement the Parent Academy to fidelity in ACS.

# Proposed Asheboro City Schools Strategic Plan

Planning for Excellence 2013 – 2016

**Vision:** *Asheboro City Schools will be a **system of excellence** where **every student graduates**, and is **globally competitive** for careers, college and citizenship.*

**Mission:** *We are committed to providing high 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.*

## Our strategic goal

Recognizing that the long range goal of ACS is the successful preparation and graduation of **every** student, the goal for this plan is: **By 2016, 90 percent or more of ACS students will graduate with the skills needed to succeed as 21<sup>st</sup> century learners, workers and citizens.**

## Our outcomes for student success

Our primary focus is on teaching and assessing those skills our students need to **excel** as 21<sup>st</sup> century learners, workers and citizens. Each ACS student will be:

- Academically proficient
- Effective communicators and collaborators
- Critical and creative thinkers, innovators and problem solvers
- Globally aware, independent, responsible learners and citizens

# Our strategic objectives

**ENGAGE EACH STUDENT** – All teachers will engage **each** student in meaningful, authentic and rigorous work through the use of innovative instructional practices and supportive technologies that will motivate students to be self-directed and inquisitive learners.

- 4 Cs – communication, collaboration, critical thinking and problem solving, creativity
- Global awareness
- Safe and nurturing schools

# Our strategic objectives

**ASSESSMENT FOR LEARNING** – ACS will develop and implement a comprehensive assessment system that accurately reflects student demonstration and mastery of ACS outcomes for student success.

- Academic proficiency in core curriculum
- Consistent use of performance rubrics
- Problem-based learning

# Our strategic objectives

**IMPROVED ACHIEVEMENT** – Each school will improve achievement for all students while closing achievement gaps of identified student groups.

- Implement a consistent plan for literacy instruction and assessment across the curriculum (reading, writing, speaking, listening, presenting)
- Implement Response to Instruction
- Expand learning opportunities before and after school and summer
- Increase opportunities for acceleration, especially at middle school



# Our strategic objectives

**CREATE OPPORTUNITIES** – ACS will create opportunities for parents, community and business leaders to fulfill their essential roles as actively engaged partners in supporting student achievement and outcomes for student success.

- Parent Academy
- Business, community and higher education partnerships

# Our strategic objectives

**CAPACITY BUILDING** – ACS will develop essential leader, teacher and staff competencies and optimize all resources to achieve the school district's strategic goal and outcomes for student success.

- Professional and leadership development
- Performance evaluation
- Improved staff recruitment and retention processes

# Asheboro City Schools Strategic Plan

Planning for Excellence 2013 – 2016

*Adopted by Asheboro City Schools Board of Education ----- 2013*



**Asheboro City Schools**

*...the subject is excellence!*

**Vision:** *Asheboro City Schools will be a **system of excellence** where **every student graduates**, and is **globally competitive** for careers, college and citizenship.*

**Mission:** *We are committed to providing high 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.*

## Future Plan 2013 – 2016: A strategic plan for student success

This strategic plan is a commitment to provide all students with the necessary skills to **excel** as 21<sup>st</sup> century learners, workers and citizens.

## Our strategic goal

Recognizing that the long range goal of ACS is the successful preparation and graduation of **every student**, the goal for this plan is: **By 2016, 90 percent or more of ACS students will graduate with the skills needed to succeed as 21<sup>st</sup> century learners, workers and citizens.**

## Our outcomes for student success

Our primary focus is on teaching and assessing those skills our students need to **excel** as 21<sup>st</sup> century learners, workers and citizens. Each ACS student will be:

- Academically proficient
- Effective communicators and collaborators
- Critical and creative thinkers, innovators and problem solvers
- Globally aware, independent, responsible learners and citizens

# Our strategic objectives

- 1. ENGAGE EACH STUDENT** – All teachers will engage **each** student in meaningful, authentic and rigorous work through the use of innovative instructional practices and supportive technologies that will motivate students to be self-directed and inquisitive learners.
  - 4 Cs – communication, collaboration, critical thinking and problem solving, creativity
  - Global awareness
  - Safe and nurturing schools
- 2. ASSESS FOR LEARNING** – ACS will develop and implement a comprehensive assessment system that accurately reflects student demonstration and mastery of ACS outcomes for student success.
  - Academic proficiency in core curriculum
  - Consistent use of performance rubrics
  - Problem-based learning
- 3. IMPROVE ACHIEVEMENT** – Each school will improve achievement for all students while closing achievement gaps of identified student groups.
  - Implement a consistent plan for literacy instruction and assessment across the curriculum (reading, writing, speaking, listening, presenting)
  - Implement Response to Instruction
  - Expand learning opportunities before and after school and summer
  - Increase opportunities for acceleration, especially at middle school
- 4. CREATE OPPORTUNITIES** – ACS will create opportunities for parents, community and business leaders to fulfill their essential roles as actively engaged partners in supporting student achievement and outcomes for student success.
  - Parent Academy
  - Business, community and higher education partnerships
- 5. BUILD CAPACITY** – ACS will develop essential leader, teacher and staff competencies and optimize all resources to achieve the school district's strategic goal and outcomes for student success.
  - Professional and leadership development
  - Performance evaluation
  - Improved staff recruitment and retention processes



# *SACS/CASI*

## *Accreditation Progress Report*

Asheboro City Schools  
Board Of Education Meeting  
May 9, 2013



*...the subject is excellence*



# Report of the Quality Assurance Review Team for Asheboro City School System

Dr. Diane L. Frost, Superintendent Gidget Kidd, Chair, Asheboro City  
Schools

Dr. Joy Mockelmann, Chair, Quality Assurance Review Team

**Review Dates: 02/13/2011 - 02/16/2011**



## Recommendations/Required Actions

- Establish a district-wide process to monitor all initiatives that support teaching and learning to verify equity and consistency in instructional delivery.
- Develop research-based, culturally-sensitive strategies for identified subgroups to close the achievement gap.



# Required Action 1

- Establish a district-wide process to monitor all initiatives that support teaching and learning to verify equity and consistency in instructional delivery.





# Actions Taken:

- Increased accountability for monitoring goals and objectives of ACS Strategic Plan and Continuous Improvement Plans
  - School Leadership Team, monthly Administrative Team and Curriculum Conversations meetings
- Use of program evaluation protocol to evaluate district programs and initiatives
  - AHS Zoo School, ACS Teacher Leadership Academy, AVID



# Next Steps:

- Evaluate K-3 Literacy
- Annual revisions to Continuous Improvement Plans
- Use program evaluation data to drive instructional adjustments for improved effectiveness and eliminate excessive programs
- Evaluate future programs for alignment with district goals and objectives

*...the subject is excellence*




## Required Action 2:

- Develop research-based, culturally-sensitive strategies for identified subgroups to close the achievement gap.



# Actions Taken:

- Response to Instruction framework
  - Re-organized district RTI team
  - Intensive PD for administrators and teachers
  - Focus on core instruction in Tier 1 of RTI 
- Formative Assessment
  - Completion of NC FALCON modules – all staff
  - Implementation of protocol for developing and analyzing common assessments
- Extended Learning Opportunities
  - Tutorials, Saturday School, Reading Clubs



# Next Steps:

- Set district-wide goals to monitor achievement gap data:
  - College and Career Readiness – ACT, WorkKeys, CTE Licenses/Certifications
  - EOGs/EOCs – 4<sup>th</sup> and 8<sup>th</sup> grade Math and Reading EOGs, Biology, Math I



- RTI training for secondary administrators/teachers/district staff (August 2013)
- Focus on problem/project-based learning units of instruction/21<sup>st</sup> Century Skills, Rubrics,...to engage and motivate all students



- Increase extended learning opportunities for students and parents
- District parent involvement specialist
- Establish a repository of common assessment exemplars
- Increase student-led conferences and student tracking of formative assessment data



*Asheboro City  
Schools is committed  
to Continuous  
Improvement!*

*...the subject is excellence*



Safe schools are critical to creating a learning environment in which students can succeed.<sup>1</sup> Staff and students share the responsibility for taking reasonable<sup>2</sup> precautions and following established safety measures to create and maintain safe schools. The following safety measures must be implemented at each school.

**A. SUPERVISION OF STUDENTS**

Students must be reasonably supervised while in the care and custody of the school system. This supervision must occur throughout school hours, including during class, between classes, on the playground, and during recess or lunch periods; during authorized school field trips; and on school buses. Reasonable precautions should be taken to protect the safety of students on school grounds and on buses before, during and after school.

Students who are subject to policy 4260, Student Sex Offenders, and are receiving educational services on school property must be supervised by school personnel at all times.

**B. SUPERVISION OF VISITORS**

School administrators shall strictly enforce policies 5015, School Volunteers, and 5020, Visitors to the Schools.

**C. SAFETY OF SCHOOL BUILDINGS AND GROUNDS**

The superintendent and each building principal shall comply with all duties set out for their respective positions in G.S. 115C-288(d) and G.S. 115C-525 to minimize fire hazards. The principal is required to inspect school buildings, playgrounds and equipment for health, fire and safety hazards on a regular basis, as required by law, and to notify the superintendent immediately of unsanitary conditions or repairs needed to meet safety standards.

Any employee who observes any potential hazards must notify the principal or the employee's supervisor immediately.<sup>3</sup>

---

<sup>1</sup> The board may modify this policy.

<sup>2</sup> Throughout this policy, a "reasonableness" standard is used. Consult with your board attorney before modifying this standard.

<sup>3</sup> G.S. 115C-524 provides that principals, teachers and janitors are responsible for the safekeeping of school property. Specifically, under G.S. 115C-524(b) "It shall be the duty of all principals, teachers and janitors to report to their respective boards of education immediately any unsanitary condition, damage to school property, or needed repair." This policy requires reporting to the superintendent as he or she is the ex officio secretary to the board pursuant to G.S. 115C-41 and policy 2210, Duties of Officers. Alternatively, this policy may be revised to require that such reports be made to the "local board of education," as specified in G.S. 115C-524.

All warning systems must meet building and equipment codes required by law and must be properly maintained. When necessary, proper signs indicating potential hazards or recommended safety precautions must be posted.

**D. ESTABLISHING PROCESSES TO ADDRESS POTENTIAL SAFETY CONCERNS AND EMERGENCIES**

1. Safe School Plans

Pursuant to G.S. 115C-105.47, each school must have a safe school plan that establishes procedures for addressing school safety. The safe school plan should be incorporated into the school improvement plan (see policy 3430, School Improvement Plan).

The safe school plan must include a component designed to train appropriate school personnel in the management of disruptive or dangerous student behavior. The plan also must include procedures to evaluate the effectiveness of this training in preventing or addressing disruptive or dangerous student behavior. Implementation of this training component will be subject to the availability of funds appropriated for this purpose.

2. Responding to Student Altercations and Other Threats to Safety<sup>4</sup>

All school system employees have a duty to be alert at all times to situations that may pose a threat to the safety of students, employees or visitors on school property, at school events or in other situations in which the students are under the authority of school employees. Even an employee who does not have responsibility for supervising students is expected to make an immediate report if the employee observes or has reason to suspect that a situation poses a threat to safety and no administrator, teacher or other supervisory employee is present and aware of the potential threat.

Teachers, teacher assistants, coaches and other employees with responsibility for supervising students will use appropriate student behavior management techniques to maintain order and discipline on school property, at school events and anywhere that students are under the employees' authority. Such employees must enforce the Code of Student Conduct and address student behavior in accordance with the school plan for management of student behavior (see policy 4302, School Plan for Management of Student Behavior).

When employees with responsibility for supervising students have personal knowledge or actual notice of a student altercation or other situation that poses an immediate threat to safety, they shall use their professional judgment to

---

<sup>4</sup> G.S. 115C-390.3 requires boards to have policies which provide guidelines for an employee's response if the employee knows of a student altercation. The information in this subsection is intended to address that requirement.

determine how best to address the situation to protect the safety of everyone in the vicinity. Emergency procedures identified in a student's Behavior Intervention Plan shall be followed to the maximum extent possible under the circumstances. For minor threats or altercations or altercations involving young children, the employee shall intervene directly to end the fight or address the safety threat if the employee can do so safely. An employee who encounters a situation that cannot be managed safely and effectively by that employee immediately shall request assistance from other employees or administrative staff and shall take steps to remove bystanders from the area. Only the degree of force or physical control reasonably necessary shall be used to re-establish a safe environment.

Employees should take further action as appropriate in accordance with any response protocols established by the principal or superintendent. All employees are responsible for knowing and following such protocols to the fullest extent reasonable under the circumstances at the time.

3. School Rules

The principal or designee shall develop rules to help prevent accidents in school buildings, on school buses and on school grounds.

4. Training for Staff and Students

Staff training must include detailed instruction on how to respond to a variety of emergency situations. In addition, staff should be able to recognize and respond to behavior, information and related indicators that warn of impending problems.

School personnel must teach and review with students (1) safety procedures, including fire safety procedures; (2) precautions for handling chemicals or potentially dangerous equipment; and (3) appropriate responses to threats to school safety.

5. Safety Equipment

School employees shall provide students with safety equipment as required by law and shall enforce school rules pertaining to wearing safety equipment.<sup>5</sup> School employees shall wear and use appropriate safety equipment as required for the safe performance of their specific job assignments.

6. Planning for Emergencies and Conducting Fire Drills and Other Emergency Drills

---

<sup>5</sup> For example, G.S. 115C-166 requires students and teachers in certain shop and lab courses to wear industrial-quality eye protective devices when involved in certain types of instructional activities. In addition, students may be required to wear certain safety equipment in order to participate in certain physical education or athletic activities.

The superintendent shall develop system-wide plans and procedures to address emergency situations. As appropriate, the superintendent shall consult with local law enforcement agencies and emergency responders to plan for and conduct emergency drills.<sup>6</sup> The superintendent must provide local law enforcement and emergency management agencies with copies of floor plans of all school buildings and site plans showing campus boundaries and access points.

Principals, with the assistance of both law enforcement and emergency responders as appropriate, shall conduct fire drills as required by law<sup>7</sup> and shall conduct other emergency drills in accordance with school system emergency plans and procedures.

### 7. Reporting Suspicious Behavior

Students should notify any staff member of any acts of violence, harassment or bullying or any other unusual or suspicious behavior that may endanger safety. Ongoing student education efforts will aim at minimizing any fear, peer pressure, embarrassment or other impediments to students reporting potential problems.

Maintaining a safe school environment that is conducive to learning requires staff to be proactive in dealing with violence, harassment and bullying. Staff members must report immediately to the principal any information reported by a student or their own observations of unusual or suspicious behavior or acts of violence, harassment or bullying.<sup>8</sup>

Every principal is required to investigate and act upon any report of such behavior, including, when appropriate, reporting criminal activities to law enforcement, the State Board and the superintendent or designee (see policies 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying, 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure, and 4335, Criminal Behavior).

---

<sup>6</sup> Although North Carolina does not currently mandate any emergency drills except fire drills, other types of safety drills should be incorporated into various school safety plans. For example, emergency drills may include evacuation, reverse evacuation, lockdown and shelter-in place drills as a response to school shootings, chemical explosions, severe weather and threats of terrorism. See recommendations in Keeping North Carolina Schools Safe and Secure, A Report to Governor Mike Easley from Attorney General Roy Cooper and Secretary of Crime Control and Public Safety Bryan Beatty in November 2006. Currently there are no federally required emergency management standards for schools. The U.S. Department of Education's Practical Information on Crisis Planning: A Guide for Schools and Communities, however, includes a four-phase approach to school emergency planning activities that is widely used throughout the country.

<sup>7</sup> See G.S. 115C-288(d).

<sup>8</sup> G.S. 115C-307(a) specifically requires teachers, student teachers, substitute teachers, voluntary teachers and teacher assistants to report acts of violence. In addition, G.S. 115C-289.1 requires supervisors to report to the principal any known assault on a school employee that results in physical injury. This policy expands the reporting requirements to all staff and incorporates suspicious behavior.

8. Potential Threats of Registered Sex Offenders

The principal of each school shall register with the North Carolina Sex Offender and Public Protection Registry to receive e-mail notification when a registered sex offender moves within a one-mile radius of the school.<sup>9</sup>

9. Student Behavior Standards

Students are expected to meet behavior standards set forth in board policies.

Legal References: G.S. 14-208.18; 115C-36, -47, -81.4, -105.47, -166, -288, -289.1, -307, -390.3, -391, -391.1, -521, -524, -525; State Board of Education Policies HRS-A-000, TCS-P-005

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), School Improvement Plan (policy 3430), Student Sex Offenders (policy 4260), Student Behavior policies (4300 series), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Weapons and Explosives Prohibited (policy 5027/7275), Public Records – Retention, Release and Disposition (policy 5070/7350), Relationship with Law Enforcement (policy 5120), Occupational Exposure to Hazardous Chemicals in Science Laboratories (policy 7265), Staff Responsibilities (policy 7300), Security of Facilities (policy 9220)

Other Resources: *Practical Information on Crisis Planning: A Guide for Schools and Communities*, U.S. Department of Education Office of Safe and Drug-Free Schools (January 2007); *Keeping North Carolina Schools Safe and Secure*, A Report to Governor Mike Easley from Attorney General Roy Cooper and Secretary of Crime Control and Public Safety Bryan Beatty (November 2006)

Adopted: July 14, 2011

---

<sup>9</sup> The board may opt to require the principal to register for notification within a larger radius of the school, such as a five-mile radius.

## GOALS AND OBJECTIVES OF THE EDUCATIONAL PROGRAM

Policy Code:

3000

---

The board believes that the function of formal education is to provide a foundation for lifelong learning and to enable each student to participate effectively and responsibly in a changing world.<sup>1</sup> The board recognizes the critical role of parents, governmental and nonprofit agencies, businesses, and the community in helping individual students and the school system meet educational goals. To ensure that the educational program meets rigorous academic standards, the board shall strive to maintain accreditation of its schools by the Southern Association of ~~Schools and Colleges~~ and Schools and/or the State Board of Education.

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

In addition to providing a basic education program as prescribed by the State Board of Education, the board believes that the administrators of the educational program also must strive to provide each student with the opportunity to:<sup>2</sup>

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

---

<sup>1</sup> The board may identify additional or alternative mission statements.

<sup>2</sup> The board may consider identifying other broad objectives.

<sup>3</sup> This goal is related to student behavior management practices and accountability for academic performance.

<sup>4</sup> The last seven goals relate to the student's ability to succeed in post-secondary education, the workforce and society.

9. acquire the skills needed for technological literacy in a rapidly changing world; and
10. remain in school and earn a high school diploma and, when appropriate, earn additional college credit.

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

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

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

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

Revised: November 9, 2006, May 10, 2012

## **RELIGIOUS-BASED EXEMPTIONS FROM SCHOOL PROGRAMS**

*Policy Code:*

**3510**

---

The curriculum of the school district will be based on the current statewide instructional standards ~~North Carolina Standard Course of Study~~. The board and the school district will exercise their authority to select appropriate materials and teach the curriculum in an effective manner. The board supports the free exercise of religion and prohibits discrimination on the basis of religion. While students are expected to participate in all required courses and school activities, this policy provides parents with a process for seeking a religious-based exemption for a child's participation.

If parents have religious-based objections to certain programs, they may petition to exempt their child from participation. Any request for exemption should be submitted to the superintendent, or designee, in accordance with the following guidelines:

- the request must be in writing;
- the request must specify the activities or studies which violate their religious beliefs and explain how their religious beliefs are violated by the activity; and
- the request may suggest a proposed alternate activity or study.

The superintendent, or designee, will review the request in accordance with constitutional and any statutory standards and will accommodate the request when required to do so by law. If not required by law, the superintendent, or designee, may accommodate such a request after weighing factors, such as the interest of the child, the impact on other students and the availability of alternative activities or materials. An appeal of the superintendent's decision may be made to the board through the student grievance procedure.

Legal References: U.S. Const. amend. I; N.C. Const. art. I, § 14; G.S. 115C-36, -47

Cross References: Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Academic Freedom (policy 3105)

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

Administrative Procedure: None



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

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

**A. STUDENTS CHARGED WITH OR CONVICTED OF CRIMINAL BEHAVIOR**

~~If necessary, t~~The superintendent and principal may take reasonable or legally required<sup>1</sup> measures to preserve a safe, orderly environment when a student has been charged or convicted with a serious crime, regardless of whether the alleged offense was committed on school grounds or related to school activities. Depending upon the circumstances, including the nature of the crime or alleged crime, the child's age, and the publicity within the school community, reasonable or legally required efforts may include changing a student's classroom assignment or transferring the student to another school. Transfer to the alternative school may be made in accordance with the criteria established in board policy 3470/4305, Alternative Schools. The student will continue to be provided with educational opportunities unless and until the student is found to have violated board policy or school rules and is suspended or expelled in accordance with procedures established in board policy.

**B. REPORTING CRIMINAL BEHAVIOR**

A school employee is permitted to report to law enforcement an assault by a student on a school employee. Principals or other supervisors shall not, by threats or in any other manner, intimidate or attempt to intimidate the school employee from doing so.<sup>2</sup>

Principals must immediately report to law enforcement ~~all criminal offenses that occur on school property as required by State Board of Education Policy HRS A-000. A principal who willfully fails to make a required report to law enforcement will be subject to disciplinary action, up to and including dismissal. A principal must report the following acts to law enforcement when they~~ principal has personal knowledge or actual notice from school personnel that such acts have occurred on school property, regardless of the age or grade of the perpetrator or victim: (1) assault resulting in serious personal injury; (2) sexual

---

<sup>1</sup> A student convicted of cyberbullying a school employee must be transferred to another school, or if there is no other appropriate school in the LEA, to a different class or teacher. The superintendent may modify the transfer on a case-by-case basis. G.S. 115C-366.4.

<sup>2</sup> See G.S. 115C-289.1.

assault; (3) sexual offense; (4) rape; (5) kidnapping; (6) indecent liberties with a minor; (7) assault involving the use of a weapon; (8) possession of a firearm in violation of the law; (9) possession of a weapon in violation of the law; and (10) possession of a controlled substance in violation of the law.

The principal or designee shall notify the superintendent or designee in writing or by e-mail of any report made to law enforcement.<sup>3</sup> Such notice must occur by the end of the workday in which the incident occurred, when reasonably possible, but not later than the end of the following workday.<sup>4</sup> The superintendent must inform the board of any such reports.<sup>5</sup> In addition, the principal or designee must notify the parents or guardians of students who are alleged to be victims of any reported offenses.<sup>6</sup>

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

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

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

Updated: May 11, 2000; September 9, 2004, March 12, 2009, July 15 2010, January 13, 2011, January 12, 2012

---

<sup>3</sup> G.S. 115C-288(g) only requires such notification for reports involving any of the 10 offenses listed in the statute.

<sup>4</sup> See G.S. 115C-288(g).

<sup>5</sup> See G.S. 115C-288(g).

<sup>6</sup> G.S. 115C-47(56) requires that the board adopt a policy on the notification of parents or guardians of students alleged to be victims of acts that are required to be reported under G.S. 115C-288(g).

Attendance in school and participation in class are an integral part of academic achievement and the teaching-learning process. Regular attendance develops patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory: the State of North Carolina requires that every child in the State between the ages of seven (or younger if enrolled) and 16 years attend school. Parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily.

**A. ATTENDANCE RECORDS**

School officials will keep an accurate record of attendance, including accurate attendance records in each class. Attendance records will be used to enforce the Compulsory Attendance Law of North Carolina.<sup>1</sup>

**B. EXCUSED ABSENCES**

When a student must miss school, a written excuse signed by a parent or guardian must be presented to the teacher or principal designee within 2 days after returning from an absence. Absences due to extended illness may also require a statement from a physician. An absence may be excused for any of the following reasons:

1. ~~Ppersonal illness or Iinjury;~~ that makes the student physically unable to attend school; ~~when the absence results from student illness or injury which prevents the student from being physically able to attend school.~~
2. ~~Quarantine; when isolation of a student is ordered by the local health officer or by the State Board of Health;~~
3. ~~Ddeath in the Iimmediate Ffamily;~~ ~~when the absence results from the death of a member of the immediate family of the student:~~ For the purpose of this regulation, the immediate family of a student includes, but is not necessarily limited to grandparents, parents, brothers, and sisters.
4. ~~Mmedical or Ddental Aappointment;s;~~ ~~when the absence results from a medical or dental appointment of a student or such an appointment that has been approved in advance by the principal that causes the student to be unable to attend for the entire school day.~~
5. participation under subpoena as a witness in a court proceeding; ~~Court or Administrative Proceedings;~~ when the absence results from the attendance of a student at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness.

---

<sup>1</sup> See G.S. 115C-378.

6. observance of an event required or suggested by the religion of the students or the student's parent(s);<sup>2</sup> ~~Religious Observance: when the student is absent due to a religious observance and the principal has been notified in advance of the absence.~~
7. ~~Educational Opportunity: when it is demonstrated that the purpose of the absence is to take advantage of participation in a valid educational opportunity, such as travel or service as a legislative or Governor's page<sup>3</sup>, and the absence has been with prior approved in advance by/from the principal;~~
8. ~~Absence due to pregnancy and related conditions or parenting, when medically necessary;~~<sup>4</sup>
9. visitation with the student's parent or legal guardian, at the discretion of the superintendent or designee, if the parent or legal guardian (a) is an active duty member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.<sup>5</sup> ~~Absence related to a deployment of a parent or legal guardian when the parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has just returned from deployment to a combat zone or combat support post for the purpose of visiting said student.~~

~~Extended illnesses generally require a statement from a physician. Once a student has accumulated more than 15 absences in a school year (or more than five consecutive absences), a doctor's note or other documentation approved by the principal will be needed to excuse further absences. This standard does not apply to medically fragile students as defined in the NC School Attendance and Student Accounting Manual and approved by the principal.~~

<sup>2</sup> Although G.S. 115C-379 provides that the rules formulated by the State Board of Education to enforce student attendance "may require that the student's parents give the principal written notice of the request for an excused absence a reasonable time prior to the religious observance," DPI issued a memo on November 15, 2010 stating that the SBE declined to adopt a rule that requires prior approval for the two days of excused absences. Thus, it is unclear whether a local board may require prior approval for absences in excess of two days. A local board should consult with its board attorney regarding this issue if the board would like to require prior approval for any days of excused absence due to religious observance.

<sup>3</sup> G.S. 115C-379 requires the State Board to include "a valid educational opportunity such as service as a legislative page or a Governor's page" in its list of acceptable reasons for excused absences.

<sup>4</sup> G.S. 115C-375.5 requires this provision.

<sup>5</sup> G.S. 115C-407.5 requires this provision.

Whether absences are excused, unexcused or because of short-term out-of-school suspensions,<sup>6</sup> the student will be permitted to make up his or her school work.<sup>7</sup> The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

### **C. SCHOOL-RELATED ACTIVITIES**

All classroom activities are important and difficult, if not impossible, to replace if missed. It is the intention of the board of education that classes missed be kept to an absolute minimum through close scrutiny and a monitoring system on the part of the principal. The following school-related activities will not be counted as absences from either class or school:

1. field trips sponsored by the school;
2. job shadows<sup>8</sup> and other work-based learning opportunities, as described in G.S.115C-47(34a);
3. school-initiated and scheduled activities;
4. athletic events requiring early dismissal from school;
5. Career and Technical Education student organization activities approved in advance by the principal; and
6. in-school suspension.

Assignments missed for these reasons will be completed by students. The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

### **D. EXCESSIVE ABSENCES**

Class attendance and participation are critical elements of the educational process and may be taken into account in assessing academic achievement.

#### **Elementary, Middle, and High Schools**

The principal will notify parents and take all other steps required by G.S. 115C-378 for excessive absences. Students may be suspended for up to two days for truancy.

---

<sup>6</sup> The board may choose to allow a student to make up work during a long-term suspension. For students who are long term suspended close to the end of a semester, allowing make-up work might allow the student to pass his or her courses and/or be promoted to the next grade.

<sup>7</sup> G.S. 115C-379 and State Board of Education Policy TCS-L-000 specifically require that students be given the opportunity to make up any tests or other work missed due to an excused absence for a religious observance.

<sup>8</sup> The board may determine a maximum number of school days that students may miss for job-shadowing activities.

---

**High School only**

Students who miss more than a total of 4 days (excused and/or unexcused) per course during a semester will not receive credit toward graduation except when one of the following conditions are met:

1. Students make-up absences: The high school will provide opportunities for students to make-up time missed from classes. The maximum number of days which a student can make-up per semester is 4; the maximum number of class periods which a student can make-up per semester is 16. All make-up time must be completed in the same semester as the absences.
2. The principal grants a waiver: Students whose academic standing is adversely affected by this standard have the right to appeal for a waiver. The appeal must be submitted to the principal in writing along with any appropriate and/or required documentation. Waivers of absences may be granted by the principal only when extenuating circumstances exist.

This standard does not apply to medically fragile students as defined in the NC School Attendance and Student Accounting Manual and approved by the principal.

**E. TARDIES**

The principal is responsible for handling tardies and for establishing relevant school procedures that are in compliance with the NC School Attendance and Student Accounting Manual. Students are expected to be at school on time and to be present at the scheduled starting time for each class and be present for the entire school day. Students who are excessively tardy to school or class may be suspended for up to two days for such offenses.

Legal References: G.S. 115C-47, -84.2, -288(a), -378 to -383, -407.5; 16 N.C.A.C. 6E.0102-.0103; State Board of Education Policies EEO-L-002, -003

Cross References: Education for Pregnant and Parenting Students (policy 4023), Children of Military Families (policy 4050)

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

Administrative Procedure: None

Revised: April 10, 2008, May 14, 2009, September 10, 2009, November 10, 2011

## **DISTRIBUTION AND DISPLAY OF NON-SCHOOL MATERIAL**

*Policy Code:*

**5210**

---

Students and the educational program must be the focus of the school system. In order to maintain an educational environment conducive to learning and to minimize intrusions upon instructional time, distribution and display of non-school material shall be limited in accordance with this policy and policy 5240, Advertising in the Schools. School officials shall screen and approve the distribution or display of non-school material on school property. (The term “non-school material” is defined in Section E below.)

This policy applies to the distribution and display of non-school material by students and school-related groups (as defined in Section E below) and by governmental agencies, educational institutions, and non-profit entities as permitted in Section B below.

### **A. DISTRIBUTION AND DISPLAY BY STUDENTS**

Students wishing to distribute or display on campus any publication, leaflet or other written material that is not school-sponsored must submit the publication or material to the principal for review prior to distribution. The principal shall prohibit distribution or display when the publication or material contains speech that is prohibited as specified in Section C below but otherwise shall not discriminate on the basis of viewpoint in granting or denying a student permission to distribute or display non-school publications or materials. If permission to distribute or display a publication or material is denied, the student may request review of the principal’s decision as specified in Section D below.

### **B. DISTRIBUTION AND DISPLAY BY NON-STUDENTS**

1. Distribution and display of “school-sponsored or curriculum-related publications and materials” as defined in Section E are permitted during the school day, on school grounds and at school activities.
2. Distribution and display of publications and materials from school-related groups that have received prior approval of the principal pursuant to the standards in Section C below and the standards for review of the decision in Section D below are permitted at reasonable times and places as designated by the principal. The term “school-related group” is defined in Section E. The principal shall not discriminate on the basis of viewpoint in granting or denying permitted school-related groups permission to distribute or display non –school material.
3. The following agencies and organizations are permitted to distribute or display educational information or information about programs and activities of interest to students:
  - a. local, state and federal government agencies and departments;

- b. non-profit organizations that offer educational, recreational, cultural or character development activities or programs for school-aged children, including but not limited to scouts, YMCA or YWCA, organized youth sport leagues, etc.);
- c. school/business partnerships or incentive programs that directly enhance or support the school's educational program; and
- d. community colleges, universities, and other non-profit institutions of higher education.

All publications and materials that one of the permitted agencies or organizations would like to distribute or display must be submitted to the superintendent or designee for approval prior to distribution or display. Approval for distribution or display shall be granted pursuant to the standards in Section C below and the standards for review of decisions in Section D below. If approved, the publications and materials shall be distributed or displayed at reasonable times and places as designated by the superintendent or designee.

4. The superintendent or designee shall not discriminate on the basis of viewpoint in granting or denying permitted agencies and organizations permission to distribute or display non-school materials.
5. The superintendent is authorized to adopt regulations regarding approval forms, how many times a year groups may distribute or display publications or materials, delivery and bundling requirements, etc.
6. Nothing in this policy shall be construed to create a public forum that would allow non-students unrestricted access to school property for the purpose of distributing or displaying publications or materials.

### **C. DISTRIBUTION AND DISPLAY STANDARDS FOR NON-SCHOOL MATERIALS**

School officials shall apply the following standards to approve the distribution or display of all non-school material on school property:

1. While materials shall not be screened for viewpoint, the reviewer shall prohibit the distribution or display of any publication or material that (a) is vulgar, indecent or obscene; (b) contains libelous statements, personal attacks or abusive language such as language defaming a person's character, race, religion, ethnic origin, gender, family status, or disability; (c) causes or clearly threatens to cause a material and substantial disruption of a school activity; (d) encourages the commission of unlawful acts or the violation of lawful school regulations; (e) is inappropriate considering the age of the students in the school; (f) contains information that is inaccurate, misleading or false; or (g) advertises any product or service not permitted to minors



by law.

The principal or superintendent's designee, depending on who makes the initial decision shall notify the superintendent before approving or prohibiting distribution or display of any publications or materials that raise a question as to whether a specific action by school officials might violate the Establishment of Religion Clause, the Free Exercise of Religion Clause, or the free speech rights guaranteed by the First Amendment of the U.S. Constitution. The superintendent shall consult with the board attorney to determine the legally appropriate course of action.

2. The distribution of non-school material shall not interfere with instructional time.
3. Non-school publications and materials distributed or displayed to students must be clearly identified, through the method of distribution or otherwise, as non-school materials that are neither endorsed nor necessarily reflective of the views of the school board or the school system.
4. In order to minimize disruption to the learning environment, political campaign materials may not be distributed to students or employees (including through employee mailboxes and e-mail) or made available on school grounds during school time or at school events. However, on election days, posters and printed materials are permitted at school buildings used as polling places in accordance with state law and board of elections requirements.

This provision does not prohibit a teacher from using political literature or campaign material for instructional purposes. However, any teacher using these materials for instructional purposes shall not use his or her position to promote a particular candidate, party or position on a specific issue. The teacher also shall attempt to use a variety of materials that represent balanced and diverse viewpoints on the political spectrum.

#### **D. PROCEDURES FOR REQUESTING DISTRIBUTION OR DISPLAY OF NON-SCHOOL MATERIALS**

1. Any individual or organization wishing to distribute or display non-school-sponsored publications or materials must first submit for approval a copy of the publication or material to the principal or superintendent or designee at least five school days in advance of the distribution or display time, along with the following information: (a) the name and phone number of the individual submitting the request; (b) the date(s) of intended distribution or display; (c) the desired location for distribution or display of material; and (d) if the distribution or display is intended for students, the grade(s) of students for whom the distribution or display is intended.
2. Within five school days, the principal or superintendent or designee shall review the request and render a decision. In the event permission to distribute or display the material is denied or restricted, the individual submitting the request shall be

---

informed in writing of the reasons for the denial or restriction.

3. Any request denied or restricted by the principal or superintendent or designee may be appealed in writing to the superintendent or designee or board, depending on who made the initial decision. If the principal made the initial decision, the superintendent or designee shall review the decision and render a decision within 10 school days. Any request denied by the superintendent or designee may be appealed to the board of education. The board will review the request at its next regularly scheduled meeting. As appropriate, the superintendent or the board will consult with the board attorney concerning a request to distribute or display non-school literature.
4. Permission or denial of permission to distribute or display material does not imply approval or disapproval of its contents by school system administrators, the school board or the individual reviewing the material submitted.

#### **E. DEFINITIONS**

The following terms used in this policy are defined as follows:

1. **Obscene**

“Obscene” describes any speech or work that the average person, applying contemporary community standards (as opposed to “national standards”), would find, taken as a whole, appeals to prurient interest; or that depicts or describes, in a patently offensive way, sexual conduct specifically defined by applicable law; and that, taken as a whole, lacks serious literary, artistic, political or scientific value.

2. **Libelous Statement**

Libelous statements are false and unprivileged statements about a specific person that injure that person’s reputation in the community.

3. **Non-School Material**

Non-school material includes any publication or other written information that is not a school-sponsored or curriculum-related publication or material.

4. **Material and Substantial Disruption**

A material and substantial disruption is any conduct that for any reason, including inappropriateness of time, place or type of behavior, significantly interferes with school functions, classroom instruction or with the rights of other students or school employees. Examples of material and substantial disruption include, but are not limited to, demonstrations, destruction of property, injury to students or other persons, shouting or boisterous conduct, and anything that significantly distracts

students from instruction or prevents school personnel from performing their educational responsibilities.

5. School-Sponsored or Curriculum-Related Publications and Materials

School-related materials or publications are: (a) materials published by the school system for distribution (i.e. school calendars, menus, school newsletters, etc.); (b) materials that are approved by school officials and related to activities or events that are officially sponsored by the school (i.e. announcements for sports teams, clubs, field trips, school plays and concerts); or (c) materials that are directly related to instruction.

6. School-Related Group

School-related groups are organizations formed to support the school in an area of recognized need, such as the PTA, PTO, teachers' and principals' organizations and booster clubs.

The superintendent shall adopt necessary regulations to ensure that this policy is implemented throughout the school system.

Legal References: U.S. Const. amend. I; *Peck v. Upshur*, 155 F.3d 274 (1998); G.S. 115C-36, -47

Cross References: Collections and Solicitations (policy 5220), Advertising in the Schools (policy 5240)

Adopted: April 14, 2011

It is the goal of the board that all students will make adequate academic progress each year and thereby acquire the skills necessary for secondary education and career success. To realize this goal, students who are at risk of academic failure and who are not successfully progressing toward grade promotion and graduation must be identified and provided additional assistance. The principal or designee is responsible for ensuring that teachers identify students at risk at each school who are at risk of academic failure and who are not successfully progressing toward grade promotion and graduation and that those students receive assistance in compliance with G.S. 115C-105.41.

**A. PERSONAL EDUCATION PLANS**

~~Such~~ Identification of students at risk of academic failure ~~shall~~ must occur as early as reasonably may be done beginning in kindergarten, beginning no later than the fourth grade for the 2012-2013 school year and kindergarten thereafter. In addition, no later than the end of the first quarter or after the teacher has had up to nine weeks of instructional time with a student, a personal education plan with focused intervention and performance benchmarks for academic improvement ~~shall~~ must be developed or updated for each student at risk of academic failure who is not performing at least at grade level or making progress toward graduation.

The principal or designee shall notify the student's parent or guardian that the student has a personal education plan and provide the parent or guardian with a copy of the plan or report card containing the plan.<sup>1</sup> Parents should be included in the implementation and ongoing review of personal education plans at the beginning, middle and end of the academic year.

Each year the superintendent shall certify to the State Board of Education that the school system has complied with this requirement.

**B. TRANSITION PLANS**<sup>2</sup>

Transitions in the school environment can be stressful experiences that pose academic, social and emotional challenges for students. Addressing students' academic, social and emotional needs to create successful transitions provides students with a better chance of academic success. A comprehensive and coordinated transition plan will be implemented for students who are at risk of academic failure in order to facilitate their educational transitions between elementary school and middle school and between middle school and high school.

---

<sup>1</sup> ~~This policy is optional. However,~~ The school system is required to provide a personal education plan for students at risk of academic failure, notify the student's parent or guardian that the student has a personal education plan and provide a copy of the plan to the parent or guardian. The responsibility for fulfilling these requirements may be delegated to someone other than the principal or designee.

<sup>2</sup> Transition teams and plans for the transition of at risk students between elementary and middle school and between middle and high school are required by G.S. 115C-105.41(b); however, the details in this section may be

---

modified. For guidance on creating transitions plans, see *Transition Planning for 21st Century Schools* from the State Board of Education and the Department of Public Instruction.

~~The superintendent shall appoint a transition team to design, implement and evaluate a school system transition plan. This team will be comprised of stakeholders who can identify the needs of students at the different developmental levels and implement plans that produce positive results for students at risk of academic failure. Such stakeholders may include principals, teachers, support staff and other school system employees, parents of students in the school system, and local business and community leaders such as civic group leaders, health department personnel, preschool and Head Start program personnel, faith community leaders, and personnel from local colleges, universities and community colleges. At each school, the principal shall lead a school transition team or an existing school based leadership team in using the school system transition plan to design a school based transition plan tailored to meet the specific needs of that school's population.~~

The transition plans should be designed to encourage successful transitions that foster respect for individual differences, encourage understanding of the whole child, create a sense of trust and belonging, and reduce child and family anxiety about school. The plans must include an on-going evaluation process to verify that the outcomes established for the different transition levels are being accomplished and that these goals are updated as student data and environmental changes occur.

Legal References: G.S. 115C-105.41

Cross References:

Other Resources: *Transition Planning for 21<sup>st</sup> Century Schools*, N.C. State Board of Education/Department of Public Instruction

Adopted:

---

3 G.S. 115C-105.41(b) requires transition plans for at risk students to assist them in making the transition between the elementary and middle school years and between the middle school and high school years. This policy may be modified to expand the scope of the transition plan to include all students and/or transitions between other school years.

*NOTE: Footnotes are for reference only. They should be eliminated from an individual board's policy.*

## **RELATIONSHIP WITH LAW ENFORCEMENT**

*Policy Code:* **5120**

---

<sup>1</sup>The board recognizes the importance of law enforcement authorities in providing safe schools. The board desires an effective working relationship with law enforcement. To this end, the superintendent and principals are expected to communicate the needs of the schools and work with law enforcement officials in developing joint programs and in establishing protocols for handling situations in which the assistance of law enforcement is helpful or necessary.<sup>2</sup> The superintendent shall establish procedures for school contacts with law enforcement agencies.

The superintendent shall ensure that local law enforcement and emergency management agencies have copies of floor plans of all school buildings and site plans showing campus boundaries and access points.

School resource officers will be assigned duties as specified in a written understanding between the law enforcement agency and the school system.

Law enforcement officials are not to be used in conducting administrative investigations, including investigations to determine whether student behavior policies have been violated.

School administrators and employees are expected to cooperate in criminal investigations but should attempt to do so in a way that minimizes disruptions to the educational environment.

Visits by probation officers to students during the school day must be in accordance with policy 5020, Visitors to the Schools.

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

Cross References: Student Searches (policy 4342), Visitors to the Schools (policy 5020)

Issued:

Revised: September 24, 1999; June 30, 2008; September 27, 2012

---

<sup>1</sup> This policy is optional.

<sup>2</sup> Any particular relationships may be identified.

*NOTE: Footnotes are for reference only. They should be eliminated from an individual board's policy.*

## **OPERATION OF STUDENT FOOD SERVICES**

*Policy Code:*

**6220**

All schools will participate in ~~the federal~~ National Child Nutrition Programs ~~and a school breakfast program~~ and will receive commodities donated by the United States Department of Agriculture. All federal and state revenues will be accepted and applied to maximize the use of such funds for the purposes of providing nutritional meals to students at the lowest possible price.

### **A. OPERATIONAL STANDARDS**

The student food services program will be operated in a manner consistent with board goals and board policy. The program also will be operated in compliance with all applicable state and federal law, including requirements of the National School Lunch Program and all federal guidelines established by the Child Nutrition Division of the United States Department of Agriculture. Specific legal requirements that must be met include, but are not limited to, the following.

1. No child will be discriminated against because of race, sex, color, national origin, ~~or disability or eligibility status for free and reduced price meals.~~
2. The student food services program will meet safety and sanitation requirements established in local, state and federal rules and guidelines for school food service programs.
3. Menu preparation and purchasing will be consistent with applicable established state and federal rules and guidelines, ~~for programs that receive special revenue funds.~~
4. Banking, record keeping, budgeting and accounting will be conducted in accordance with generally accepted practices and procedures, as dictated by the School Budget and Fiscal Control Act and in accordance with state and federal guidelines.
5. Commodity foods donated by the United States Department of Agriculture will be used and accounted for in accordance with federal regulations.
6. Preference will be given in purchasing contracts to high-calcium foods and beverages, as defined in G.S. 115C-264.1.
7. ~~Contracts involving the sale of juice or bottled water will be competitively bid separately from each other and from any other contract as required by G.S. 143-64.~~<sup>†</sup>

---

<sup>†</sup>This provision is required by G.S. 143-64.

7. Child nutrition programs funds will be used only for the purposes authorized by law.
8. The price for meals will be determined in accordance with federal law.<sup>2</sup>
9. Nonprogram foods will be priced to generate sufficient revenues to cover the cost of those items. A nonprogram food is defined as a food or beverage, other than a reimbursable meal or snack, that is sold at the school and is purchased using funds from the child nutrition account.<sup>3</sup>

**A. CHILD NUTRITION PROGRAM**

10. ~~The board will ensure that a~~All school food services ~~will be~~are operated on a non-profit basis for the benefit of the Child Nutrition Program (CNP).<sup>4</sup> School food services are those that are operated from 12:01 a.m. until the end of the last established lunch period.
11. All income from the sale of food and beverages that is required by law or regulation to be retained by the CNP will be deposited to the CNP account and may be used only for the purposes of the school's non-profit lunch and breakfast programs.<sup>5</sup> All funds from food and beverage sales not otherwise required by law to be deposited to the CNP account will be deposited into the proper school account in accordance with guidelines developed by the superintendent or designee.<sup>6</sup>  
~~The CNP retains income from the sale of all foods and beverages sold to students during the school day until the last student is served lunch. This income must be deposited into the CNP account and may be used only for the purposes of the CNP.~~
- 8.12. Pursuant to federal law and State Board of Education Policy, School food services ~~the CNP~~ may not sell foods of minimal nutritional value.<sup>7</sup>

<sup>2</sup> See 42 U.S.C. 1760 (p).

<sup>3</sup> See 42 U.S.C. 1760(q). Nonprogram foods include, e.g., adult meals and a-la-carte items. All revenue from the sales of nonprogram food must accrue to the CNP account.

<sup>4</sup> This provision is required by G.S. 115C-264(c).

<sup>5</sup> See 16 N.C.A.C. 06H .0104.

<sup>6</sup> With the exception of revenue from the sale of nonprogram foods, it is not required that the Child Nutrition Program retain funds from food and beverages sold after the last child is served lunch. The board can add such a requirement. The superintendent or designee shall ensure that standard procedures and any applicable federal or state regulations are followed to account for funds accruing from food and beverage sales.

<sup>7</sup> 7 C.F.R. 210.11(a)(2); 16 N.C.A.C. 6H .0104(a)(1)(D); State Board of Education Policy TCS-S-000. Foods of minimal nutritional value include: (a) soda water (soda pop); (b) water ices; (c) chewing gum; (d) processed foods made predominately from sweeteners with a variety of minor ingredients, such as hard candy, jellies and gums, marshmallow candies, fondant, licorice, spun candy, and candy-coated popcorn; and (e) confection and carbonated drinks.



The board authorizes the sale of other “competitive foods” during the lunch period in compliance with law, provided the foods meet the standards established under policy 6230, Nutritional Standards for Food Selection,<sup>8</sup> and all profits from “competitive food sales”<sup>9</sup> must be used for the school’s non-profit lunch and breakfast programs. See policy 6230, Nutritional Standards for Food Selection.

## **B. SUPPLEMENTAL FOOD SALES**

~~All funds generated from supplemental food sales must either be deposited in the school account or be used for school food services.<sup>10</sup> Supplemental food sales include the sale of competitive foods.~~

## **B. MEAL CHARGES**

Students who are required to pay for meals are expected to provide payment in a timely manner. The board recognizes, however, that students occasionally may forget or lose their meal money. The board therefore directs the superintendent to develop a procedure to manage situations in which students are unable to pay for a meal on a particular day. The superintendent shall ensure that federal child nutrition funds are not used to offset the cost of unpaid meals and that the CNP is reimbursed for uncollected student meal charges prior to the end of the year.

The superintendent or designee shall establish other procedures as appropriate to help ensure compliance with board policy and legal requirements.

Legal References: Child Nutrition Act of 1966, 42 U.S.C. 1771 *et seq.*; National School Lunch Act, 42 U.S.C. 1751 *et seq.*, 7 C.F.R. pt. 210; 2 C.F.R. pt. 225, App. B; G.S. 143-64; 115C-47(7), -47(22), -263, -264, -264.1, -426, -450, -522; 16 N.C.A.C. 6H .0104; State Board of Education Policy TCS-S-000

Cross References: Goals of Student Food Services (policy 6200), Nutritional Standards for Food Selection (policy 6230), Beverage Vending Sales (policy 6235), Goals of the Purchasing Function (policy 6400)

Issued:

Revised: January 31, 2006; August 17, 2006; June 30, 2009; September 27, 2012

<sup>8</sup> See 16 N.C.A.C. 6H .0104(a)(2). Competitive foods are defined as any foods sold in competition with the Child Nutrition Program to children in food service areas during the lunch periods. 7 C.F.R. 210.11(a)(1).

<sup>9</sup> ~~This provision is required by 16 N.C.A.C. 6H .0104(a)(2). Competitive foods are defined as any foods sold in competition with the Child Nutrition Program to children in food service areas during the lunch periods. 7 C.F.R. 210.11(a)(1).~~

<sup>10</sup> ~~The superintendent or designee shall ensure that standard accounting procedures are followed.~~

The board is the sole agency authorized to execute formal contracts between the school district and any firm or person offering to provide materials, equipment or services to the school district. Creditors are on notice that the board may choose not to honor contracts made without proper authorization by designated school or school district officials.

**A. AUTHORIZATION TO ENTER INTO CONTRACTS**

No contract requiring the expenditure of funds may be agreed upon unless the budget resolution adopted pursuant to board policy 8110, Budget Resolution, authorizes the expense and there is a sufficient unencumbered balance to pay the amount to be disbursed. (See policy 6421, Pre-Audit Certification) Unless otherwise prohibited by statute or regulation, the Superintendent or Finance Officer is authorized to enter into contracts or approve change orders.

To provide greater flexibility at the school level, the superintendent also may establish circumstances in which principals may enter contracts involving amounts up to \$500.00. The superintendent, with appropriate involvement of the finance officer, will establish any procedures necessary to ensure fiscal accountability and reporting by principals who enter into contracts.

**B. CONTRACT FORMS**

Any contract forms developed for use by a school or the school district must be reviewed by the board attorney.

**C. LEASE PURCHASE CONTRACTS**

Any request to enter lease purchase contracts as authorized by G.S. 115C-528, regardless of dollar amount, must be approved by the finance officer. After considering the principal and amount of interest, the superintendent must determine that the lease purchase is a fiscally prudent choice that is consistent with board policy.

The finance officer will provide the board with periodic reports on lease purchase contracts, with terms of three years or longer. The reports will include the amount of the principal, interest paid and the amount of the outstanding obligation.

**D. OTHER APPLICABLE POLICIES AND LAWS**

Purchases will be made as required by the State Division of Purchase and Contract. All contracts involving construction or repair work or purchase of apparatus, supplies, materials or equipment must be undertaken in compliance with Chapter 143 of the North Carolina General Statutes and board policies.

Legal References: G.S. 115C-36, -47, -440, -441, -522, -528

Cross References: Pre-Audit Certification (policy 6421), Budget Resolution (policy 8110)

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

Administrative Procedure: None

Revised: January 11, 2007

*NOTE: Footnotes are for reference only. They should be eliminated from an individual board's policy.*

## **EMPLOYEE HEALTH CERTIFICATE**

Policy Code:

**7120**

All new employees, as well as employees who have been separated from public school employment for more than a year or who have been absent for more than 40 successive school days because of a communicable disease, must provide a fully completed health certificate. Such certificate must be prepared by:

1. A physician licensed to practice in North Carolina;
2. A nurse practitioner approved pursuant to state law; or
3. A physician's assistant licensed to practice in North Carolina.

A new employee who has not previously been employed in a public school in North Carolina may provide a certificate prepared by a physician, nurse practitioner, or physician's assistant who holds a current unrestricted license or registration in another state, so long as evidence of that license or registration is on the certificate. ~~from a physician, physician's assistant or nurse practitioner licensed to practice in the state of North Carolina~~ Such certificate must certify that the employee does not have tuberculosis in the communicable form; any other communicable disease; or any disease, physical or mental, that would impair the ability of the individual to perform effectively in his or her duties. The board or superintendent may require any individual covered by this policy to have a physical examination when deemed necessary.

Health certificates will be maintained in separate, confidential medical files in the ~~personnel~~ human resources office.<sup>1</sup>

Legal References: G.S. 115C-323

Cross References:

Issued:

Revised: April 7, 2008; September 27, 2012

---

<sup>1</sup> This requirement is recommended to address the Americans with Disabilities Act and other possible legal concerns of confidentiality of information.

## **LEAVE**

Policy Code:

**7510**

---

The board of education believes that it is important for employees to have leave available to attend to personal, civic and professional matters as well as to meet family commitments. This need for leave is to be balanced with the need to provide an effective instructional program for students. No employee may be discharged, demoted or otherwise subjected to adverse employment action for taking leave in accordance with board policies and administrative procedures.

All requests for leave, with or without pay, must be addressed in accordance with state and federal law, as well as policies promulgated by the State Board of Education, including those specified in the most current edition of the *North Carolina Public Schools Benefits and Employment Policy Manual*.

In addition to applicable laws and regulations, the following board policies apply to leave requests. The superintendent is directed to develop administrative procedures and make them available to any employee upon request.

### **A. MINIMUM LEAVE TIME**

An employee may take any type of leave in increments of hours unless otherwise specified in this policy.<sup>1</sup>

### **B. CONTINUOUS LEAVE OF MORE THAN 10 DAYS**

An employee must comply with the notice and verification requirements provided in policy 7520, Family and Medical Leave, for continuous leave of more than 10 days if: (1) the leave also is eligible for leave under the Family and Medical Leave Act (FMLA), defined in policy 7520, and (2) the leave is designated as FMLA-eligible at the time it is taken or as soon as is feasible thereafter.<sup>2</sup>

### **C. SICK LEAVE**

The superintendent or designee may require a statement from a medical doctor or other acceptable proof that the employee was unable to work due to illness. Employees who

---

<sup>1</sup> Alternatively, the board may establish the following policy: "An employee who is absent for less than one-half day will be charged with the use of one-half day of leave. If an absence on a given day is longer than one-half day, one day of leave will be charged." However, the board must allow leave that is designated as eligible for leave under the Family and Medical Leave Act, defined in policy 7520, Family and Medical Leave, to be taken in increments of hours.

<sup>2</sup> The 10-day stipulation is to eliminate the administrative burden to the employee and the administration when small amounts of leave are taken. However, a board may eliminate the 10-day threshold or may increase the number of days before notice and verifications requirements must be met.

---

anticipate using sick leave for more than a single day<sup>3</sup> must inform the principal or immediate supervisor in advance so that arrangements may be made to reassign the employee's duties during the period of absence.

#### **D. PERSONAL LEAVE<sup>4</sup>**

Teachers earn personal leave at a rate of .20 days for each full month of employment, not to exceed two days per year. Unused personal leave may be carried forward from one year to another and may be accumulated without limitation until June 30 of each year. On June 30, personal leave in excess of five days shall be converted to sick leave so that a maximum of five days of personal leave is carried forward to July 1. At the time of his or her retirement, a teacher may also convert accumulated personal leave to sick leave for creditable service towards retirement.

Personal leave must be used in half or whole day units. Personal leave may be requested by application in accordance with the policies of the State Board of Education and may be used only upon the authorization of the teacher's immediate supervisor. A teacher shall not take personal leave on the first day he or she is required to report for the school year, on a required teacher workday, on days scheduled for state testing, or on the day before or the day after a holiday or scheduled vacation day, unless the request is approved by the principal. On all other days, if the request is made at least five days in advance, the request will be automatically granted subject to the availability of a substitute teacher. The teacher cannot be required to provide a reason for the request.

#### **E. VACATION LEAVE<sup>5</sup>**

The superintendent or designee has the authority to approve the vacation schedules of all personnel. To promote the efficient operation of the schools, the superintendent may designate certain periods during the nonacademic year as preferred vacation periods for 12-month employees. Vacation earned by 12-month teachers during the two months of "extended employment" may be taken only upon the authorization of the employee's immediate supervisor and in accordance with procedures established by the superintendent.<sup>6</sup> Vacation earned by teachers and other 10-month employees during the 10-month school-year employment may be taken as outlined in the school-year calendar. If a teacher schedules vacation leave in accordance with the school calendar, the board and/or principal must give the teacher at least 14 calendar days' notice before requiring the teacher to work on the scheduled day(s), unless the teacher waives the notice

---

<sup>3</sup> The board may modify this time period.

<sup>4</sup> See G.S. 115C-302.1(d).

<sup>5</sup> If the school system includes schools that are on a year-round schedule, the board may, but is not required to address the use of vacation leave by instructional employees in those schools. See G.S. 115C-302.1(c) and G.S. 115C-316(a)(3), which authorize the board to allow instructional employees (including teacher assistants) in year-round schools who require substitutes to take vacation leave while students are in session. The board would bear the cost of substitutes. The board is not required to offer this opportunity.

<sup>6</sup> See 16 N.C.A.C. 6C .0401.

requirement.<sup>7</sup>

Annual vacation leave may be accumulated without any applicable maximum until June 30 of each calendar year. On June 30, accumulated annual vacation leave in excess of 30 days will be converted to sick leave so that only 30 workdays of annual vacation leave are carried forward.

An employee who has unused vacation time from another school system in North Carolina may have the vacation time transferred to this school system.

Bus drivers and instructional personnel who must be replaced by a substitute may not take earned vacation on days when school is in session for students unless the employee's absence is due to a catastrophic illness and the employee has exhausted all of his or her sick leave.<sup>8</sup> In such instances, the employee will not be required to pay the substitute.

Within any given year, instructional personnel who do not require a substitute may be granted a maximum of five vacation days when students are in attendance.<sup>9</sup> Such days may not be consecutive. Leave will not be granted for days immediately before or immediately following days when students are out of school. Leave will not be granted on mandatory staff development days.<sup>10</sup> An exception to these restrictions may be made when an employee is absent due to a catastrophic illness and the employee has exhausted all of his or her sick leave.

The superintendent shall establish procedures for reviewing requests for the use of vacation leave for catastrophic illness by instructional personnel and bus drivers.

#### **F. CHILD-SCHOOL INVOLVEMENT LEAVE**

All employees may take up to four hours of unpaid leave per year to attend or otherwise be involved in the school of a child for whom the employee is a parent, guardian or person standing in loco parentis.<sup>11</sup>

#### **G. ~~PETTY LEAVE~~<sup>12</sup>**

~~Petty leave is defined as an absence from work that is generally less than one hour in length and that is not covered by other policies.~~

~~Petty leave is awarded only to employees who work not less than five days per week and~~

<sup>7</sup> This is required by G.S. 115C-84.2(a)(5).

<sup>8</sup> See 16 N.C.A.C. 6C .0401.

<sup>9</sup> These restrictions are discretionary and may be eliminated or modified.

<sup>10</sup> This is not required but is suggested in order to be consistent with the provisions for other instructional personnel and bus drivers.

<sup>11</sup> This leave opportunity is required by G.S. 95-28.3.

<sup>12</sup> ~~This section is optional.~~

~~for not less than seven and one-half hours per day.~~

~~The board expects that both the request for petty leave and the granting or denial of the request will be based upon the welfare of the employee and the students.~~

#### **H.G. COMPENSATORY LEAVE**

Because professional employees are expected to fulfill all job duties, compensatory leave should apply only in extraordinary circumstances.

Employees who are not exempt from the provisions of the Fair Labor Standards Act may accrue compensatory time (comp time) at a rate of one and one-half hours for every one hour worked in lieu of receiving overtime pay for each hour worked beyond 40 in a given workweek. For the purpose of compliance with the Fair Labor Standards Act, the workweek for school system employees will be from 12:00 a.m. Saturday until 11:59 p.m. Friday.<sup>13</sup> Supervisors shall arrange for employees to take comp time within one pay period following the time it is earned, if possible. The superintendent or designee may exempt certain employees or categories of employees from this comp time provision when deemed necessary for the proper administration of the school system.

An employee must obtain approval from his or her immediate supervisor before taking compensatory leave.

#### **H.H. MILITARY LEAVE**

Employees may take up to 15 workdays of paid military leave during the federal fiscal year, which runs from October 1 through September 30. Paid military leave may be used for: (1) active duty training in the Reserve Components of the U.S. Armed Forces, including the National Guard, the Army Reserve, the Naval Reserve, the Marine Corps Reserve, the Air Force Reserve and the Coast Guard Reserve; (2) required physical examinations relating to membership in a reserve component; and (3) regularly scheduled unit assemblies, also referred to as drills. For infrequent special activities in the interest of the state when authorized by the Governor or designee, members of the National Guard may be paid for up to 30 days in addition to the 15 days allowed for training.

#### **H.I. LEAVE OF ABSENCE WITHOUT PAY**

An employee may be granted a leave of absence without pay for the following reasons and for a period of time of up to one calendar year, renewable at the discretion of the superintendent with approval from the board:

1. military leave (see also policies 7520, Family and Medical Leave, and 7530, Military Leave);

---

<sup>13</sup> The board is legally required to identify the workweek but may designate another seven-day period as the school system's workweek.



2. personal illness in excess of sick leave;
3. family leave (see also policy 7520);
4. professional leave; and
5. other reasons at the discretion of the superintendent with the approval of the board.

An employee seeking leave is responsible for making necessary arrangements as provided in the administrative procedures. Except in the case of an emergency, an employee who desires a leave of absence without pay shall provide at least 60 days' notice and shall submit a request in writing to the board stating the beginning and ending dates of the desired leave of absence. The employee is expected to consult with the principal or his or her immediate supervisor. The superintendent may request documentation from the employee in support of his or her request. In determining the length of absence without pay that will be approved, with the exception of military and family leave, due and proper consideration must be given to the welfare of the students as well as the employee. The superintendent may require the employee to give notice of his or her intent to return to work at reasonable time intervals during the leave.

Once a leave of absence without pay has been requested by an employee and approved by the board, the dates are binding unless both parties agree to a change.

Legal References: G.S. 95-28.3; 115C-12, -36, -47, -84.2, -285, -302.1, -316, -336, -336.1; 16 N.C.A.C. 6C .0401-.0405; *North Carolina Public Schools Benefits and Employment Policy Manual* (2008-2009)

Cross References: Family and Medical Leave (policy 7520), Military Leave (policy 7530), Voluntary Shared Leave (policy 7540), Absences Due to Inclement Weather (policy 7550)

Issued:

Revised: January 22, 1999; September 24, 1999; October 15, 2007; June 30, 2009; September 30, 2010; September 27, 2012

School/Location	Date	Event	Time
ACS	Monday - Friday, May 6 - 10, 2013	Teacher Appreciation Week	N/A
AHS/PAC	Monday, May 6, 2013	NAMS Spring Band Concert	7:30pm
NAMS	Thursday, May 9, 2013	NAMS Chorus Performance	7:00pm
PDC	Thursday, May 9, 2013	Board of Education Meeting	7:30pm
AHS/PAC	Thursday, May 9, 2013	SAMS Spring Band Concert	7:30pm
Teachey	Friday, May 10, 2013	Teachey Pre-K - 5th grade Academic Awards	8:15am
AHS/PAC	Thursday, May 16, 2013	AHS Spring Choral Concert	7:30pm
AHS/PAC	Tuesday, May 21, 2013	AHS Jazz & Percussion Concert	7:30pm
Pinewood Country Club	Wednesday, May 22, 2013	Teacher of the Year Banquet	6:00pm
AHS/PAC	Thursday, May 23, 2013	AHS Spring Band Concert	7:00pm
AHS/PAC	Friday, May 24, 2013	AHS Academic Awards Day	9:00am
NAMS	Friday, May 24, 2013	NAMS Drama Performance	7:00pm
Lindley Park	Tuesday, May 28, 2013	LP 3rd & 4th Grade Awards	8:30am
Donna Lee Loflin	Tuesday, May 28, 2013	DLL Banquet of Excellence	6:00pm
Historic Courthouse	Tuesday, May 28, 2013	County Commissioners - Budget Presentation	6:00pm
AHS/PAC	Tuesday, May 28, 2013	Senior Awards Night	7:00pm
AHS	Wednesday, May 29, 2013	Senior Board Night	7:00pm
Donna Lee Loflin	Thursday, May 30, 2013	DLL K-2 Awards	1:00pm
Lindley Park	Thursday, May 30, 2013	LP 5th Grade Awards/Completion Ceremony	8:30am
Donna Lee Loflin	Friday, May 31, 2013	DLL 3-5 Awards	9:00am
Lindley Park	Friday, May 31, 2013	LP 1st & 2nd Grade Awards	9:00am
AHS PAC	Sunday, June 2, 2013	Baccalaureate	7:00pm
Balfour	Monday, June 3, 2013	Balfour 5th Grade Awards	1:00pm
NAMS	Thursday, June 6, 2013	NAMS Athletic Awards	1:15pm
Teachey	Friday, June 7, 2013	Teachey 5th Grade Awards	8:15am
Donna Lee Loflin	Friday, June 7, 2013	DLL 5th Grade Celebration	8:30am
NAMS	Friday, June 7, 2013	NAMS Academic Awards	9:00am

SAMS	Friday, June 7, 2013	SAMS Awards	10:00am
Lee J. Stone Stadium	Friday, June 7, 2013	AHS Graduation	7:00pm



### **Student Achievements:**

- AHS held an awards ceremony for all athletes who participated in winter sports.
- Four NAMS students participated in the 7<sup>th</sup> Grade Talent Search sponsored by the Duke University Talent Identification Program.
- SAMS students raised over \$3,000 to support JDRF.
- AHS Zoo School students participated in several environmental service projects. They collected nearly 150 pounds of litter while participating in the Adopt-A-Highway Spring Cleanup event.
- The AHS Park Street Players presented the musical “Hairspray”
- McCrary held an Earth Day celebration where students picked up litter around their school.

### **Staff Achievements:**

- Deb York, ECDC, was named AAEOP of the Year
- Jennifer Smith, CO, was named AAEOP Administrator of the Year.

### **Parent Involvement:**

- Teachey held a family art night for students and their parents.

### **Events bringing community into our schools:**

- McCrary held a career day where more than 28 different careers were represented.



**Asheboro City Schools**

*...the subject is excellence!*

# Asheboro City Schools Strategic Plan Milestones

## Board of Education Goals

**2012-2013**

**Update: May, 2013**

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

1. Every student graduates college and career ready.

- Graduation rate for 5-year cohort at 84% or better.
- 80% or more of students demonstrate proficiency on new Math I, Biology, and English II EOC exams.

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

- Expand digital expo to increase student participation. Include a real world problem-solving theme.
- Implement North Carolina online testing in grades 3-12.  
Our testing calendar is different this year since there will be no re-tests. All reading and mathematics end-of-grade tests in grades 3-8 and all middle and high school end-of-course and common exams will be administered the last week of school, June 3-7.

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

- Develop internal Health Sciences small learning community with partners.  
The Health Sciences Academy is off and running! Approximately 40 students who will be 9<sup>th</sup> and 10<sup>th</sup> graders next fall have been selected to participate. A kick-off reception is planned for June 6. The Career and Technical Education Advisory Council heard an update on the Health Sciences Academy at their meeting on April 30.

4. Increase the number of students reading on grade level by Grade 3 to 66%.

Many strategies have been implemented to improve reading in K-3 this year. The new Reading3D online tool to assess reading comprehension and writing has been a terrific addition to diagnose student reading difficulties and plan appropriate interventions. A greater focus has also been placed on vocabulary and fluency. You will hear about Teachey School's approach to expanding students' vocabulary in our Board Spotlight.

An instructional goal in the new common core state standards for grades K-2 is for the majority of lesson time to be spent reading, writing, or speaking directly about a high quality text or texts. In classroom walkthroughs at Teachey this week, I was very pleased to see kindergartners eagerly writing an opinion paper about which of two texts related to their farm unit was their favorite and why. I am seeing more quality writing across the curriculum in all schools.

Another important component of our literacy work happens in the summer. Summer programs are planned at every elementary school to support reading throughout the summer and help eliminate summer reading loss. This includes making sure that students have access to quality reading material over the summer and that they can find books at their reading level that really interest them.

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

- Use common assessments to monitor student growth.

6. Implement innovative after school enrichment and intervention programs.

- Evaluate effectiveness of current intervention programs.

7. Establish a rigorous and relevant CTE program.

- Implement CTE strategic plan.

GOAL 2: Asheboro City Schools will be led by 21<sup>st</sup> century professionals.

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

- Professional development focus areas: Literacy across the curriculum; Common Core state standards and new NC Essential Standards; develop and use common assessments aligned with CCSS/ES

One of our five professional development days was held Friday, April 26. A conference-style program was planned for teachers and staff with most sessions led by our own teachers, lead teachers, and administrators. The presenters showcased best practices across the district and received extremely positive feedback from participants.

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

- Expand use of performance-based common assessments. Publish collection of exemplars.

- Each school develops a plan to implement student-led conferences.
- Revise K-2 report cards to implement standards-based grading practices.

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

- Continue Teacher Leadership Academy for cohort #3. Evaluate effectiveness of TLA on past participants. Include past participants in leading professional development.
- Refine use of teacher evaluation system with new standard #6 (student performance).
- Teachers will use student performance data in professional learning communities (collaborative conversations) to improve teaching and learning.

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

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

- All schools will complete Level 3 Positive Behavior Support Training and score > 80% on the school evaluation tool (SET).

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

- Graduation Coach, CIS coordinator, UNC college advisor, Career Development Coordinator, school counselors, and school social workers collaborate to identify at-risk students, develop a plan of support, and monitor student progress.
- All staff focus on relationship building with students, assuring that every student has a caring adult in the school, and every student's passion is known by a caring adult.

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

- Middle schools participate in Science of Healthful Living Physical Education project with UNCG.
- Asheboro City Schools staff and students participate in a fitness walk in the fall (JDRF on October 20, 2012) and/or in the spring (the Human Race in March or April).

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

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

Our schools do a great job of giving back to the community. Recent service projects include fundraisers for Relay for Life, JDRF, and MS, as well as earth day celebrations and campus clean-up campaigns.

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

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

- All schools prepare for transition to Power School student information system.

The Power School transition is in full swing. Our team met the May 1 deadline to have all data input and 2013-14 scheduling completed! Congratulations team!

2. Increase communication and outreach to parents.

- Continue to upgrade parent notification technology.

We are also in the process of transitioning to a new website provider. We are excited about more user-friendly features and the potential to create our own Asheboro City Schools "app."

- All schools will develop and implement a plan for home visits.

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

- Continue to refine Career and College Promise program offerings with RCC.
- Collaborate with new STEM partners to enhance teacher and administrator capacity to prepare students for STEM careers.

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

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



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

1. Implement long range facilities plan.

- Continue to implement long range facility plans as funds permit. Complete ECDC project. Pursue athletic upgrades projects.