

ASHEBORO CITY BOARD OF EDUCATION
August 11, 2011
7:30 p.m.
Lindley Park Elementary School

***6:00 p.m. – Policy Committee**

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

***7:00 p.m. – School of Distinction Celebration, Lindley Park Elementary School**

I. Opening

- A. Call to Order
- B. Invocation and Pledge of Allegiance – Joyce Harrington
- *C. Approval of Agenda

II. Special Recognition and Presentations

- A. Board Spotlight – Lindley Park Elementary School

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 – July 14, 2011
- B. Personnel
- C. 2011-2012 Sodexo Contract
- D. Executive Summary for Title I Application 2011-12
- E. Executive Summary for Title II-A Application 2011-12
- F. Executive Summary for Title III Application 2011-12
- G. Signature Card – Bank Account Resolution, Child Nutrition
- H. Charter Bus Approval

V. Information, Reports and Recommendations

- A. Nurses' Report for 2010-2011
- B. ABC/AYP Update
- C. ABC/AYP Chart
- D. Teacher Turnover Report
- E. Athletics Update

VI. Action Items

- *A. Policy 3405 – Students At-Risk of Academic Failure
- *B. Policy 3420 – Student Promotion and Accountability
- *C. Policy 3460 – Graduation Requirements

VII. Superintendent's Report/Calendar of Events

- A. Calendar of Events
- B. 2011-2012 Board Goals Update

VIII. Board Operations

- A. School Assignments for 2011-2012 School year
- B. Important Dates to Remember:
 - NCSBA District V Meeting – September 21, 2011, Caswell County
 - Hall of Fame Night at AHS – September 23, 2011, Concession Stand
 - NCSBA Fall Law Conference – October 19-21, 2011, Renaissance, Asheville
 - NCSBA Annual Conference – November 14-16, 2011, Greensboro

IX. Executive Session

- A. Superintendent's Annual Performance Evaluation

X. 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
August 11, 2011
7:30 p.m.
Lindley Park Elementary School

Addendum

- I. **Opening**
- II. **Special Recognition and Presentations**
 - B. Community Spotlight – First Evangelical and Reformed United Church of Christ
- III. ***Consent Agenda**
 - B. Personnel
- V. **Information, Reports and Recommendations**
 - F. 2010-2011 Student Athlete Data
- VIII. **Adjournment**

Mission Statement

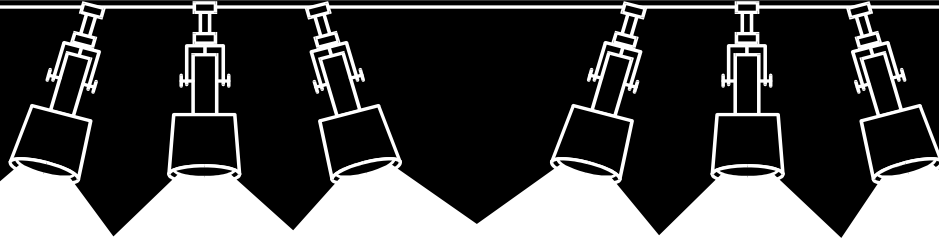
We are committed to providing quality learning opportunities for all students in a safe and inviting environment so that our students can become successful lifelong learners, prepared for 21st century global citizenship.

Tonight we are pleased to be meeting at Lindley Park Elementary School. We want to recognize Lindley Park for meeting 21 of 21 AYP targets. Making AYP is not as easy task. This year the North Carolina AYP Proficiency Target Goals increased significantly in both Reading and Math. The Reading target increased from 43.2 % to 71.6%. The Math target increased from 77.2% to 88.6%.

In addition to making AYP, Lindley Park's ABC Status is also a point of celebration this evening. With a performance composite of 81.4%, the school met High Growth and is also a School of Distinction. To earn the status of School of Distinction, a school must have an overall composite between 80 – 89%.

Congratulations Lindley Park! Ms. Robin Harris, principal, will now share a few comments with the Board.

August 11, 2011



Community Spotlight: We are please tonight to recognize First Evangelical and Reformed United Church of Christ (Pastor Dale Kennedy) for their on-going support of Lindley Park School. Annually this congregation donates school supplies for students along with several faithful volunteers who help pack Back Pack Kids bags weekly for students.

Board Spotlight:

Special Recognition:

**Minutes of the Asheboro City Board of Education
July 14, 2011**

Policy Committee

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

Archie Priest, Jr., Committee Chairman Gidget Kidd
Phillip Cheek

Committee members absent were Dr. Kelly Harris and Linda Cranford.

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

Mr. Priest called the meeting to order and referred to Dr. Frick to beginning the meeting. Dr. Frick turned the meeting over to Dr. Frost. She began by informing committee members that due to recent action taken by legislation there would be policies to update based on the discipline law changes in General Statute. She reported Dr. Rice would review the changes made by the legislation at this meeting and revisions to the policies would begin at the August meeting. Dr. Frost shared that due to changes by legislation the policy, Reduction in Force, amended by the Committee in April, would also need to be revisited.

Dr. Rice reviewed the school discipline section of General Statute 115C Article 27 per House Bill 736 noting there would be few changes to make for Asheboro City Schools since the system is already practicing many of the required changes. There are an estimated 31 policies that will require revisions, either minor changes or legal changes for the system. Efforts will be made to consolidate the process as much as possible in the coming months.

There being no further business, the meeting adjourned at 6:25 p.m.

Finance Committee

The Finance Committee convened at 6:45 p.m. in the Professional Development Center Conference Room with the following participants:

Kyle Lamb, Committee Chairman Gidget Kidd
Steve Jones Chris Yow
Joyce Harrington

Committee member absent was Derek Robbins.

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

The meeting was called to order and Mr. Blair addressed the following topics: Signature Cards, School Treasurers for 2011-2012, and Child Nutrition Beverage Bids for 2011-2012.

There being no further business, the meeting adjourned at 7:10 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:

Gidget Kidd, Chairman	Kyle Lamb
Phillip Cheek	Jane Redding
Archie Priest	Chris Yow
Joyce Harrington	Steve Jones
Archie Smith, Jr., Attorney	

Board members absent were Kelly Harris, Derek Robbins and Linda Cranford.

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

Chairman Kidd called the meeting to order. Ms. Redding gave the invocation and led the pledge of allegiance.

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

Public Comments

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

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

Consent Agenda

The following Consent Agenda items were approved:

Approval of Minutes – June 9, June 20 and June 30, 2011

Personnel

Resignations/Retirements/Separations

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Arrington, Anne	McCrary Ele./Instructional Assistant	6/14/11
Chalifoux, Kristin	McCrary Elementary/5 th Grade	6/15/11
Farlow, Sue	Asheboro High/English	7/31/11
Jones, Leigh	North Asheboro Middle/Principal	6/30/11
Lanier, Sarah	McCrary Elementary/5 th Grade	7/1/11
Mabe, Cynthia	Lindley Park Elementary/1 st Grade	6/15/11
McIntosh, Cheryl	North Asheboro Middle/Special Education	6/14/11
Pugh, Elizabeth	Balfour Elementary/Special Education	6/14/11
Schmidt, Suzanne	Loflin Elementary/Kindergarten	6/14/11
Strickland, Frieda	Asheboro High/Family & Consumer Science	6/27/11
New, Beverly	Asheboro High/Custodian	12/30/11
Scalpati, Linda	Lindley Park/Instructional Assistant	7/13/11
Swallow, Karen	Loflin Elementary/3 rd Grade	7/7/11

Appointments

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Ellington, Chadwick	Asheboro High School/Social Studies	8/17/11
Leonard, Travis	Asheboro High/Technology Education	8/17/11
Myers, Cynthia	Lindley Park Elementary/2 nd Grade	8/17/11
Perkins, Sarah	Balfour Elementary/1 st Grade	8/17/11
Race, Michelle	Balfour Elementary/2 nd Grade	8/17/11
Silva, Zulema	Asheboro High School/Spanish	8/17/11
Allred, Kristi	Lindley Park/Kindergarten	8/17/11
Brice, Olivia	North Asheboro/Language Arts	8/17/11
King, Kathleen	South Asheboro/Music	8/17/11
Lyons, DeAnna	Loflin Elementary/1 st Grade	8/17/11
Malone, Sara	Loflin Elementary/Kindergarten	8/17/11
McKinnon, Leslie	North Asheboro/Special Education	8/17/11
Stefan, Re'Ann	Loflin Elementary/5 th Grade	8/17/11
Westbrook, Jeannine	Teachey Elementary/4 th Grade	8/17/11
Moss, Jeffrey	South Asheboro/Assistant Principal	8/25/11 to 6/30/13

Transfers

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Burian, Christopher	Lindley Park/4 th Grade to North Asheboro/ Language Arts	8/17/11
Hayes, Lisa	McCrary/Special Education to Teachey/ Special Education	8/17/11
Lamb, Kerri	North Asheboro/Language Arts to Central Office/Secondary Literacy Lead Teacher	7/11/11
Renne, Michael	South Asheboro/Technology to Asheboro High/Technology	8/17/11
Smith, Megan	Teachey/Gifted Education to Lindley/ Park/3 rd Grade	8/17/11
Wilkie, Dana	Teachey/Special Education to McCrary/ Special Education	8/17/11
Wolfe, Meredith	Loflin/5 th Grade to North Asheboro/ Language Arts	8/17/11
Foscue, Tracey	Teachey/4 th Grade to McCrary/5 th Grade	8/17/11
Norris, Sammie	McCrary/1 st Grade to Teachey/4 th Grade	8/17/11
Skoglund, Melissa	Teachey/Special Education to Balfour/ Special Education	8/17/11

Signature Cards for Asheboro City Schools Annex, Loflin Elementary, Teachey Elementary and North Asheboro Middle School (A copy of the signature cards will become a part of these minutes.)

School Treasurers for 2011-2012 (A copy of the list will become a part of these minutes.)

2011-2012 Child Nutrition Beverage Bids (A copy of the bids will become a part of these minutes.)

Information, Reports and Recommendations

Dr. Hazel Frick presented the following policies for 30-day review: Policy 3405, Students At-Risk of Academic Failure – The policy requires schools to identify students that are at risk of academic failure and are not successfully progressing toward grade promotion and graduation. The new proposed

policy includes developing a personal education plan for academic improvement no later than the end of the first instructional period of the school year; Policy 3420, Student Promotion and Accountability – Changes have been made to remove the North Carolina gateway requirements and now reflects current local requirements in Asheboro City Schools; and Policy 3460, Graduation Requirements – Updates include the elimination of student accountability gateways and high school exit standards and include local requirements to reflect current practice in Asheboro City Schools.

Action Items

Following a 30-day review, a motion was made by Mr. Yow and seconded by Mr. Priest to approve the following policies: Policy 1510/4200/7270 – School Safety and Policy 2121 – Board Member Conflict of Interest. The motion passed unanimously. (A copy of the policies will become a part of these minutes.)

Dr. Frost presented the 2011-2012 Board Goals for approval noting one additional milestone for high school academic performance as suggested by the Board at the retreat. Upon motion by Ms. Harrington, seconded by Mr. Lamb, the Board unanimously approved the 2011-2012 Board Goals as presented. (A copy of the goals will become a part of these minutes.)

Dr. Allgood requested approval of a revised 2011-2012 school calendar following recent action taken by legislation, General Statute 115C-84.2, which now requires 185 instructional days. LEA's may apply for a waiver to the new 185-day requirement for the 2011-2012 school year and request the 5 days be used for professional development on the new essential standards and Common Core standards. Upon motion by Mr. Priest, seconded by Mr. Lamb, board members unanimously approved October 7 and June 8 as instructional days and January 18, March 2 and April 23 as teacher workdays for professional development. (A copy of the 2011-2012 Calendar will become a part of these minutes.)

Superintendent's Report/Calendar of Events

Ms. Freemyer shared the Calendar of Events highlighting the following dates: Convocation, August 19, 2011; NCSBA 5th District meeting, September 21, 2011; Adequate Yearly Progress preliminary release, July 21, 2011; and 2011 Dog Park Challenge Judging Ceremony, July 28, 2011 at Balfour Elementary.

Board Operations

Ms. Kidd reminded board members of their obligation to assist with the concession stand at the Hall of Fame football game September 23rd.

Chairman Kidd and the Board congratulated Kathy Moore on her retirement and welcomed Patsy Nichols, her replacement, as Executive Assistant to Dr. Frost.

A motion was made by Ms. Redding, seconded by Mr. Lamb, and unanimously approved by the Board, to adjourn from open session and enter closed session under Statute 143-318.11(a)(1) for the purpose of reviewing performance standards, annual goals/milestones and self-evaluation with Superintendent Frost.

Executive Session

Upon motion by Mr. Lamb, seconded by Mr. Yow, the Board adjourned from executive session and convened in open session. Motion carried.

Open Session

A motion was made by Mr. Jones and seconded by Ms. Harrington to nominate Dr. Diane Frost as a candidate for the 2011 A. Craig Phillips North Carolina Superintendent of the Year. Motion passed unanimously.

Adjournment

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Cheek, and unanimously approved by the Board, to adjourn at 8:45 p.m.

Chairman

Secretary

**Asheboro City Schools
Personnel Transactions
August 11, 2011**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Bean, Meghan	ECDC/Psychologist	8/2/11
Brown, Ashley	CWM/5 th Grade	8/2/11
Harris, Ronald	AHS/GEAR-UP Coordinator	7/31/11
Kern, Angela	LP/Gifted Education	7/27/11
Muse, Trisha	BAL/4 th Grade	7/27/11
Watkins, Donnie	AHS/Short & Long-Term Intervention	8/2/11
Wenger, Erin	DLL/2 nd Grade	7/18/11
Wright, Paul	AHS/Instructional Assistant	7/22/11

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Brewer, Jordan	AHS/Short & Long-Term Intervention	8/17/11
Campbell, Valerie	GBT/2 nd Grade	8/17/11
Clow, Kristin	SAMS/Language Arts	8/17/11
Grady, Natalie	DLL/2 nd Grade	8/17/11
Gravett, Jaclyn	DLL/1 st Grade	8/17/11
Hardin, Kristen	CWM/1 st Grade	8/17/11
Jones, Brenda	NAMS/Language Arts	8/17/11
Saunders, Kathleen	AHS/English	8/17/11
Singleton, Megan	DLL/4 th Grade	8/17/11
Baker, Steven	CO/Bus Driver (substitute)	
Trogdon, Quenton	CO/Bus Driver (substitute)	

C. TRANSFERS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Isley, Phillip	GBT/4 th Grade to BAL/4 th Grade	8/17/11

**Asheboro City Schools
Personnel Transactions
August 11, 2011
Addendum**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Bare, David	GBT/Instructional Assistant	8/8/11
Hernandez, Nicole	SAMS/Language Arts	9/9/11

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Hatcher, Julie	CWM/5 th Grade	8/17/11
Lawton, Hannah	GBT/4 th Grade	8/17/11
Watson, Toshia	BAL/Kindergarten	8/17/11

C. TRANSFER

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
McClosky, Kristen	BAL/4 th Grade to LP/Gifted Ed.	8/17/11

**Asheboro City Schools
Certified Appointments
August 11, 2011**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Watson, Toshia	UNC - Wilmington B: Psychology UNC – Greensboro M: Elementary Education	Elementary Education

A resident of Asheboro, Toshia Watson is recommended to teach kindergarten at Balfour School. Miss Watson graduated from UNC-W in 2009 and earned her teaching credentials by completing a Master's program at UNC-G in May of 2011. Her student teaching internship was completed at Jesse Wharton Elementary in Guilford County Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Lawton, Hannah	UNC – Greensboro B: Elementary Education	Elementary Education

Hannah Lawton is recommended to teach fourth grade at Guy B. Teachey School. Miss Lawton is a graduate of Randleman High School and UNC-G. She has one year of teaching experience, having taught third grade last year at I. Ellis Johnson School in Scotland County. Miss Lawton is excited about the opportunity of returning to Randolph County.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Hatcher, Julie	UNC – Greensboro B: Elementary Education	Elementary Education

Recommended to teach fifth grade at Charles W. McCrary School is Julie Hatcher. Miss Hatcher is a May 2011 graduate of UNC-Greensboro and a resident of Greensboro. She completed her student teaching internship in Guilford County Schools, serving in a fourth grade class at Oak Hill Elementary and in a kindergarten class at Northwood Elementary.

AMENDMENT

ASHEBORO CITY SCHOOL DISTRICT

AND

SODEXO MANAGEMENT, INC.

THIS AMENDMENT, dated July 18, 2011, is between ASHEBORO CITY SCHOOL DISTRICT ("SFA" or "District") and SODEXO MANAGEMENT, INC. ("FSMC" or "Sodexo").

WITNESSETH:

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

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

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

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

1. As per Section P.1 of the Request for Proposal and Contract, the Term of the Agreement is hereby extended to cover the period July 1, 2011 to June 30, 2012.

2. Any and all references to the "2010-2011" school year shall be changed to "2011-2012".

3. Attachment B is amended to reflect the following:

Maximum Allowable Charge per Meal	\$1.237
Management Fee per Meal	<u>\$.04</u>
Total Firm, Fixed Price Cost	\$1.277

4. Break-even Guarantee If Food Service program result in a Deficit during the 2010-2011 school year, the following shall apply:

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

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

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

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

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

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

A) Prices to be charged for meals during the 2011-2012 academic year shall be as follows:

	Elementary	Middle	
High			
Breakfast:			
Paid:	\$.80	\$.80	\$.80
Reduced:	\$.30	\$.30	\$.30
Lunch:			
Paid:	\$1.95	\$2.05	\$2.05
Reduced:	\$.40	\$.40	\$.40
Milk:			
Paid:	\$.40	\$.40	\$.40
Reduced:	\$.40	\$.40	\$.40

B) The projected number of full feeding days shall remain at

Elementary 181

Middle 181

High School 180

C) There shall be no competitive sales during all service hours.

D) Ala Carte sales shall be permitted at all locations for the term of the contract.

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

7. This Amendment is effective July 1, 2011, and thereafter, unless amended. All other terms and conditions contained in the Agreement shall remain unchanged and in full force and effect, except by necessary implication.

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

ASHEBORO CITY SCHOOL DISTRICT

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

SODEXO MANAGEMENT, INC.

By: _____
Scott Loretan
Senior Vice President

The No Child Left Behind Act of 2001 (P.L. 107-110)
Title I, Part A: Application 2011-2012
Improving the Academic Achievement of the Disadvantaged
Executive Summary – August 11, 2011
Asheboro City Schools

Description:

Title I, Part A provides federal dollars for instructional activities and services to help our most disadvantaged students meet high academic standards. Title I school eligibility determinations and allocations are based on the number of children receiving free or reduced lunches. Asheboro City Schools provides Title I school-wide services in the five elementary schools, each having at least 35% of the student population from low-income families. School-wide programs mean that all students in the school benefit from Title I resources rather than schools identifying specific students for targeted assistance.

The Plan:

Federal Guidelines require that ACS set aside monies in the Title I Planning Allotment for: district administration, parental involvement, prekindergarten programs, professional development, School Improvement, District-wide instructional initiatives, support of homeless students, and ‘other’ (we are including ‘unbudgeted reserve funds’). Title I dollars that are not set aside at the district level are allocated to the five elementary schools based on each school’s number of qualifying (i.e., low income) students.

Staffing:

In an effort to maintain classroom teaching positions and reduced class sizes, the ACS Title I plan will utilize school allotments to fund 29 K-5 classroom teaching positions. ACS has also designated district-level Title I dollars to fund three lead teachers. The ACS Title I plan also includes funding to protect positions that were in jeopardy of being cut by the State. Two pre-K teachers and two pre-K teacher assistants have been funded through the ACS Title I plan. The three lead teachers collaborate with the regular classroom teachers to assess, plan, and implement effective instruction, model demonstration lessons, participate in peer coaching, provide professional development, and collect and analyze formative and summative data.

Additional staff positions, such as parent involvement specialists may be paid for through school-level allocations.

Continuous Improvement Plans:

School-wide program services are built upon school-wide reform strategies. The Continuous Improvement Plan for each elementary school incorporates the ten components of Title I, including a comprehensive needs assessment, school reform strategies, instruction by highly qualified teachers, high quality and ongoing professional development, strategies to attract highly qualified teachers to high needs schools, including teachers in decisions regarding the use of assessments, strategies to increase parental involvement, preschool transition strategies,

activities for children experiencing difficulty, coordination and integration of Federal, State, and local services.

School Improvement:

The No Child Left Behind act includes sanctions for schools and districts that do not meet Adequate Yearly Progress. Schools that do not meet AYP for two consecutive years go into School Improvement status. During the 2010-2011 school year, McCrary and Loflin Elementary Schools were in School Improvement status. McCrary was in Year 2 Choice/SES in Reading, and Choice/SES/Corrective Action in Math. Loflin Elementary School was in Year 1 Choice in Math.

In 2011- 12 ACS will have three elementary schools in School Improvement: McCrary will remain in Choice/SES/Corrective Action for Math and Choice/SES in Reading. Loflin will enter into Choice/SES for Math. Teachey will enter Choice for Math. ACS will provide transportation to support Choice for McCrary, Loflin, and Teachey students. ACS will allocate \$40,000 for School Choice and \$167,000 for SES services at McCrary and Loflin. If these contingency funds for School Improvement are not needed, they can be reallocated to the schools.

Budget

Planning Allotment	\$ 2,093,518.00
Expected Carryover	\$651,733.49
District Set-Asides	
Parental involvement	\$21,000.00
Pre-kindergarten	\$182,613.80
School Improvement	\$207,000.00
District-wide Instructional Initiative	\$301,227.01
Homeless student support	\$30,000.00
Other: Unbudgeted Reserve	\$ 298,426.17
Administrative and indirect costs	\$67,592.53
Total Set-Asides	\$1,107,859.51
Allotment to Schools	\$1,637,391.98

Schools are allotted the Title I funds remaining after the Set-Asides are deducted from the sum of the Planning Allotment and the Expected Carryover. Qualifying students at each school are tallied to determine a per pupil allocation for the school. We had a total of 1752 students in grades K-5 who qualified for Free/Reduced Lunch in May of this year. This gave us a per pupil allocation of \$934.58. Schools use their allotments to fund supplemental staff; professional development; and materials, resources, and equipment to support instruction for all students. Based on this per pupil cost, allocations to individual schools are as follows:

Allotments to Schools for 2010-2011

Balfour Elementary	\$429,908.85
McCrary Elementary	\$314,954.96
Loflin Elementary	\$287,852.01
Teachey Elementary	\$328,973.73
Lindley Park Elementary	\$275,702.41

Evaluation

The effectiveness of the Title I, Part A grant is evaluated in a variety of ways. Formal evaluation is made in grades K-2 through the Literacy and Math Portfolio results for each school. District-level benchmark assessments have been developed for grades 3-5 in Math and Reading and are administered quarterly. End of Grade Tests in Reading and Mathematics provide quantitative data for comparison of results. Formal running records, given three times per year, are analyzed to track student growth. Daily running records provide formative assessment for guiding instruction. A fourth grade writing assessment is administered according to NCDPI guidelines. Collaboration during “assessment wall” meetings helps teachers visualize the level of student progress and pinpoint necessary interventions for struggling students.

A detailed inventory of equipment and materials purchased with Title I, Part A funds is maintained. These resources are tagged and a central inventory system contributes to fiscal efficiency.

**Title II, Part A – Executive Summary
Improving Teacher Quality
Asheboro City Schools – 2011-2012 Grant Application**

The No Child Left Behind (NCLB) Act of 2001 establishes ESEA, Title II, Part A funding for Improving Teacher Quality. Major factors in determining uses of this funding are:

- District-Wide Needs Assessment to determine professional development to enhance subject matter and teaching skills;
- District-Wide Needs Assessment to determine professional development to enhance instructional leadership for principals;
- Recruitment, hiring, and retention of Highly Qualified Teachers (HQT);
- Equitable distribution of HQT to Title I schools.

I. Participation in Planning

- A. Non-public school participation: Directors of non-public schools with students in our attendance area were invited to a meeting for explanation of federal programs. A letter of intent for participation was completed by each non-public school. No non-public school chose to participate.
- B. Needs Assessment: A comprehensive needs assessment is completed annually, including: ACS Strategic Plan; ACS Professional Development Survey; ACS Self-Assessment of Professional Development; Beginning Teacher Support needs; and various focus groups that include beginning teachers, mentors, and administrators.
- C. Use of Title II-A funds was determined to be the following:
 1. Class-size reduction teachers: Continue funding class-size reduction teachers in grades K-2 with the largest projected class size. Employ class-size reduction teachers who are HQT.
 2. Instructional Support: Fund a lead teacher in Mathematics and Science to support teachers in those content areas.
 3. Tuition Assistance Program and Recruitment and Retention of HQT: Funding will be used to support teachers and administrators who wish to add area(s) of licensure or to obtain a higher level of licensure. Funding may be used for emerging best practices in recruiting and retaining HQT.
 4. Professional Development: Funds will be used to support the second cohort of the ACS Teacher Leadership Academy (TLA). This professional development opportunity focuses on the development of teacher leaders.
 5. Mentoring Support: Funds will be used to provide support to beginning teachers in their first and second year of employment.

II. Planning Budget Summary:

A. Planning Allocation	\$266,227
B. Class-Size Reduction Teachers	45,000
C. Instructional Support	133,178
D. Tuition Assistance	18,000
E. Professional Development	38,749
F. Mentoring Support	24,000
G. Indirect Costs	7,300

The No Child Left Behind Act of 2001 (P.L. 107-110)
Title III: Application 2009-2010
Improving the Academic Achievement of the Disadvantaged
Executive Summary – August 11, 2011
Asheboro City Schools

Description:

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

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

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

The Plan:

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

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

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

Assurances included in our plan:

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

Budget:

The 2011-12 Title III Planning Allotment of \$96,536.00 will be used to fund three Parent Outreach & Attendance Liaisons.

RESOLUTION OF LODGE, ASSOCIATION OR OTHER SIMILAR ORGANIZATION

CommunityOne Bank, N.A.
106 E. Taft St.
Asheboro, NC 27203

By: Asheboro City School
Cafeteria
PO Box 1103
Asheboro NC 27204-1103

Referred to in this document as "Financial Institution"

Referred to in this document as "Association"

I, DIANE L FROST, NORTH CAROLINA, Federal Employer I.D. Number 56-6000989, and that the resolutions on this document are a correct copy of the resolutions adopted at a meeting of the Association duly and properly called and held on 07/05/11 (date). These resolutions appear in the minutes of this meeting and have not been rescinded or modified.

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

Table with 3 columns: Name and Title or Position, Signature, Facsimile Signature (if used). Rows include DR DIANE L FROST, SUPERINTENDENT; B HAROLD BLAIR, JR, DIR. FINANCE & TECH; KATHLEEN WHITAKER, CHILD NUTRITION SUPER.

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

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

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

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

CERTIFICATION OF AUTHORITY

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

[] If checked, the Association is a non-profit lodge, association or similar organization. X (Secretary) X (Attest by Other Officer) X (Attest by Other Officer)



Asheboro City Schools

...the subject is excellence

Support Services

Director: Dr. Brad Rice

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

After completing proper paperwork requirements and successful site inspections Asheboro City Schools Support Services would like to recommend that the Asheboro City Schools Board of Education approve the following charter bus companies for use in the 2011-2012 school year:

Coach America
3636 North Glenn Avenue
Winston-Salem, NC 27105

Holiday Tours Inc.
10367 Randleman Road
Randleman, NC 27317

School Nurse Report for 2011 School Year



According to the Center for Disease Control, the academic success of America's youth is strongly linked with their health

*"Could someone help me with these?
I'm late for math class."*

Health-related factors such as hunger, physical and emotional abuse, and chronic illness can lead to poor school performance (1). Health-risk behaviors such as substance use, violence, and physical inactivity are consistently linked to academic failure and often affect students' school attendance, grades, test scores, and ability to pay attention in class (2-8).

The School Nurse Team for Asheboro City Schools strives to improve the health of all of our students so that health related absences will be reduced and health barriers can be removed or reduced to improve learning.

Our 2010/2011 School Health Program accomplished the following to improve learning:

- Quick identification and follow-up of K health assessment compliance
- Identification and follow-up for immunization compliance
- Mass screening for vision for 1215 students (grades 1, 3, 5, teacher, parent or student referrals). 187 students referred for possible treatment. Secured care for 157 students. Collaboration with local optometrists for free/reduced vision screens for uninsured students
- Screen and referrals for dental issues. Collaboration with local dentists/Randolph Co Health Department for treatment for approximately 40 students with no previous dental care
- Assessment for over 300 students who sustained injuries outside of school with no MD care. Referrals and follow-ups when needed. Many assessed and treated at school and returned to class
- Collaboration with Merce Health Care/ Siler City Community Health Center to obtain MD care for students with illness or injury and no medical home, uninsured and/or undocumented
- Worked with over 7000 students for routine/illness/counseling/injuries visits to health room. Our job here includes returning well students to class after nurse intervention, contacting

School Nurse Report for 2011 School Year

parents if students are ill and providing nurse recommendations, accessing medical care for students when needed. Communication with parents, teachers and social workers is imperative at times.

- With principal, set up Emergency Response teams in every school
- First Aid/CPR training for staff, coaches, bus drivers
- Training for Blood borne pathogens, Medication administration, Diabetes awareness, Lice education for all staff and faculty per School Board Policy
- Trained, monitored and delegated medical tasks to personnel for 9 daily tube feedings, 1 daily catheterization, daily monitoring of 10 students with Type 1 diabetes.
- Training, monitoring of administration of 110 daily medications,
- Training and monitoring of 283 students with emergency medications available. Training with classroom staff on individual students with emergency meds.
- Individual health education classes in grade k-12, i.e., hand washing, personal hygiene, puberty, injury prevention, physical activity, nutrition
- Individual counseling/follow-up with students with specific health conditions that affect school performance

The School Nurse Team appreciates the support of our teachers, principals and administration as we work to improve the health of our students!

1. Dunkle MC, Nash MA. Beyond the Health Room. Washington, DC: Council of Chief State School Officers, Resource Center on Educational Equity; 1991.

2. Dewey JD. Reviewing the relationship between school factors and substance use for elementary, middle, and high school students. *Journal of Primary Prevention* 1999;19(3):177–225.

3. Mandell DJ, Hill SL, Carter L, Brandon RN. The impact of substance use and violence/delinquency on academic achievement for groups of middle and high school students in Washington. Seattle, WA: Washington Kids Count, Human Services Policy Center, Evans School of Public Affairs, University of Washington; 2002.

4. Swingle CA. The relationship between the health of school-age children and learning: implications for schools. Lansing, MI: Michigan Department of Community Health; 1997.

5. Dake JA, Price JH, Telljohann SK. The nature and extent of bullying at school. *Journal of School Health* 2003;73(5):173–180.

6. Shephard RJ. Habitual physical activity and academic performance. *Nutrition Reviews* 1996;54(4 Pt 2):S32–S36.

7. Valois RF, MacDonald JM, Bretous L, Fischer MA, Drane JW. Risk factors and behaviors associated with adolescent violence and aggression. *American Journal of Health Behavior* 2002;26(6):454–464.

8. Ellickson PL, Tucker JS, Klein DJ. Ten-year prospective study of public health problems associated with early drinking. *Pediatrics* 2003;111(5 Pt 1):949–955

No Child Left Behind Public School Choice/SES Plan Procedures for Asheboro City Schools

2011-2012 School Year

GENERAL INFORMATION

Title I School Improvement is a status occurring when a Title I school does not meet Adequate Yearly Progress (AYP) in the same content area for two consecutive years. Title I schools in School Improvement exit that status only after they have made AYP in the targeted content area for two consecutive years. Schools in School Improvement must offer public school choice during their first year in School Improvement (unless they are part of a pilot program offering Supplemental Educational Services the first year). They must continue to offer Choice each year they remain in School Improvement. Beginning the second year of School Improvement in the targeted content area, schools must also offer the option of Supplementary Educational Services (SES) for students. Beginning the third year of School Improvement in the targeted content area, schools continue to offer Choice, schools must also offer the option of Supplementary Educational Services (SES) for students, and enters into Corrective Action. Non-Title I schools are not subject to NCLB sanctions.

Current AYP Status – following the preliminary release of reading and math EOG and EOC scores for 2010-11:

Balfour –

- Met 20 of 21 AYP targets
- Did not meet AYP target in Reading (Hispanic).
- Will go onto Watch List for Reading in 2011-12
- Rewrite CIP concentrating on areas for improvement

McCrary –

- Met 21 of 21 AYP targets!
- Will remain in Choice/SES for Reading
- Will remain in Corrective Action for Math
- Will write a two-year CIP which will go through a peer review process and approval by Dr. Frost

Loflin –

- Met 14 of 17 AYP targets
- Did not meet Reading (Economically Disadvantaged); Did not meet Math (All & Hispanic)
- Will go into Choice/SES for Math
- Will go onto Watch List for Reading
- Will write a two-year CIP which will go through a peer review process and approval by Dr. Frost

Teachey –

- Met 20 of 27 AYP targets
- Did not meet Reading (All, Hispanic, Economically Disadvantaged, LEP, Students with Disabilities); Did not meet Math (Hispanic & Students with Disabilities)
- Will go into Choice for Math
- Will go onto Watch List for Reading
- Will write a two-year CIP which will go through a peer review process and approval by Dr. Frost

Lindley Park -

- Met 21 of 21 AYP targets!
- Rewrite CIP concentrating on areas for improvement

NAMS

- Met 20 of 29 AYP targets
- Did not meet Reading (All, Black, Hispanic, Economically Disadvantaged, Students with Disabilities)
- Did not make Math (All, Black, White, Students with Disabilities)
- Will continue to be in School Improvement
- Will amend CIP concentrating on areas for improvement

SAMS

- Met 23 of 29 AYP targets
- Did not meet Reading (Black, Hispanic, LEP)
- Did not make Math (All, Hispanic, LEP)
- Will make appropriate revisions to CIP


AHS –

- Met 19 of 21 AYP targets
- Did not make Reading Grade 10 (All & Economically Disadvantaged)
- Will continue in School Improvement
- Will make appropriate revisions to CIP



ABCs and AYP School Status

Asheboro City Schools
2010-2011

	NCLB Status			ABCs Status		Recognition Status 
	AYP	Targets Met	% of Targets Met	Performance Composite	Growth	
Elementary Schools						
Balfour	Not Met	20 of 21	95.2%	65.4%	High	School of Progress
Charles W. McCrary	Met	21 of 21	100.0%	54.3%	High	Priority School
Donna L. Loflin	Not Met	14 of 17	82.4%	68.7%	High	School of Progress
Guy B. Teachey	Not Met	20 of 27	74.1%	71.4%	Expected	School of Progress
Lindley Park	Met	21 of 21	100.0%	81.4%	High	School of Distinction
Middle Schools						
North Asheboro	Not Met	20 of 29	69.0%	64.8%	Expected	School of Progress
South Asheboro	Not Met	23 of 29	79.3%	72.8%	Expected	School of Progress
High School						
Asheboro High	Not Met	19 of 21	90.5%	68.7%	None	No Recognition
Asheboro City Schools	Not Met	46 of 54	85.2%	68.8%	Expected	

**Teacher Turnover Summary
Asheboro City Schools
August 2011**

(Reporting Period: March 2010 – 2011)

Number of Classroom Teachers Employed	338
Number of Classroom Teachers Leaving	34
Rate of Teacher Turnover	10.1

<u>Reasons for Leaving</u>	<u># Teachers</u>
Resigned – Teach in another NC LEA	11
Retirement – Full Benefits	7
Resigned – In Lieu of Non-Renewal	4
Resigned – To Teach in another State	3
Resigned – Family Responsibility/Child Care	3
Resigned – Career Change	2
Resigned – To Continue Education/Sabbatical	2
Resigned – Family Relocation	1
Resigned – Moved to Position in Education Agency	1

**Teacher Turnover
Asheboro City Schools
July 2011**

(Reporting Period: March 2010 – March 2011)

Resigned – Teach in another NC LEA (11)

1. Bryant, Jill (Randolph)
2. Bunch, Victoria (Guilford)
3. Cox, Heather (Chatham)
4. Eason, Maria (Guilford)
5. Flowers, Angie (Guilford)
6. LaClair, Jennifer (Randolph)
7. LaClair, Peter (Chatham)
8. Ross, Nathan (Guilford)
9. Sklarski, Danielle (Wake)
10. Smith, Hanna (Randolph)
11. Whitaker, Keisha (Guilford)

Chatham County - 2
Guilford County - 5
Randolph County - 3
Wake County - 1

Retirement – Full Benefits (7)

1. Dubis, Steve
2. Haga, Pam
3. Jordan, Elizabeth
4. Mahoney, Geraldine
5. Menius, Donna
6. Roddy, Brenda
7. Timmerman, Linda

Resigned – In Lieu of Non-Renewal (4)

1. Brown, Bonita
2. Loomis, Virginia
3. Rosenberg, Sandra
4. Smith, Lauren

Resigned – To Teach in another State (3)

1. Gulcin, Rebecca (Florida)
2. Minhinnick, Sara (Michigan)
3. Rivers, Shannon (Australia)

Resigned – Family Responsibilities/Child Care (3)

1. Frank, Sarah
2. Hamm, Jennifer
3. Kauffman, Jacob

Resigned – Career Change/Dissatisfied with Teaching (2)

1. Fleming, Carol
2. Moyer, Rhonda

Resigned – To Continue Education or Sabbatical (2)

1. O'Shields, Erica
2. Troy, Amanda

Resigned – Family Relocation (1)

1. Weinheimer, Lauren

Resigned – Non-Teaching Agency (1)

1. Currie-Hunsucker, Dionne

Turnover – By School

Balfour	13.1 %
McCrary	10.8 %
Loflin	10.0 %
Teachey	11.9 %
Lindley Park	3.0 %
NAMS	13.9 %
SAMS	10.2 %
AHS	8.9 %
ECDC	0.0 % (Not included in State report)

Turnover – By Experience Level

0 – 5 Years	20 teachers	58.8 %
6 – 10 Years	1 teacher	2.9 %
11 – 15 Years	3 teachers	8.8 %
16 – 20 Years	3 teachers	8.8 %
20 – 25 Years	0 teachers	0.0 %
26 + Years	7 teachers	20.6 %

Turnover – Historical

2001-2002	9.8 %
2002-2003	12.7 %
2003-2004	13.0 %
2004-2005	10.0 %
2005-2006	16.3 %
2006-2007	13.0 %
2007-2008	14.7 %
2008-2009	18.2 %
2009-2010	11.5 %
2010-2011	10.1 %
10-Year Average	12.9 %
5-Year Average	13.5 %

Teachers Leaving By School:

<u>BAL</u>	<u>LP</u>
Brown, Bonita	O'Shields, Erica
Flowers, Angie	
Hamm, Jennifer	<u>NAMS</u>
Mahoney, Geraldine	Eason, Maria
Minhinnick, Sara	Frank, Sarah
	Rivers, Shannon
<u>CWM</u>	Timmerman, Linda
Bryant, Jill	Whitaker, Keisha
Fleming, Carol	
Gulcin, Rebecca	<u>SAMS</u>
Kauffman, Jacob	Moyer, Rhonda
	Rosenberg, Sandra
<u>DLL</u>	Smith, Hannah
Currie-Hunsucker, Dionne	Troy, Amanda
Roddy, Brenda	
Smith, Lauren	<u>AHS</u>
	Bunch, Victoria
<u>GBT</u>	Cox, Heather
Jordan, Elizabeth	Dubis, Steve
Loomis, Virginia	Haga, Pam
Menius, Donna	LaClair, Jennifer
Sklarski, Danielle	LaClair, Peter
Weinheimer, Lauren	Ross, Nathan

**Athletics Update
Asheboro City Schools**

August 2011

Asheboro High School

- # of varsity student-athletes – 413
- NCHSAA Scholar-Athlete Information on page following
- Conference Championship Teams:
 - Men's Golf
 - Men's Tennis
 - Men's Soccer
 - Women's Tennis
 - Women's Soccer
- # of varsity student-athletes named "All Conference" – 89
- Conference "Player of the Year"
 - Carlos Delgado
 - Seth Foster
 - Daniel Brantley
 - Alicia Burr
 - John Trollinger
 - Donald Brower
 - Ryne Rush
- Conference "Coach of the Year"
 - Jay Moore
 - Graham Helsabeck
- 11 of 12 eligible teams qualified for post-season playoffs
 - Men's Golf = 5th in NCHSAA State Playoffs
 - Matt Mixon – State runner-up in NCHSAA State Tournament - Wrestling
 - Baseball = 4th round in NCHSAA State Playoffs
- Participated in NC East-West all-star game:
 - Josie Cook, Cheerleader
 - Tory Strider, Cheerleader
 - Chuck Henderson, Football
- Infractions – ACS Athletic Policies
 - 4 - 30-day suspensions
 - 1 – 365-day suspension
- AHS "Ejection-Free" in 2010-2011
- Wachovia Cup recipient – Outstanding athletic program in conference

Middle Schools

- # of student-athletes: SAMS – 250
NAMS – 204
- Conference Champions: Boys Soccer – SAMS (Regular Season/Tournament)
Girls Volleyball (Regular Season) – SAMS
Boys Track – NAMS/SAMS
- NAMS awarded (again) the Sportsmanship Award presented by the conference
- NAMS and SAMS “Ejection-Free” for 2010-2011
- No violations of ACS Athletic Policies related to drugs/alcohol

Professional Development for Coaches

- ACS Requirements for Participation
 - NCHSAA Pre-Participation Medical Form
 - ACS Athletic Participation Form
 - Holding Effective Parent Meetings
 - First Aid/CPR
 - Functional Weight Training and Physical Fitness
(Led by Scott Soule, Nautilus Family Fitness and Sam Varner, Trainer)
 - Injury Prevention and Treatment
(Led by Jana Staley, Deep River Rehabilitation)
 - Lower Extremity Injury, Including the ACL
(Led by B. J. Chockley, Randolph Hospital)
 - Heat Related Illness
(Led by B. J. Chockley, Randolph Hospital)
 - Concussion: Identifying, Treating, and Return to Play
(Led by Dr. Jeffrey Yaste, Randolph Hospital)

2010/2011 STUDENT ATHLETE DATA

These are the results for varsity sports teams at Asheboro High School. 413 students were members of varsity teams. Many of these students are multi sport participants.

<u>FALL/WINTER SPORTS</u>	<u>NUMBER OF ATHLETES</u>	<u>GRADE POINT AVERAGE</u>
FOOTBALL	48	2.92
WOMEN'S GOLF*	4	3.75
WOMEN'S CROSS COUNTRY*	13	3.48
MEN'S CROSS COUNTRY*	21	3.43
MEN'S SOCCER	18	2.81
WOMEN'S TENNIS*	17	3.40
VOLLEYBALL*	15	3.43
MEN'S BASKETBALL	14	2.72
WOMEN'S BASKETBALL*	10	3.26
CHEERLEADING*	18	3.65
WRESTLING	44	2.75
MEN'S SWIMMING*	20	3.38
WOMEN'S SWIMMING*	21	3.38

<u>SPRING SPORTS</u>	<u>NUMBER OF ATHLETES</u>	<u>GRADE POINT AVERAGE</u>
BASEBALL*	16	3.38
MEN'S GOLF*	15	3.15
WOMEN'S SOCCER*	16	3.55
SOFTBALL*	12	3.28
MEN'S TENNIS*	21	3.25
MEN'S TRACK	43	2.93
WOMEN'S TRACK*	22	3.12

*15 of 20 varsity teams qualified for the NCHSAA scholar athletic team award with a 3.10 average or better.

AHS varsity teams earned a 3.25 GPA. (413 varsity student athletes)

278 varsity student/athletes (114-female, 164-males) qualified for the NCHSAA Scholar Athlete Award with a 3.50 (weighted) GPA during the 2010/2011 school year.

This data was collected and compiled from NCWISE.

We were conference champions in the following sports: (Mid- Piedmont Conference 3-A)

Men's Golf

Men's Tennis

Men's Soccer

Women's Tennis

Women's Soccer

89 AHS student/athletes were voted to the All MPC all-conference teams.

Jay Moore and Graham Helsabeck were named as Coaches of the Year for their perspective teams in the conference.

Carlos Delgado, Seth Foster, Daniel Brantley, Alicia Burr, John Trollinger, Donald Brower, and Ryne Rush were voted as player of the years in their perspective sports.

11 of 12 eligible teams qualified for post season playoffs. (Men's golf finished 5th in the Stat 3-A state championships. Baseball finished 5th in the state 3-A playoffs.)

Individual sports were represented in state championships in track, cross-country, golf, and wrestling. Matt Mixon finished runner-up in the heavyweight 3-A division.

Josie Cook, Tory Strider, and Coach Chuck Henderson have been chosen to participate in the NCCA summer East-West football game.

Policy 3405: Students At-Risk of Academic Failure

As recommended to the Board Policy Committee, June 9, 2011

Updates to this policy incorporate changes to General Statute 115C-105.41 requiring schools to identify students that are at of risk of academic failure and are not successfully progressing toward grade promotion and graduation. A personal education plan for academic improvement will be developed or updated no later than the end of the first instructional period of the school year. This is a new policy and helps clarify Policy 3420: Student Promotion and Accountability.

NEW

STUDENTS AT-RISK OF ACADEMIC FAILURE

Policy Code:

3405

The principal or designee is responsible for ensuring that teachers identify students at each school who are at risk of academic failure and who are not successfully progressing toward grade promotion and graduation in compliance with G.S. 115C-105.41.

Such identification shall occur as early as reasonably may be done, beginning no later than the fourth grade. 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 for academic improvement shall be developed or updated for each student at risk of academic failure who is not performing at least at grade level.

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.

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

Legal References: G.S. 115C-105.41

Cross References:

Adopted:

Policy 3420: Student Promotion and Accountability

As recommended to the Board Policy Committee, June 9, 2011

On October 7, 2010, the State Board of Education voted to end the state-required performance gateways effective with the 2010-2011 school year. Changes have been made to Policy 3420 that remove the North Carolina gateway requirement. Additional updates now reflect current local requirements in Asheboro City Schools.

A. PURPOSE

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

B. STUDENT PROMOTION STANDARDS

The superintendent shall develop (1) proposed promotion standards and (2) a process to be used in determining a student's readiness to progress to the next level of study and shall submit the standards and process to the board for approval. The standards must provide multiple criteria for assessing a student's readiness to progress to the next level of study, such as standardized test scores, grades, a portfolio or anthology of the student's work and, when appropriate, accepted standards for assessing developmental growth. Principals shall ensure that the promotion standards are used by teachers and school administrators in assessing each student's readiness to progress to the next level of study. Principals have the authority to promote or retain students based upon the standards established by the board and any applicable standards set by the State Board of Education.

C. STUDENT ACCOUNTABILITY STANDARDS

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

1. Grades Kindergarten, 1 and 2

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

- a. K-2 Literacy Portfolio
- b. K-2 Math Portfolio
- c. Grades 1 and 2 math benchmark assessments
- d. Student work portfolios
- e. Grades
- f. Teacher observation and recommendation

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

2. Grades 3-5

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

- a. Standardized test scores from the North Carolina End-of-Grade tests
- b. Grades
- c. Student work portfolios
- d. Benchmark assessments
- e. Teacher observation and recommendation

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

3. Grades 6-8

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

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

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's Personal

Education Plan (PEP). Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection F of this policy.

4. High School End of Course Tests

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

5. Diploma Standards

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

D. OPPORTUNITIES FOR RETESTING TO MEET STUDENT ACCOUNTABILITY STANDARDS

1. End-of-Grade Tests

- a. All public school students in grades 3, 4, 5, 6, 7, and 8 who score Achievement Level II on the first administration of the end-of-grade reading and/or mathematics assessments and/or their alternate assessment shall be administered the Retest. Parents of students who score Achievement Level I must be notified that they may request that their children be administered the Retest. The higher of the original or Retest scores will be used for calculating ABCs Performance Composites and AYP results.
- b. All public school students in grades 5 and 8 who score Achievement Level II on the first administration of the end-of-grade science assessments and/or their alternate assessment shall be administered the Retest. Parents of students who score Achievement Level I must be notified that they may request that their children be administered the Retest. The higher of the original or Retest scores will be used for calculating ABCs Performance Composites.

Note: Students identified as limited English proficient (LEP) in their first year in U.S. schools who score below Level 4.0 Expanding on the state

English language placement reading subtest are exempt from the Retest because these students' scores are not used in state or federal accountability.

2. End-of-Course Tests

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

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

E. INTERVENTION FOR STUDENTS NOT MEETING PROMOTION

STANDARDS

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

1. Intervention Plans

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

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

2. Intervention Strategies

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

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

Extended instructional opportunities should be different from and supplemental to regular classroom instruction. The school will involve parents and the student in discussing intervention strategies. Students will participate in the intervention strategies and demonstrate acceptable growth and achievement.

F. REVIEW OF STUDENT ACCOUNTABILITY STANDARDS

1. Previous retentions

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

2. Review Process

In the case where a student's promotion is in question, the student may be promoted with principal recommendation under the following review process. Teachers shall provide documentation of the student's performance during a review process. Documentation may include but is not limited to:

- a. Student work samples;
- b. Other assessment data;
- c. Information supplied by parents;
- d. For student with disabilities, information that is included in the individualized education program; and
- e. Other information that verifies that a student is at grade level or, is making adequate progress to meet grade level requirements.

G. APPEALS OF PROMOTION DECISIONS

1. Appeal to the Superintendent

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

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

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

2. Appeal to the Board of Education

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

H. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH DISABILITIES

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

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

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

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

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

J. ACCELERATION

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

K. REPORTING REQUIREMENTS

1. Superintendent's Report to the Board

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

- a. aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;
- b. the proportion of students not meeting the standards for their grade level; and
- c. remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.

2. Superintendent's Report to the North Carolina Department of Public Instruction

Pursuant to standards established by the Department of Public Instruction, the superintendent annually shall provide the Department with all required information regarding student performance.

L. NOTIFICATION TO PARENTS

The superintendent or designee shall provide information regarding promotion standards to all students and parents. Parents are encouraged to help their children meet the promotion standards. Information provided to parents should be in the parents' native language when appropriate foreign language resources are readily available. In addition, the teacher of a student who does not meet promotion standards must notify the student's parents that the student has failed to meet the standards for progression to the next level

of study and must provide the parents with information concerning retesting, intervention, review and appeal opportunities.

M. CHILDREN OF MILITARY FAMILIES

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

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

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

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

Adopted:

Policy 3460: Graduation Requirements

As recommended to the Board Policy Committee, June 9, 2011

Updates to this policy have been made that include the elimination of student accountability gateways and high school exit standards effective with the 2010-2011 school year. Local requirements have also been reviewed and updated to reflect current practice in Asheboro City Schools.

GRADUATION REQUIREMENTS

Policy Code: 3460

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

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

1. successful completion of all course unit requirements mandated by the State Board of Education (see Section A); and
2. ~~successful completion of all other requirements mandated by the board, as provided in this policy.~~ successful completion of all additional course and other requirements mandated by the board of education.

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

A. COURSE UNITS REQUIRED

Each student must meet the course unit requirements for one of the following courses of study. Students entering the ninth grade for the first time before the 2009-2010 school year must fulfill the requirements of the Career Prep, College Tech Prep, College/University Prep or Future-Ready Occupational Course of Study. Beginning with students entering the ninth grade for the first time in the 2009-2010 school year, students must fulfill the requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. Course unit requirements for the Future-Ready Core Course of Study differ depending on the year a student enters ninth grade for the first time.

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

Courses Required	State Requirements	Local Requirements
English	4 sequential (English I, II, III and IV)	4
Mathematics	4 (either Algebra I, Geometry, Algebra II and a fourth math course aligned with the student's post-high school plans OR Integrated Math I, II and III and a fourth math course aligned with the student's post-high school plans) (A principal may exempt a student from this math sequence. Exempt students will be required to pass either (1) Algebra I and either Algebra II or Geometry or (2) Integrated Math I and II. Exempt students also must pass either Alternative Math I and II or two other application-based math courses.)*	4
Science	3 (a physical science course, Biology and earth/environmental science)	3
Social Studies	4 (including Civics & Economics; U.S. History Parts I and II OR AP U.S. History and one additional social studies elective; and World History)	4
Health/P.E.	1	1
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education or Second Language; 4 must be from one of the following: Career and Technical Education, R.O.T.C., Arts Education or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)**	12
Total Credits	22	28

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

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

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

Courses Required	State Requirements	Local Requirements
English	4 sequential (English I, II, III and IV)	4
Mathematics	4 (either Algebra I, Geometry, Algebra II and a fourth math course aligned with the student's post-high school plans OR Integrated Math I, II and III and a fourth math course aligned with the student's post-high school plans) (A principal may exempt a student from this math sequence. Exempt students will be required to pass either (1) Algebra I and either Algebra II or Geometry or (2) Integrated Math I and II. Exempt students also must pass either Alternative Math I and II or two other application-based math courses.)*	4
Science	3 (a physical science course, Biology and earth/environmental science)	3
Social Studies	3 (Civics & Economics, U.S. History and World History)	3
Health/P.E.	1	1
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education or Second Language; 4 must be from one of the following: Career and Technical Education, R.O.T.C., Arts Education or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)**	13
Total Credits	21	28

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

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

3. Career Prep Course of Study Credits Required

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III and IV)	4
Mathematics	3 (including Algebra I)	4
Science	3 (including a physical science course, Biology and earth/environmental science)	3
Social Studies	3 (including Civics & Economics, U.S. History and World History)	3
Health/P.E.	1	1
Career/Technical	4 (courses appropriate for career pathway, including a second-level (advanced) course, or courses for an arts education pathway or R.O.T.C.***)	4
Foreign Language	0	
Electives	2 (arts recommended but not required)	9
Other Requirements		
Total Credits	20	28

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

4. College Tech Prep Course of Study Credits Required

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III and IV)	4
Mathematics	3**** (including either Algebra I, Geometry and Algebra II; Algebra I and Technical Math I and II; or Integrated Mathematics I, II and III)	4
Science	3 (including a physical science course, Biology and earth/environmental science)	3
Social Studies	3 (including Civics & Economics, U.S. History and World History)	3
Health/P.E.	1	1
Career/Technical	4 (courses appropriate for career pathway including a second-level (advanced) course)	4
Foreign Language	0****	
Electives	2 (arts recommended but not required)	9
Other Requirements		
Total Credits	20	28

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

5. College/University Prep Course of Study Credits Required

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III and IV)	4
Mathematics	4 (including either Algebra I, Geometry and Algebra II and a higher-level course for which Algebra II is a prerequisite; or Integrated Mathematics I, II and III and one course beyond Integrated Math III)	4
Science	3 (including a physical science course, Biology and earth/environmental science)	3
Social Studies	3 (including Civics & Economics, U.S. History and World History)	3
Health/P.E.	1	1
Foreign Language	2 (in the same language)	2
Electives	3 (arts recommended but not required)	11
Other Requirements		
Total Credits	20	28

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

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

B. HIGH SCHOOL END-OF-COURSE TESTING EXIT STANDARDS

~~Students must meet the high school exit standards in order to graduate.~~

Students must take all end-of-course (EOC) tests required by the State Board of Education. Students who do not score at Level III or above on the first administration of an EOC test must be retested in accordance with State Board policy.

The EOC test results will count as 25 percent of a student's final grade in each high school course for which an EOC test is available.

C. LOCAL BOARD REQUIREMENTS

1. Course Credits

~~Students also are required to meet all graduation requirements of this board. All students must successfully complete the maximum number of units a student could earn in grades 9 through 12 minus four units. A total of 28 units must be earned. with course units required in the following courses:~~

▪	<u>English</u>	<u>4</u>
▪	<u>Social Studies</u>	<u>3</u>
	<small>(including government/economics, U.S. History and world studies)</small>	
▪	<u>Mathematics</u>	<u>4</u>
	<small>(including high school algebra)</small>	
▪	<u>Science</u>	<u>3</u>
	<small>(including a physical science and biology)</small>	
▪	<u>Health and Physical Education</u>	<u>1</u>
▪	<u>Electives</u>	<u>13</u>
▪	<u>Total</u>	<u>28</u>
▪		

~~The board also may require that students successfully complete additional graduation requirements, a research project or a community service project like that mentioned in board policy 3530, Citizenship. Students will be notified of any requirement at least by no later than the beginning of their junior year. Students who seek assistance or are identified as likely to need assistance in meeting an academic requirement must be provided opportunities for remedial or additional instruction in accordance with board policy 3420, Student Promotion and Accountability. Students whose academic projects do not meet the expected standard must be given additional opportunities to successfully complete the research project and additional opportunities for remedial instruction.~~

2. Graduation Project

~~Students must satisfactorily complete a graduation project. The superintendent or the superintendent's designee will develop, monitor and score the graduation projects, using state adopted rubrics. The superintendent or his/her designee may incorporate any graduation project requirements that are already in place in the district. In addition, Requirements of the graduation project will include:~~

- a. a review process;
- b. an eight to ten page research paper written on an approved topic of student choice;
- c. a product related to the paper that requires significant hours of work;
- d. a portfolio that reflects the Graduation Project process;
- e. a presentation to a panel of community and faculty members; and literature, service-based learning or work-based learning experiences as defined by state models.

D. SPECIAL CIRCUMSTANCES

The board adopts the following policies with regard to graduation.

1. Honor Graduates

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

2. Students with Disabilities

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

3. Children of Military Families

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

a. Waiver Requirements

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

b. Testing Requirements for Graduation

The superintendent shall accept the following in lieu of any local testing requirements for graduation: (1) the end-of-course exams required for

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

c. Transfers During Senior Year

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

4. Early Graduation

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

Students seeking to graduate with fewer than 28 credits may be permitted to do so under criteria approved by the superintendent, or designee, upon recommendation by the principal. These students shall meet all state graduation requirements and successfully complete a graduation project.

5. Graduation Certificates

Graduation certificates will be awarded to eligible students in accordance with the standards set forth in State Board policy. The certificates may be awarded at the regular graduation ceremony.

Legal References: G.S. 115C-47, -81, -174.11, -276, -288, -407.5; State Board of Education Policies GCS-C-003, -031

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

Adopted:

School/Location	Date	Event	Time
AHS/SAMS	Week of August 8-12	AHS Band Camp	1:00-8:00pm daily
LP	Thursday, August 11, 2011	Board of Education Meeting	7:30pm
AHS/PAC	Friday, August 19, 2011	Convocation	7:30am
PGHS	Friday, August 19, 2011	AHS vs. Providence Grove	7:30pm
AHS Zoo School	Monday, August 22, 2011	Orientation	9:00-11:00am
AHS	Monday, August 22, 2011	Grades 10-12 Open House	5:00-7:00pm
NAMS and SAMS	Monday, August 22, 2011	Grades 7-8 Open House	6:30-8:00pm
AHS	Tuesday, August 23, 2011	AHS Freshman Fan Fare	9:00-11:30am
Elementary Schools	Tuesday, August 23, 2011	Elementary Open House	4:00-6:00pm
NAMS and SAMS	Tuesday, August 23, 2011	Grade 6 Open House	6:30-8:00pm
All	Thursday, August 25, 2011	First Day of School	
ECDC	Thursday, August 25, 2011	Open House	5:00-7:00pm
AHS/Lee J Stone Stadium	Friday, August 26, 2011	AHS vs. High Point Central (Middle School Night)	7:30pm
PDC	Wednesday, September 07, 2011	New Employee Reception	4:00pm
PDC	Thursday, September 08, 2011	Board of Education Meeting	7:30pm
GBT	Monday, September 19, 2011	Parent Meeting	6:00pm
Caswell County	Wednesday, September 21, 2011	NCSBA 5th District Meeting	4:00-8:00pm
AHS/Lee J Stone Stadium	Friday, September 23, 2011	AHS vs. North Davidson HS (Hall of Fame game)	7:30pm
AHS/Lee J Stone Stadium	Friday, September 30, 2011	AHS vs. Northeast Guilford High School	7:30pm
PDC	Monday, October 03, 2011	FAN workshop for K-5 parents	6:30pm
	Tuesday, October 04, 2011	Parent Meeting	6:30pm
PDC	Wednesday, October 05, 2011	Superintendent's Student Advisory Council	7:30pm
AHS/PAC	Thursday, October 13, 2011	AHS Chorus Concert	7:30pm
PDC	Thursday, October 13, 2011	Board of Education Meeting	7:30pm
AHS/Lee J Stone Stadium	Friday, October 14, 2011	AHS vs. Ledford Senior High School (Homecoming)	7:30pm
COBR	Monday, October 17, 2011	PTO/PTA President's Round Table	6:30pm
AHS/Lee J Stone Stadium	Friday, October 21, 2011	AHS vs. Southwestern Randolph High School (Senior Night)	7:30pm

AHS/PAC	Tuesday, October 25, 2011	BANDORAMA	7:30pm
AHS/PAC	November 3-6, 2011	Park Street Players - Fall Play	7:30pm/2:30pm
PDC	Thursday, November 10, 2011	Board of Education Meeting	7:30pm
PDC	Monday, November 14, 2011	FAN workshop for 6-12 parents	6:30pm
Koury Center	November 14-16, 2011	NCSBA Annual Conference	

Asheboro City Schools Strategic Plan Milestones

2011-2012

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

1. Every student graduates college and career ready.

- Graduation rate for 5-year cohort at 82% or better.
GEAR UP grant submitted to support improved graduation rate on July 13, 2011. Awaiting notification on October 1, 2011.
One-year extension approved from NC GEAR UP grant in the amount of \$25,000 to support college access activities for grades 10-12 at Asheboro High School in 2011-12
- 75% or more of students demonstrate proficiency on Algebra I and Biology EOC exams.
Professional development provided for Biology teachers August 1-5, 2011.
Professional development provided for Integrated Mathematics teachers August 8-11, 2011.

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

- Implement "Technology in Learning Fair" to showcase student and faculty projects.

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

- Prepare for implementation of Health Sciences Small Learning Community in partnership with Randolph Community College.

4. Increase the number of students reading on grade level by Grade 3 to 64%.

School leadership teams are developing school improvement plans around three high-yield literacy strategies to be implemented across the curriculum:

1. Discussion around meaningful text
2. Summarizing
3. Opinion writing/argumentative writing

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

- Use DPI individual growth model to determine percent of students demonstrating academic growth in reading and mathematics in grades 3-8.
- Implement CASE21 benchmark assessments.

Jennifer Smith is completing the contract with CASE 21 and setting dates with our schools for benchmark assessments.

6. Implement innovative after school enrichment and intervention programs.

- Continue before and after school enrichment programs.

7. Establish a rigorous and relevant CTE program.

- Implement CTE strategic plan.

CTE teachers attended summer conference July 25-29, 2011, to learn more about implementing the Microsoft IT Academy. NAMS is piloting the IC3 curriculum beginning with sixth graders who will be able to earn certifications in basic computer skills, use of computer applications, and living responsibly online.

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

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

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

Common Core team attended 2-day training July 26-27, 2011, and are developing professional development for the entire district.

Kerri Lamb has been hired as our secondary literacy coach. She will work closely with NAMS, SAMS, and AHS to implement our literacy focus areas across the curriculum. Janice Kite will continue as our lead literacy coach for elementary and support all elementary schools with our literacy focus.

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

- Continue to use and refine formative assessments (NC FALCON), including performance assessments.
- Encourage student-led conferences.
- Implement and refine RTI (Response to Instruction) in grades 6-12.
- Continue to develop and expand 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 #2.

Second cohort met on July 28, 2011, with Dr. Larry Coble to learn more about themselves as leaders. They took several self-assessments and also learned about different ways to view school culture.

- Implement new teacher evaluation system with appropriate refinements and state requirements.
- Teachers will participate, plan, and lead professional learning communities (collaborative conversations).

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

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

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

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

- Pursue GEAR UP grant.

Grant was submitted July 13, 2011. Awaiting notification on October 1.

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

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

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

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

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

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

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

- Implement parent portal.

2. Increase communication and outreach to parents.

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

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

- Continue partnership with High Point University for Masters in School Administration cohort.
- Continue partnerships with UNCG, including new Core Math project with McCrary School.

McCrary school staff participating in professional development August 8-12, 2011.
- Continue and expand RCC partnerships for Huskins, College Transfer, and Learn and Earn courses for AHS students.
- Collaborate with new STEM partners to enhance teacher and administrator capacity to prepare students for STEM careers (e.g., Golden Leaf Foundation project “STEM Stars” and new TAP grant with Jeane Joyner).

Implementation team has met twice this summer to develop two common science laboratory investigations for grades 4-9. These will be implemented in the fall semester. All teachers will participate in professional development on August 18 to launch the investigations.

Twenty-nine rising sixth graders are participating in a week-long enrichment camp August 1-5 at the Zoo School. Under the leadership of Heather Soja, Emily Dreyer, and Kathy Landis-Mullins, the students are experiencing science activities and will culminate the week with a field trip to the Durham Science Museum on Saturday, August 6. This cohort of students will continue to participate in monthly after-school enrichment activities throughout the school year.

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.

School Assignments for 2011-2012

Asheboro High School – All

South Asheboro Middle – Steve Jones, Archie Priest, Chris Yow, Joyce Harrington, Kyle Lamb

North Asheboro Middle – Kelly Harris, Linda Cranford, Phillip Cheek, Derek Robbins, Gidget Kidd

Balfour Elementary – Phillip Cheek, Joyce Harrington

McCrary Elementary – Linda Cranford, Derek Robbins

Loflin Elementary – Kelly Harris, Kyle Lamb

Teachey Elementary – Chris Yow, Archie Priest

Lindley Park – Steve Jones, Jane Redding

Early Childhood Development Center – Jane Redding