

ASHEBORO CITY BOARD OF EDUCATION
January 12, 2012
7:30 p.m.
Asheboro High School
Professional Development Center

***6:00 p.m. – Policy Committee**

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

I. Opening

- A. Call to Order
- B. Invocation – Kyle Lamb
- C. Pledge of Allegiance– Jace Voss, 5th Grade Student, Lindley Park Elementary School
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Community Partner Spotlight – Central Boys & Girls Club
- B. Board Spotlight – Lindley Park Elementary School
- C. Dr. Diane Frost, Finalist for 2012 National Superintendent of the year
- D. Board Appreciation Month

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 – December 8, 2011 and December 21, 2011
- B. Personnel
- C. City Schools Consortium Acknowledgement and Commitment

V. Information, Reports and Recommendations

- A. Policies
 - Policy 1610/7800 – Professional and Staff Development
 - Policy 4050 – Children of Military Families
 - Policy 7130 – Licensure
 - Policy 7810 – Evaluation of Licensed Employees
 - Policy 7811 – Plans for Growth and Improvement of Licensed Employees

VI. Action Items

- *A. Policies
 - Policy 3300 – School Calendar and Time for Learning
 - Policy 3530 – Citizenship and Character Education
 - Policy 4100 – Age Requirements for Initial Entry
 - Policy 4155 – Assignment to Classes
 - Policy 4335 – Criminal Behavior

- Policy 7240 – Drug-Free and Alcohol-Free Workplace
- *B. Board Meeting Date Change from April 12 to April 19, 2012
- *C. Mandatory Improvement Plans and Qualified Observers
- *D. New Class, Project Lead the Way, at Asheboro High School
- *E. Legislative Platform 2012
- *F. School Pay Date Resolution

VII. Superintendent's Report/Calendar of Events

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

VIII. Board Operations

- A. Invocation Schedule for 2012
- B. Committee Assignments - 2012
- C. Important Dates to Remember:
 - Board Appreciation Luncheon – January 20, 2012, 11:30 a.m., at AHS/PDC
 - Legislative Breakfast – January 27, 2012, 8:00 a.m., at PDC
 - Winter Board Retreat – February 4, 2012, at Lindley Park Elementary
 - NSBA Annual Conference – April 21-23, 2012, Boston, MA

IX. Adjournment

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

ASHEBORO CITY BOARD OF EDUCATION
January 12, 2012
7:30 p.m.
Asheboro High School
Professional Development Center

Addendum

I. Opening

IV. *Consent Agenda

- B. Personnel
- D. Budget Calendar for 2012-2013 Budget
- E. 457 Retirement Plan Resolution – Amendment
- F. 403b/457 Plan Administration Services Agreement - Amendment

VI. Action Items

- *D. New Class, Project Lead the Way, at Asheboro High School Updated

IX. Adjournment

Mission Statement

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

January 12, 2012

Community Spotlight:

Tonight we are pleased to recognize the Central Boys & Girls Club as our community partner spotlight. The Club serves over 190 youth ages 6-18 providing homework support, "World of Work" tour experiences, opportunities to complete community service projects, and regular fitness activities. During the 2010-2011 school year they held 10 parent-teacher activities attended by 679 participants. Club staff worked in 3 schools for a total of 214 hours and 92% of Club members maintained or improved average to above average grades.

Board Spotlight:

Tonight Lindley Park School will focus their presentation on science instruction and showcase technology by using Senteo devices while playing "Are You Smarter than a Fifth Grader?"

Special Recognition:

Dr. Diane Frost, finalist, 2012 National Superintendent of the Year program

Minutes of the Asheboro City Board of Education
December 8, 2011
Policy Committee

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

Gidget Kidd	Jane Redding
Linda Cranford	Dr. Kelly Harris

Board members absent were Phillip Cheek and Archie Priest.

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

Ms. Kidd called the meeting to order at 6:00 PM and referred to Dr. Frick to begin review of the agenda.

- Policy 4050 – Children of Military Families
 - Addition made to include required section on collecting and reporting information on students of military families to the State Board of Education

Dr. Allgood reviewed the following policies that had additions and minor revisions regarding employee evaluation, development, growth plans and possible actions as required by state law:

- Policy 1610/7800 – Professional and Staff Development
- Policy 7130 – Licensure
- Policy 7810 – Evaluation of Licensed Employees
- Policy 7811 – Plans for Growth and Improvement of Licensed Employees

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

With no further business, the meeting was adjourned at 6:45 PM.

Finance Committee

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

Kyle Lamb, Chairman	Jane Redding
Steve Jones	Chris Yow
Joyce Harrington	

Committee members absent were Steve Jones.

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

Chairman Lamb called the meeting to order and referred to Mr. Blair to begin the meeting. Mr. Blair presented information regarding the 2010-2011 Audited Financial Statements.

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

Board of Education

Opening

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

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

Archie Smith, Jr., Attorney

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

Chairman Kidd gave the invocation and Dayanera Gross, 8th Grade student at North Asheboro Middle School, 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.

Swearing in Ceremony

Clerk of Court, Pamela Hill, administered the Board of Education oath of office to Gidget Kidd, Kyle Lamb, Jane Redding, and Gustavo Agudelo. Ms. Kidd, Mr. Lamb, and Ms. Redding will serve a six year term as re-elected members to the Asheboro City Board of Education. Appointed by the Board, Mr. Agudelo will serve two years until the 2013 general election. Mr. Agudelo was seated with the board.

Special Recognition and Presentations

Carla Freemyer recognized Sam Ramsey, Chick-fil-A, for his continuous support of our schools. A certificate of appreciation was presented to Mr. Ramsey.

Eighth grade students from North Asheboro Middle School, Jessica Sturdivant and Dayanera Gross gave a presentation on digital learning at NAMS. Jessica talked about blogging and how it is a good tool to express oneself. Dayanera showed how she organized her math notebook using Google Docs for Education. Melanie Richey and Jay Williams presented a video demonstrating how students at North Asheboro Middle School use technology in today's classroom.

Gidget Kidd recognized Dr. Diane Frost for being selected as the 2012 A. Craig Phillips North Carolina Superintendent of the Year. Dr. Frost thanked the board for their support and working together to make Asheboro City Schools excellent.

In recognition of Dr. Diane Frost's selection as the 2012 A. Craig Phillips NC Superintendent of the Year the following presentations were made:

- Phil Kirk, Director of Brady Energy Services, presented a \$500.00 scholarship to Randolph Community College to be used by a senior at Asheboro High School.
- Jim Copeland with Moseley Architects presented Asheboro City Schools with a check for \$2,000.00 to be used for a student scholarship or other needs in the system.

Heather Soja was honored for being named as a North Carolina finalist for the Presidential Awards for Excellence in Mathematics and Science Teaching award. Awards are given to mathematics and science teachers from each of the 50 states and four U.S. jurisdictions. The teachers are recognized for their contributions to teaching and learning and their ability to help students make progress in mathematics and science.

Carla Freemyer announced the 2011 Holiday Art Award winner, Mary Vargas, a third grade student at Balfour Elementary School. Mary received a \$100 savings bond along with her original framed artwork.

Public Comments

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

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

Consent Agenda

The following items under the Consent Agenda were approved:

**Approval of Minutes – November 10, 2011*

**Personnel*

RESIGNATIONS/RETIREMENTS/SEPARATIONS

<u>Name</u>	<u>School/Subject</u>	<u>Effective</u>
Poole, Mary	AHS/Custodian	11/30/11
Riggio, Joseph	NAMS/Custodian	12/2/11
Taylor, Summer	DLL/Special Ed.	12/30/11
Brinkley, Tammy	LP/Instructional Asst.	12/30/11

APPOINTMENTS

<u>Name</u>	<u>School/Subject</u>	<u>Effective</u>
Neal, Heather	LP/ESL	11/28/11
Van Kirk, Yvonne	NAMS/ESL	12/5/11
Adams, Tammy	Substitute - \$69.00 day	11/21/11
Allred, Brandy	Substitute - \$69.00 day	11/21/11
Antill, Diane	Substitute - \$69.00 day	11/21/11
Fields, Nancie	Substitute - \$69.00 day	11/21/11
Gullett, Briana	Substitute - \$69.00 day	11/21/11
Hilliard, Kaleb	Substitute - \$69.00 day	11/21/11
Lyons, Susan	Substitute - \$69.00 day	11/21/11
Marion, Gabriel	Substitute - \$69.00 day	11/21/11
Przbylowski, Ann	Substitute - \$69.00 day	11/21/11
Rankin, Ann	Substitute - \$69.00 day	11/21/11
Schmidt, Crystal	Substitute - \$69.00 day	11/21/11
Smith, Leslie	Substitute - \$69.00 day	11/21/11
Thornton, Teresa	Substitute - \$69.00 day	11/21/11
Woodbury, Vivian	Substitute - \$69.00 day	11/21/11

LEAVE OF ABSENCE

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Fenech, Ilona	LP/Instructional Asst.	1/17/12-3/23/12

Information, Reports and Recommendations

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

- Policy 3300 – School Calendar and Time for Learning
- Policy 3530 – Citizenship and Character Education
- Policy 4100 – Age Requirements for Initial Entry
- Policy 4155 – Assignment to Classes
- Policy 4335 – Criminal Behavior
- Policy 7240 – Drug-Free and Alcohol-Free Workplace

Julie Pack shared information about the proposed new North Carolina high school accountability model. The new accountability model seeks to include both performance indicators as well as growth measures for schools to signify how well schools are preparing students and if students are performing better over time. Currently the North Carolina State Board of Education has adopted the indicators for the model, and the NC Department of Instruction is seeking further feedback on the proposal to formalize their waiver request due in February, 2012.

Action Items

Julie Pack presented a recommendation for new high school courses that will help prepare our students for 21st century careers and college. Upon motion by Ms. Cranford, seconded by Ms. Harrington, the Board unanimously approved AP Statistics, AP English Literature and Composition, AP Computer Science, and Robotics I and Robotics II to be added to Asheboro High School curriculum for school year 2012-2013. (A copy of the new courses will become a part of these minutes.)

Dr. Rice presented a recommendation to pilot reduced walk zones for McCrary, Loflin, and Lindley Park beginning second semester. The extra stops address several safety issues and concerns expressed by parents and school staff. A motion was made by Ms. Cranford and seconded by Mr. Jones to approve the new bus stops beginning second semester. Motion passed 10 to 1 with Mr. Lamb voting no.

Dr. Allgood requested approval of the “2012-2013 School Calendar with Start Date Waiver.” This calendar would be applied if legislation is not changed by the General Assembly. Approval was also requested for the “2012-2013 School Calendar with Start Date and 185 Day Waiver.” This calendar would be applied if allowed by changes in legislation. Upon motion by Ms. Harrington, seconded by Mr. Cheek, the board unanimously approved both calendars with preference for the 2012-2013 calendar with both waivers applied. (A copy of both calendars will become a part of these minutes.)

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

- Policy 3610 – Counseling Program
- Policy 4270/6145 – Concussion and Head Injury
- Policy 6340 – Transportation Service/Vehicle Contracts
- Policy 6401 – Ethics and the Purchasing Function

The motion passed unanimously. (A copy of the policies will become a part of these minutes.)

Superintendent's Report/Calendar of Events

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

Lindley Park will be honored as a Signature School winner at the Celebration Breakfast held by the Piedmont Triad Education Consortium on Friday, December 9, 2011.

Carla Freemyer provided a Calendar of Events listing the many performances and activities planned this month. Ms. Freemyer extended an open invitation to board members to attend as many holiday events as schedules permit.

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

Board Operations

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

- Board Appreciation Luncheon – January 20, 2012, 11:30 a.m., at AHS/PDC
- Legislative Breakfast – January 27, 2012, 8:00 a.m., at PDC
- Winter Board Retreat – February 4, 2012, at Lindley Park Elementary
- NSBA Annual Conference – April 21-23, 2012, Boston, MA

The floor was opened to nominations for chairman. Mr. Cheek made a motion to nominate Ms. Jane Redding for chairman, seconded by Ms. Cranford. Ms. Redding was unanimously approved as Chairman by the Board of Education under the reorganization of the board. The Board continued the reorganization process with nominations for vice chair. Mr. Lamb nominated Mr. Archie Priest for the position of Vice-Chairman, seconded by Ms. Cranford, and was unanimously approved by the Board.

Chairman Kidd expressed appreciation to fellow members for their great support and decisions that have enhanced the learning of the students of Asheboro City Schools.

Superintendent Frost recognized Gidget Kidd for her service to Asheboro City Schools and her ability to keep our system focused on its mission and goals. Dr. Frost spoke about Ms. Kidd's willingness to learn and attend professional development sessions and her outstanding communications skills. Ms. Kidd has presided over ACS Board of Education during a period of unprecedented progress in enriching our schools with technology. Dr. Frost thanked Ms. Kidd for her service and leadership over the past four years as Board chairman. A plaque with her gavel and the book, *Steve Jobs*, was presented to Ms. Kidd. A second copy of the book will be placed in the media center at Asheboro High School in her honor.

Adjournment

There being no further business, a motion was made by Mr. Lamb, seconded by Ms. Kidd, and unanimously approved by the Board, to adjourn at 9:31 p.m.

Chairman

Secretary

**Minutes of the Asheboro City Board of Education
Legislative Committee
December 21, 2011
7:30 a.m.**

The Asheboro City Board of Education Legislative Committee met on Wednesday, December 21, 2011 at 7:30 a.m. in the Administration Building Board Room with the following committee members present:

Chris Yow, Committee Chair
Gidget Kidd

Jane Redding

Staff members present were Dr. Diane Frost and Carla Freemyer.

Chairman Yow called the meeting to order and recognized Dr. Frost to lead the agenda.

Dr. Frost began the meeting by reviewing the North Carolina School Boards Association's legislative platform for 2011-2012. The Committee then reviewed a proposed 2012 legislative platform for Asheboro City Schools. The Committee participated in open discussion on issues and agreed to present a proposed legislative platform to the full Board of Education for approval at its January 12, 2012, meeting. (A copy of the proposed 2012 Legislative Platform will become a part of these minutes.)

There being no further business, the meeting adjourned at 8:50 a.m.

Chairman

Secretary

**Asheboro City Schools
Personnel Transactions
January 12, 2012**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Craven, Donna	LP/Instructional Assistant	1/6/12
Kite, Janice	CO/Lead Teacher	4/30/12
Malone, Sara	DLL/Kindergarten	12/30/11

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Bunch, Kateland	AHS/Social Studies	2/1/12
Carter, Kevin	NAMS/Custodian	1/9/12
Feary, Colleen	DLL/Kindergarten	1/3/12
Smith, Leslie	LP/Instructional Assistant	1/3/12
Varner, Christina	CO/Benefits/Accounting	1/3/12
Watkins, Donnie	AHS/Graduation Coach	2/6/12
Brooks, Vanessa	Substitute - \$90.00 day	1/4/12
Derrick, Patricia	Substitute - \$90.00 day	1/10/12
Mabe, Cynthia	Substitute - \$90.00 day	1/17/12

***C. LEAVE OF ABSENCE**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Brown, Jessica Bryant	LP/Instructional Assistant	1/17/12 – 5/4/12

D. TRANSFER

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Brewer, Sheila	AHS/Social Studies to BAL/Gifted Education	1/17/12

**Asheboro City Schools
Personnel Transactions
January 12, 2012**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Robb, Heather	NAMS/Special Education	2/3/12

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Baxter, Crystal	LP/Instructional Assistant	1/9/12
Church, Mary Ann	Substitute - \$90.00 per day	1/17/12
Craig, Nicole	Substitute - \$69.00 per day	1/17/12
Willett, Ruth	Substitute - \$69.00 per day	1/17/12

***A. LEAVE OF ABSENCE**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Stewart, Denia	BAL/Instructional Assistant	1/10/12 – 4/25/12

**Asheboro City Schools
Certified Appointments
January 12, 2012**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Bunch, Kateland	Elon University B: History Education	Elementary Education

A "Blue Comet" graduate of Asheboro High School in 2006, Kateland "Katie" Bunch is recommended to teach social studies at her alma mater. After high school Katie graduated from Elon University, completing student teaching in the Alamance-Burlington schools. For the past year and a half she has taught at Pamlico County High School in Bayboro. She is excited to return to Asheboro. Welcome home, Katie Bunch!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Feary, Colleen	Baldwin-Wallace College (OH) B: Early Childhood Education	Elementary Education

Colleen Feary, a native of Washington Court House, Ohio, is recommended to teach kindergarten at Donna Lee Loflin School. Miss Feary graduated in December from Baldwin-Wallace College after completing her student teaching clinical experience in Asheboro. She taught at Teachey School in a first grade classroom with Michele Hinson and Wendy Rich as supervisors. Colleen is excited to begin her professional career in Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Watkins, Donnie	UNC - Wilmington B: Physical Education and Health American Intercontinental University (IL) M: Leadership in Educational Organizations	Physical Education

A resident of Asheboro, Donnie Watkins is recommended to return to Asheboro High School as graduation coach. Mr. Watkins worked at AHS from 2008 until 2011, overseeing the short-term and long-term alternative school programs. Since August 2011 he has served as a student services administrator for the western region of Guilford County Schools. Welcome home, Donnie Watkins!

CITY SCHOOLS CONSORTIUM

Acknowledgment and Commitment

The Asheboro City Schools is a member of the City Schools Consortium, an organization of North Carolina public school city administrative units that provides assistance to its members in regard to issues related to city administrative units in North Carolina. Elkin City Schools serves as the fiscal agent for the City Schools Consortium. The membership fee is Three Thousand Dollars (US \$3,000.00). By the execution hereof, the Asheboro City Schools acknowledges its membership in the City Schools Consortium shall be effective the first day of January 2012 and shall be in full force and effect for one year thereafter unless cancelled by either party and acknowledges its commitment to pay this membership fee to the aforesaid fiscal agent not later than January 31, 2012. The execution and the delivery of this Acknowledgement and Commitment have been duly authorized and approved by the Asheboro City Schools' Board of Education and the undersigned superintendent of the Asheboro City Schools has been duly authorized to execute and deliver this document on its behalf.

This the 12th day of January, 2012.

Superintendent

Board Chair

ASHEBORO CITY SCHOOLS BUDGET CALENDAR

- I. February 15 – March 12: WORK PERIOD
Consult with principals and directors. Compile listing of budget requests.
- II. March 13 – March 25: EVALUATION PERIOD
Evaluate requests and assess priorities.
- III. **Monday, March 26 – 7:00 p.m.**: BUDGET WORK SESSION WITH BOARD OF EDUCATION
- IV. March 27 – April 25: COMPILATION AND REVIEW
Prepare preliminary budget.
- V. **Thursday, April 26 – 7:00 p.m.**: SUBMIT BUDGET REQUEST AND BUDGET MESSAGE TO BOARD OF EDUCATION
- VI. April 27 – April 30: PREPARE BUDGET FOR COUNTY COMMISSIONERS
Make changes as requested by the Board.
- VII. May 1 - May 15: DELIVER TO COUNTY COMMISSIONERS

Special Meetings

Monday 3/26 7:00 p.m. PDC - Budget Work Session

Thursday 4/26 7:00 p.m. PDC - Submit Budget to Board

Amendment to the 457 Plan Resolution

Summary of Changes

Asheboro City Schools instituted a Section 457 deferred compensation plan on February 1, 2010. The plan included the annuity product: Great Flex 6 Group provided by the *Annuity Investors Life Insurance Company*. This product has been discontinued for future elections. In order to continue to provide our employees an annuity option under the plan, we are requesting to add a new product and vendor. The new product will be called the Retiremax Benefit Sensitive NC457 and will be provided by the Life Insurance Company of the Southwest.

PLAN RESOLUTION FOR
 ASHEBORO CITY SCHOOLS
 To adopt a plan under Section 457 of the Internal Revenue Code
 (Amended January 12, 2012)

Resolved, That effective, February 1, 2010 Asheboro City Schools adopts its Deferred compensation plan under Section 457 of the Internal Revenue Code in the form presented at this meeting and attached hereto;

Resolved Further, That the officers of the Employer are authorized and directed to execute the plan document and take such other steps as are necessary or appropriate to implement the Plan;

Resolved Further, That the approved product list is as follows:

Changes	PRODUCT	OFFERED THROUGH
No change	Great Flex 6 Group	Annuity Investors Life Insurance Company
No change	Retirement Solutions	Lincoln Investment Planning Inc
No change	Retirement Solutions Premier	Lincoln Investment Planning Inc
<i>Add</i>	<i>Retiremax Benefit Sensitive NC475</i>	<i>Life Insurance Company of the Southwest</i>

Resolved Further, That Asheboro City Schools is hereby appointed Plan Administrator of the Plan.

Signature _____

Date _____

Amendment to Plan Services Agreement – GA Plan Summary of Changes

Great American Plan Administrators, Inc. (GA Plan) has provided plan administrative services for the Asheboro City Schools 403b retirement plan since 2008 when the Internal Revenue Service enacted new requirements to the program. The contractual obligations between Asheboro City Schools and GA Plan have been assumed by the TSA Consulting Group, Inc. (TSA). TSA will continue to provide the same services as previously performed by GA Plan and will include the additional benefits/changes listed below.

TSA will:

1. assume the role of Plan Administrator including the duties and liabilities
2. be an independent, fee-for-service administrator (GA Plan provides products included on our 403b list of vendors)
3. work with product providers to collect the \$2.00 per month participant fee to avoid administrative costs to ACS
4. will provide online access to the employees and administration of ACS
5. will provide electronic remittance options

We believe the status as an independent service provider and the additional benefits provided by TSA creates significant improvements to the 403b plan offered by Asheboro City Schools.

Amendment to Plan Services Agreement – GA Plan

This Amendment is executed this 12th day of January, 2012 by TSA Consulting Group, Inc. (“TSA”) and ASHEBORO CITY SCHOOLS, NC (Plan Sponsor”).

WHEREAS, plan sponsor has elected to receive 403(b) and/or 457(b) plan administration services pursuant to a contract with Great American Plan Administrators, Inc (Great American Benefit Administrators, Inc. in California) (“GA Plan”), and WHEREAS, TSA has assumed 100% ownership of Great American Plan Administrators, Inc (Great American Benefit Administrators, Inc. in California) (“GA Plan”) and is willing to assume all duties and obligations as expressed in the contract with GA Plan, and

WHEREAS, Plan Sponsor has established a 403(b) Plan and/or a 457(b) Plan and is authorized to appoint service providers; and

WHEREAS, Plan Sponsor desires TSA to assume all duties and obligations as the administrator of the Plan(s) established and indicated herein; and

WHEREAS, TSA is authorized to accept the duties and obligations as administrator and desires to provide such services subject to the terms and conditions set forth herein;

NOW THEREFORE, the parties agree as follows:

1.0 Designation of TSA as Administrator.

Plan Sponsor hereby appoints TSA as Administrator of the plan(s) established and indicated herein.

2.0 Responsibilities of TSA. TSA will provide the recordkeeping and related plan administrative services, which services shall include the following:

- 2.1 **Plan Documents:** TSA will provide appropriate Plan Documents to the Plan Sponsor, for review and approval. These documents shall govern the plan(s).
- 2.2 **Meaningful Notice:** TSA will assist the Plan Sponsor in developing and distributing employee communications material including specific information on eligibility and enrollment procedures. These communications shall be developed and distributed at least once each calendar year.
- 2.3 **Forms and Procedures:** TSA will develop standardized administrative forms for use by the Plan Sponsor and participants for the purposes of enrollment and asset transactions under the Plan(s).
- 2.4 **Participant Records:** TSA will establish and maintain a record for each participant reflecting the date, amount and type of each transaction in the participant’s account based on information provided to TSA from the Plan Sponsor, employees and product providers. Records maintained by TSA shall include all information necessary to comply with applicable regulations, rulings and procedures established by the Internal Revenue Service for the plan types indicated herein. The Plan Sponsor will determine eligibility requirements for employees and TSA shall be entitled to rely on the Plan Sponsor’s eligibility determinations.
- 2.5 **Participant Inquiries:** TSA will provide adequate access to participants regarding their records and transactions recorded by TSA. Access shall include, at a minimum, customer service representatives during normal business hours to assist participants with information and transactions under the Plan(s).
- 2.6 **Aggregation of Data:** TSA will assist the Plan Sponsor with the development and execution of agreements between the Plan Sponsor and each investment product provider under the Plan(s) regarding the sharing and aggregation of participant data necessary to facilitate recordkeeping and administration duties for the Plan(s). TSA will exercise its best efforts to cooperate with each provider that maintains participant accounts under the Plan(s) that are subject to the recordkeeping requirements of applicable Internal Revenue Service regulations, rulings and procedures.
- 2.7 **Plan Sponsor Reports:** TSA will prepare Plan reports as necessary for the Plan Sponsor including, yet not limited to, contribution auditing and excess contribution corrections.
- 2.8 **Technical Assistance:** TSA will provide technical and consulting assistance to the Plan Sponsor upon request and under terms mutually agreeable between TSA and the Plan Sponsor.
- 2.9 **Other Assistance:** TSA will provide other assistance to the Plan Sponsor upon mutual agreement between both parties.

3.0 Responsibilities of the Plan Sponsor. Plan Sponsor acknowledges that it is responsible for the following:

- 3.1 **Plan and Participant Data:** Plan Sponsor will provide all necessary plan and participant data required by TSA to accomplish proper plan administration duties including, yet not limited to, plan documents, policies and procedures, contribution history and all other data as may be reasonably requested by TSA.

- 3.2 Fee Billing and Payment: Plan Sponsor agrees that TSA will charge fees for its services in accordance with the Plan Administration Fee Schedule below. The fee schedule shall remain in effect for a term identical to the term of the Plan Services Agreement in effect between TSA and the Plan Sponsor, under which TSA is providing recordkeeping services. Any changes to the fee schedule will subject to mutual agreement between TSA and the Plan Sponsor and require notice of at least sixty (60) days prior to the change effective date.

4.0 Miscellaneous.

- 4.1 Termination: Plan Sponsor or TSA may terminate the amended Agreement at any time upon sixty (60) days prior written notice to the other party. TSA agrees to deliver to the Plan Sponsor or its designee, all records reasonably necessary for the continuing recordkeeping of the Plan.
- 4.2 Notices: Notices or other communications given pursuant to this amended Amendment shall be hand delivered, mailed by first class mail service, addressed as follows, or as changed by notice:
- a) To TSA: TSA Consulting Group, Inc.
15 Yacht Club Drive NE
Fort Walton Beach, FL 32548
- b) To Plan Sponsor: ASHEBORO CITY SCHOOLS
PO BOX 1103
ASHEBORO, NC 27204-1103
- 4.3 Entire Agreement: Supplements and Amendments. This Amendment generally constitutes the entire Amendment between the parties, merging all prior presentations, discussions and negotiations. It may be modified by additional letter or other written agreements executed by each party contemporaneously with this agreement, which may modify its provisions or meanings. It may be further supplemented, but not modified, by TSA from time to time with written procedures that provide a description of the ordinary processes for the parties to fulfill their obligations hereunder, which shall not exclude extraordinary processing in appropriate situations that produces comparable results. Finally, this Amendment may be amended at any time, but only by written amendment signed by all parties hereto.
- 4.4 Assignment: Some of the rights and duties of TSA hereunder may be assigned to an affiliate, or to any successor through merger, reorganization, or sale of assets. Some duties of TSA may be performed by others under subcontract, without the release of TSA for responsibility for such services. Otherwise, no party may assign this Amended Agreement nor any rights or duties hereunder without the prior written consent of the other party.
- 4.5 Governing Law: Except to the extent governed by federal law, this Amended Agreement shall be governed by and constructed according to the laws of the state where Plan Sponsor's principal office resides..

PLAN ADMINISTRATION FEE SCHEDULE

Plan Sponsor hereby agrees that TSA, in remuneration for administrative and recordkeeping services for the Plan(s) indicated in this Plan Services Agreement, as amended and dated January 12, 2012 shall be entitled to collect the following fees from the Plan Sponsor and/or each authorized investment product provider under the plan:

PLAN SPONSOR FEES:

Plan Sponsor Fees: Greater than 40 total active (contributing) participants –
Minimum Monthly Fee None

INVESTMENT PRODUCT PROVIDER FEES:

Recordkeeping – (Per Participant * Account) \$ 24.00 per year billed monthly

FEE EFFECTIVE DATE: November 1, 2011 (30 days in arrears) (First invoice – December 2011)

Participant is defined as any individual that maintains one or more accounts with assets under the Plan

Required Provider Fees: Plan Sponsor further agrees and stipulates that each authorized investment product provider is required to pay the fees described herein directly to TSA unless otherwise modified by the Plan Sponsor upon notice to the investment product provider. Each authorized provider must agree to the fee schedule set forth herein as a condition of participation under the Plan(s).

Method of Payment: Investment Product Providers shall remit the fees described herein in a timely manner and according to a reasonable method of remittance as determined by TSA.

Basis for Invoicing – Provider Fees: TSA shall bill each Investment Product Provider monthly according to the number of participants that maintain one or more accounts under the Plan. The actual number of participant accounts will be determined according to the participant data files generated by the Provider as required under the Investment Provider Service Agreement between the Plan Sponsor and the Provider.

Provider Discretion – Investment Product Pricing: The Plan Sponsor intends to maintain a high quality array of investment products and providers under the Plan for the benefit of participants. Plan Sponsor recognizes and agrees that Providers have sole discretion regarding the pricing of their investment products and the generation of revenue models sufficient to offset expenses related to participation in the Plan Sponsor Plan.

Plan Sponsor Reports: TSA shall be responsible for submitting reports to the Plan Sponsor regarding fees assessed to and collected from Investment Product Providers. TSA shall not attempt to collect any fees from Investment Product Providers other than those expressed in this fee schedule.

IN WITNESS WHEREOF, the parties have caused this Amendment to be executed by their authorized representatives.

Effective Date: January 12, 2012

Plan Sponsor:

Administrator: TSA Consulting Group, Inc.

ASHEBORO CITY SCHOOLS
PO BOX 1103
ASHEBORO, NC 27204-1103

By: _____

By: _____

Title: Director of Finance & Technology

Title: _____

Policy 1610/7800: Professional and Staff Development

As recommended to the Board Policy Committee, December 8, 2011

The North Carolina School Boards Association revision of this policy is recommended to replace current ACS Board policy. There are two primary updates to the policy: (1) A more specific statement of the purpose of professional development, and (2) the use of new terminology found in Section C that includes mandatory improvement plans established by state law, and individual monitored and/or directed growth plans established by the State Board of Education for professional growth and improving performance as described in policy 7811, Plans for Growth and Improvement of Licensed Employees.

PROFESSIONAL AND STAFF DEVELOPMENT ASSISTANCE

Policy Code: 1610/7800

The board believes a strong relationship exists between the quality of education provided to students and the competency and training of all personnel employed by the school system. The board places a high priority on securing the most competent personnel available and, once they are employed, providing them with opportunities for professional growth and development throughout their careers. The goal of professional and staff development programs and opportunities for licensed professional employees and support staff is to improve the instructional program and create a safe learning environment for all students by improving and expanding the skills of the professional staff and support personnel.

A. PROFESSIONAL AND STAFF DEVELOPMENT

The superintendent shall provide ongoing development opportunities for licensed and support staff and shall require participation by such personnel as appropriate. The superintendent shall seek input from employees when developing system-wide programs. The principal shall seek input from school personnel when planning professional and staff development programs for his or her school.

Professional and staff development must be provided, at the system or school level, on the effective delivery of the required curriculum and the incorporation of technology into the student learning process.

B. SELF-IMPROVEMENT

Licensed employees are expected to engage in self-directed activities to improve their professional skills. These employees are encouraged to seek information and training through professional development programs as well as other opportunities in order to meet this responsibility.

C. PLANS FOR GROWTH AND IMPROVEMENT

Supervisors and principals also may require licensed employees to enter into plans, including mandatory improvement plans established by state law and individual, monitored and/or directed growth plans established by the State Board of Education, for professional growth and improving performance. (See policy 7811, Plans for Growth and Improvement of Licensed Employees.) A performance improvement plan could involve participation in a professional development program or encompass a variety of strategies that are related to professional growth or improving performance.

D. PAYMENT OF COSTS

The school system will consider paying reasonable costs, within budget limits, for any courses, workshops, seminars, conferences, in-service training sessions or other sessions

an employee is required to attend by the local administration. The employee must seek prior approval for payments.

The school system will not bear the responsibility of the cost of training taken solely for the purposes of licensure renewal.

Legal References: Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; G.S. 115C-105.47(b)(9), -333, -333.1; State Board of Education Policy TCP-C-004

Cross References: Grievance Procedure for Employees (policy 1750/7220), Plans for Growth and Improvement of Licensed Employees (policy 7811)

Adopted:

Policy 4050: Children of Military Families

As recommended to the Board Policy Committee, December 8, 2011

An addition has been made to this policy that satisfies a new two-part reporting requirement noted in G.S. 115C-47(60). This includes a report of the following to the State Board of Education: (1) the number of children within the district who have immediate family members who have served in the reserve or have been on active duty in the armed forces since September 1, 2011, and (2) whether the school district employs at least one person trained to provide specific support services to meet the unique needs of these children, and if so, the frequency and number of school personnel who have been trained by this individual employee.

The board recognizes the unique circumstances faced by children of military families who are often required to transfer to a new school system because their parents or guardians have a new military assignment. In order to promote flexibility and cooperation between the school system, parents and guardians, and the student and to assist the student to achieve educational success in his or her new school, the superintendent shall adopt procedures necessary to ensure compliance with the Interstate Compact on Educational Opportunity for Military Children (hereinafter "Compact") and to educate employees about the unique needs of these children.

The board will collect information and annually report to the State Board of Education in accordance with G.S. 115C-47(60) regarding (1) the number of students residing in the school system who have immediate family members who have served in the reserve or active components of the uniformed services since September 1, 2011; and (2) whether the school system employs at least one person trained to provide specific support services to meet the unique needs of these children, and if so, the frequency and number of school personnel who have been subsequently trained by that employee(s).

A. DEFINITIONS

The following definitions apply to all policies and procedures adopted in compliance with the Compact.

1. Active Duty

Active duty is full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. 12301, et seq. and 10 U.S.C. 12401, et seq.

2. Children of Military Families

Children of military families are school-aged children, enrolled in kindergarten through twelfth grade, in the household of an active duty member.

3. Deployment

Deployment is the period one month prior to the service members' departure from their home station on military orders though six months after their return to their home station.

4. Education Records

Education Records are those official records, files and data directly related to a student and maintained by the school or school system, including but not limited to records encompassing all the material kept in the student's cumulative folder,

such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.

5. Extracurricular Activities

Extracurricular activities are voluntary activities sponsored by the school or school system or an organization sanctioned by the school system. Extracurricular activities include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.

6. Member State

A member state is a state that has enacted the Compact.

7. Non-Member State

A non-member state is a state that has not enacted the Compact.

8. Receiving State

The receiving state is the state to which a child of a military family is sent, brought, or caused to be sent or brought.

9. Rule

A rule is a written statement by the Interstate Commission promulgated pursuant to Article XII of the Compact that is of general applicability, implements, interprets or prescribes a policy or provision of the Compact, or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of rules promulgated under the Administrative Procedures Act as found in Chapter 150B of the North Carolina General Statutes, and includes the amendment, repeal, or suspension of an existing rule.

10. Sending State

The sending state is the state from which a child of a military family is sent, brought, or caused to be sent or brought.

11. Student

The student is the child of a military family for whom the school system receives public funding and who is formally enrolled in kindergarten through twelfth grade.

12. Transition

The transition is (1) the formal and physical process of transferring from school to school or (2) the period of time in which a student moves from one school in the sending state to another school in the receiving state.

13. Uniformed Services

The uniformed services are the Army, Navy, Air Force, Marine Corps, and Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration and the Public Health Services.

14. Veteran

A veteran is a person who served in the uniformed services and who was discharged or released therefrom under conditions other than dishonorable.

B. THOSE TO WHOM ADOPTED POLICIES AND PROCEDURES APPLY

Policies and procedures that are adopted to comply with the Compact apply to the children of:

1. Active duty members of the uniformed services as defined in Section A of this policy, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. 12301, et seq. and 10 U.S.C. 12401, et seq.;
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
3. Members of uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

C. THOSE TO WHOM ADOPTED POLICIES AND PROCEDURES DO NOT APPLY

The policies and procedures adopted to comply with the Compact do not apply to the children of:

1. Inactive members of the National Guard and Military Reserves;
2. Members of the uniformed services now retired, except as provided in Section B of this policy;
3. Veterans of the uniform services, except as provided in Section B of this policy, and other U.S. Department of Defense personnel and other federal agency

civilians and contract employees not defined as active duty members of the uniformed services.

Legal References: G.S. 115C-47(60), -407.5

Cross References: Student Promotion and Accountability (policy 3420), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620), Immunization and Health Requirements for School Admission (policy 4110), Domicile or Residence Requirements (policy 4120), Assignment to Classes (policy 4155), Attendance (policy 4400), Student Records (policy 4700)

Adopted: May 14, 2009

Policy 7130: Licensure

As recommended to the Board Policy Committee, December 8, 2011

This policy provides a basic description of how the Board will insure that all professional North Carolina licensure requirements are met. More specifically, Section A includes the requirement to develop a plan and comprehensive program for beginning teacher support. This plan must be approved by the board, and the superintendent or designee will submit an annual report on the Beginning Teachers Support Program to the Department of Public Instruction by October 1 of each year. Included in the report must be evidence of demonstrated proficiency on the standards along with mentor success in meeting mentor standards. The school district will also participate in implementing an annual peer review and support system.

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

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

A. BEGINNING TEACHER SUPPORT PROGRAM

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

B. LICENSE RENEWAL

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

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

C. PARENTAL NOTIFICATION

At the beginning of each school year, the school system shall notify the parents or guardians of each student attending a Title I school or participating in a Title I program of their right to request the following information about qualifications of their child's teacher: whether the teacher has met NC licensing requirements; whether the teacher has had any licensure requirements waived; what the teacher's bachelor degree major(s)

is/are; what other degrees and teaching license area(s) the teacher holds; and whether the child is provided services by a paraprofessional, and if so, the paraprofessional's qualifications.

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

D. EQUITABLE DISTRIBUTION OF HIGHLY QUALIFIED TEACHERS

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

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

Cross References:

Adopted:

Policy 7810: Evaluation of Licensed Employees

As recommended to the Board Policy Committee, December 8, 2011

A required update to this policy adds information regarding the evaluation of career teachers using the abbreviated process established by the State Board of Education. The policy states, "All licensed personnel must be evaluated at least annually using state-approved evaluation instruments in conformance with any processes established by the State Board for that class of personnel." Overall, it is the responsibility of the superintendent to develop and implement an effective evaluation system for licensed personnel that is consistent with State Board of Education policies.

The board places a high priority on securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. An effective evaluation program that clearly describes an employee's performance is a critical aspect of professional growth and assistance.

The superintendent is directed to develop and implement an effective evaluation system for licensed personnel that is consistent with State Board of Education policies. School administrators who are responsible for conducting evaluations shall comply with all state requirements with regard to the type and frequency of evaluation. The school principal shall evaluate teachers and may incorporate any guidelines or strategies developed by the State Board to assist in the evaluations. The superintendent or designee shall evaluate principals and assistant principals.

All licensed personnel must be evaluated at least annually using state-approved evaluation instruments in conformance with any processes established by the State Board for that class of personnel. For a career teacher who is in his or her license renewal year, the teacher must be evaluated by using the formal teacher evaluation process as set forth in State Board Policy TCP-C-004. For a career teacher who is not in his or her license renewal year, the abbreviated evaluation process established in State Board Policy TCP-C-004 is sufficient to satisfy the annual evaluation requirement; however, in any given year, the principal may use the formal evaluation process to evaluate a career teacher. The annual evaluation of principals and assistant principals must include a mid-year review.

The evaluation system must incorporate the following directives.

1. Evaluators must clearly identify exemplary performance as well as deficiencies in performance.
2. Evaluators are encouraged to use supplementary means of assessing and documenting performance in addition to the state performance standards, assessment rubrics and evaluation instruments, including, but not limited to, additional formal observations, informal observations, conferences, reviews of lesson plans and grade books, interactions with the employee, plans of growth or improvement and any other accurate indicators of performance.
3. Student performance and other student outcome data will be considered as a part of the evaluation of licensed personnel, as provided in the assessment rubric for the class of employees under evaluation. Multiple means of assessing student performance must be used whenever possible. If only one method is used to measure student performance, it must be a clearly valid tool for evaluating an employee's impact on student performance.
4. Peer observations of probationary teachers must be conducted as required by law using the evaluation instrument and process established by the State Board and must be

considered by the school administrator in evaluating teacher performance.

5. Supervisors and principals should facilitate open communication with employees about performance expectations.
6. An employee who is unclear about how performance is being assessed or who desires additional evaluation opportunities should address these issues with his or her immediate supervisor.
7. Evaluators will be held accountable for following the evaluation system and all applicable state guidelines on the evaluation of employees.
8. Evaluation data will be submitted to the central office personnel file in accordance with state law and policy 7820, Personnel Files.
9. Evaluation data will be used in making employment decisions, including decisions related to professional and staff development (see policy 1610/7800, Professional and Staff Development), career status (see policy 7410, Career Status) and suspension, demotion and dismissal of employees (see policy 7930, Professional Employees: Demotion and Dismissal, and policy 7940, Classified Personnel: Suspension and Dismissal). Employment decisions may be made by the board and administrators regardless of whether evaluators have followed the evaluation system, so long as there is a legally sufficient basis for the decisions.
10. The superintendent and all evaluators are encouraged to develop ways to recognize distinguished performance and to capitalize on the abilities of such exemplary employees in helping other employees. The superintendent and evaluators are encouraged to involve employees in developing these processes.

The superintendent shall develop any other necessary procedures and shall provide training, as necessary, to carry out the board's directives and to meet state requirements.

Legal References: G.S. 115C-47(18), -286.1, -325, -333, -333.1; State Board of Education Policies TCP-C-004, -005, -006, -022

Cross References: Professional and Staff Development (policy 1610/7800), Career Status (policy 7410), School Administrator Contracts (policy 7425), Plans for Growth and Improvement of Licensed Employees (policy 7811), Personnel Files (policy 7820), Professional Employees: Demotion and Dismissal (policy 7930), Classified Personnel: Suspension and Dismissal (policy 7940)

Adopted:

Policy 7811: Plans for Growth and Improvement of Licensed Employees

As recommended to the Board Policy Committee, December 8, 2011

This policy has been updated to reflect changes made by the State Board of Education to reflect revisions to the law that replaced “action plans” with “mandatory improvement plans” for employees in low-performing schools. It also added rules regarding the use of “qualified observers” in the evaluation process for teachers not in low-performing schools. The ultimate aim of this policy is toward teacher improvement.

ACTION PLANS FOR GROWTH AND IMPROVEMENT OF LICENSED EMPLOYEES

Policy Code:

7811

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

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

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

A. DEFINITIONS

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

B. INDIVIDUAL, MONITORED AND DIRECTED GROWTH PLANS

1. Use of Growth Plans
 - a. Teachers

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

A teacher who is performing below a proficient level on the Teacher Summary Rating Form shall be placed on a monitored growth plan or a directed growth plan unless dismissal, demotion, nonrenewal or placement

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

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

b. School Administrators

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

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

2. Components of Growth Plans

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

a. Identification of Deficiencies

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

b. Performance Expectations and Goals

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

c. Strategies

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

d. Dates for Monitoring and Completion

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

3. Review of Growth Plans

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

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

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

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

C. MANDATORY IMPROVEMENT PLANS

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

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

1. Initiating a Mandatory Improvement Plan

a. Licensed Employees in Low-Performing Schools

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

b. Teachers in Schools Not Identified as Low-Performing

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

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

c. Any Licensed Employees Engaging in Inappropriate Conduct or Performance

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

2. Components of the Plan

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

a. Identification of Deficiencies

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

b. Performance Expectations

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

c. Strategies

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

d. Dates for Monitoring and Completion

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

3. Development and Implementation of the Plan

a. Licensed Employees in Low-Performing Schools

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

b. Teachers in Schools Not Identified As Low-Performing

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

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

4. Reassessment

a. Licensed Employees in Low-Performing Schools

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

that the employee be dismissed or demoted under G.S. 115C-325.

b. Teachers in Schools Not Identified As Low-Performing

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

Legal References: G.S. 115C-325, -333, -333.1; State Board of Education Policy TCP-C-004, TCP-C-005

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

Adopted:

Policy 3300: School Calendar and Time for Learning

As recommended to the Board Policy Committee, November 10, 2011

Although time is a variable in the educational process, individual children must be provided appropriate instructional time in order to meet the educational goals and objectives of the board of education. A required update has been made to the existing policy that increases the minimum number of instructional days from 180 to 185 and the number of instructional hours from 1,000 to 1,025 that will be provided over the course of at least nine months. The length of the school year is 215 days. All other previous requirements remain the same.

To Replace ACS Version

SCHOOL CALENDAR AND TIME FOR LEARNING *Policy Code:* **3300**

The board believes that time is a variable in the educational process and that children may need different amounts of instructional time in order to fulfill the educational goals and objectives of the board. The board also recognizes that the school day and school year should be planned in such a manner as to facilitate student learning and to permit an accurate assessment of student achievement in scheduled testing periods.

A. INSTRUCTIONAL TIME

Interruptions of instructional time and time off task must be kept to a minimum. The principal is responsible for ensuring that instructional time is maintained and protected in the school schedule. Each teacher is responsible for ensuring optimal use of instructional time in his or her classes. School personnel are encouraged to seek creative means of reducing transitional time and scheduling non-instructional activities. A proposal for alternative scheduling of classes or other such strategies may be a part of a school improvement plan.

B. SCHOOL DAY

~~The length of the school day may vary from school to school if approved by the board of education, subject to the minimum instructional hours requirement established in Section D, below.~~

Every school will provide a minimum of 5.5 hours per day of instructional time unless the board has approved a school improvement plan for that school that provides varying amounts of instructional time. The daily schedule for elementary schools is 7:55 AM – 2:25 PM, for middle schools, 8:30 AM – 3:30 PM and for the high school, 8:30 AM – 3:24 PM.

C. OPENING AND CLOSING DATES

Except for year-round schools or schools under a modified calendar, the opening date for students will not be before August 25, and the closing date for students will not be after June 10.

The school board may offer supplemental or additional educational programs or activities outside the adopted school calendar.

When allowed by law, the board will seek a waiver of the opening and/or closing dates from the State Board of Education if the board determines that a waiver is in the best interest of the students and the school system.

D. SCHOOL YEAR

The school calendar in all schools will be for 215 days and will provide for a minimum of 185 days and 1025 hours of instruction covering at least nine months. A school “month” is defined as 20 days of instruction. As funding permits, the board may pursue increasing the number of instructional hours or days, at least for those students who need more time to learn the curriculum.

If, upon request of the board, the State Board of Education grants a waiver of the 185 instructional day requirement to allow up to five of those days to be used as teacher workdays, the required number of instructional hours will be reduced by the equivalent of each instructional day waived.

The board may initiate or review recommendations from the superintendent or a school improvement team for modifying the traditional school calendar to a year-round or extended calendar. The superintendent and individual schools are encouraged to obtain input from teachers and other personnel as well as from the community in developing proposals for modifying the school calendar. An extended school year or a year-round school may be included as a part of a school improvement plan.

Any calendar adopted by the board will be consistent with the following requirements.

1. Ten of the days on the calendar will be designated as annual vacation leave days.
2. Ten of the days on the calendar will be designated as holidays, including Veteran’s Day if it falls on a weekday.
3. The remaining 195 days are to be workdays for teachers. The total number of workdays for teachers employed for a 10-month term will not exceed 195 days. Those 195 days will be scheduled as follows.
 - a. One hundred and eighty-five days will be instructional days when students are present. These will be designated as “instructional” teacher workdays.
 - b. The remaining 10 days will be “flexible” teacher workdays and may be used by the board, superintendent or school principals for teacher workdays, additional instructional days or other lawful purposes. Each principal may schedule those days on the school calendar that have not been reserved by the board for other purposes. Before scheduling these days, each principal shall work with the school improvement team to determine the days to be scheduled and the purposes for which they should be scheduled.
 - c. Of the 10 “flexible” teacher workdays described in subsection D.3.b, the board will designate at least two days as days on which teachers may take accumulated vacation leave.
 - d. Further, the board may, due to school closings because of inclement

weather or other reasons, use any of the “flexible” 10 days designated in subsection D.3.b above as make-up days for those instructional days that were missed. The board will give teachers at least 14 days’ notice before requiring a teacher to work instead of taking vacation leave on any of these days. A teacher may elect to waive this notice requirement for one or more of these days.

- e. Further, if it is unable to schedule student makeup days until after the scheduled end of the school year, the school board may designate some of the “flexible” workdays described in subsection D.3.b above as additional make-up days after the last day of student attendance.
4. If the school calendar requires students to attend on Memorial Day, each principal shall ensure that the significance of Memorial Day is recognized in the school on that day. If students are not scheduled to attend school on Memorial Day, recognition of the significance of Memorial Day will be provided at another time as part of the citizenship curriculum (see policy 3530, Citizenship and Character Education).
5. If the school calendar requires students to attend school on September 17, which is Constitution and Citizenship Day, each principal shall ensure that the signing of the United States Constitution is commemorated in the school on that day. If students are not required to attend school on September 17, the principal shall ensure that Constitution and Citizenship Day is commemorated during the preceding or following week (see policy 3530, Citizenship and Character Education).

Legal References: 36 U.S.C. 106(d); G.S. 115C-12(33), -36, -47, -84.2, -105.21(b)(2), -238.31, -288; State Board of Education Policy GCS-G-001

Cross References: Goals and Objectives of the Educational Program (policy 3000), School Improvement Plan (policy 3430), Citizenship and Character Education (policy 3530)

Adopted:

Policy 3530: Citizenship and Character Education

As recommended to the Board Policy Committee, November 10, 2011

Asheboro City Schools place a high level of importance on the development of a clear understanding of citizenship by all students. As schools identify strategies to promote good citizenship of the students, staff, and the community, existing policy requires that they include seven specific character traits including respect, responsibility, honesty, kindness, courage, self-discipline and citizenship. In order to comply with the NCSBA's recommendation, the following traits have also been added: good judgment, integrity, civility, perseverance, responsibility for school safety, tolerance, and service to others. Additionally, North Carolina law continues its emphasis on teaching the founding principles of our nation at the high school level.

To Replace ACS Version

The board encourages all students to develop an understanding of citizenship, including the importance of a citizen's rights and responsibilities. At a minimum, the citizenship curriculum will incorporate the civic literary requirements of the Basic Education Plan and any statutory requirements regarding the recitation of the Pledge of Allegiance and the display of flags. In addition, within the timeframe established by state requirements, the high school curriculum will meet all state standards for teaching individual responsibility and other historical founding principles of our nation.

BOARD CITIZENSHIP REQUIREMENTS AND OPTIONS

~~The curriculum committee established in policy 3100, Curriculum Development, shall develop the curriculum regarding citizenship. The schools will develop strategies to promote good citizenship with appropriate input from the staff, students, and community.~~ In addition to meeting any state requirements, the citizenship curriculum also should be designed to reinforce the student behavior management plan. The curriculum shall include addressing character traits as provided in the Basic Education Plan. The character traits should include, but are not limited to, courage, good judgment, integrity, civility, kindness, perseverance, responsibility, tolerance, self-discipline, respect for school personnel, responsibility for school safety, service to others and good citizenship.

The citizenship curriculum must require that: (1) the United States and North Carolina flags be displayed in each classroom, when available; (2) recitation of the Pledge of Allegiance be scheduled on a daily basis; (3) appropriate instruction be provided on the meaning and historical origins of the North Carolina and United States flags and the Pledge of Allegiance; (4) Constitution and Citizenship Day be observed on September 17 to commemorate the signing of the United States Constitution or be observed the preceding or following week if students are not in school on September 17; and (5) appropriate instruction and/or recognition be provided concerning the significance of Memorial Day.

The citizenship curriculum also may include appropriate instruction on the rights and responsibilities of citizenship and guidelines for the use and display of the North Carolina and United States flags. The curriculum must ensure that no student will be compelled to salute the flag, recite the Pledge of Allegiance, stand to acknowledge the flag or stand to participate in the Pledge of Allegiance, or otherwise feel coerced to participate. In addition, the citizenship curriculum may encourage teachers to use the recitation of the Pledge of Allegiance as an opportunity to teach students about the history concerning coercion and the importance of the First Amendment to the Bill of Rights. Any flags donated or otherwise made available must be displayed in the classrooms.

Furthermore, the citizenship curriculum may include for middle school and high school students a community volunteer service requirement in order to demonstrate the value and effectiveness of volunteer contributions to the community. To be approved by the board, the curriculum (1) must provide students with sufficient notice of the service requirement; (2) must provide students

with enough options to meet the interests and transportation needs of the students; and (3) must not infringe on the constitutional rights of students by compelling or coercing a student to hold a particular viewpoint on volunteerism.

Legal References: 36 U.S.C. 106(d); G.S. 115C-12(33), -47(29a), -81(g), (h), (h1); N.C. Session Law 2011-273

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

Adopted:

Policy 4100: Age Requirements for Initial Entry

As recommended to the Board Policy Committee, November 10, 2011

This policy outlines the eligibility requirements for school admission as established by the State and the board. It has been updated to include additional types of specific evidence in addition to that included in existing policy which will qualify as secondary proof of age when a student is presented for admission for the first time. This evidence includes but is not limited to the following: (1) A certified copy of any medical record of the child's birth issued by the treating physician or hospital in which the child was born, or (2) a certified copy of a birth certificate issued by a church, mosque, temple, or other religious institution that maintains birth records of its members. For further clarification, the policy states that a "birth certificate or other satisfactory proof of age issued by a foreign country or institution will be accepted and treated in the same manner as comparable documents issued in the United States."

The board of education requires all students to meet the eligibility requirements for school admission established by the State and the board, including age. Any parent or legal guardian who is unclear whether age requirements are met is encouraged to contact the superintendent's office or the elementary school that the child is likely to attend.

A. ENTITLEMENT TO INITIAL ENTRY

A child who is presented for enrollment at any time during the first 120 days of a school year will be considered eligible for initial entry in either of the following circumstances:

1. the child reaches or reached the age of 5 on or before August 31 of that school year; or
2. the child resided in another state and was attending school during that school year in accordance with that state's laws or rules prior to moving to North Carolina. (The child does not need to reach the age of 5 on or before August 31 in this circumstance.)
3. The child did not reach the age of five on or before August 31 of that school year, but would be eligible to attend school during that school year in another state in accordance with the laws or rules of that state, and if all of the following apply:
 - a. the child's parent is a legal resident of North Carolina who is an active member of the uniformed services assigned to a permanent duty station in another state;
 - b. the child's parent is the sole legal custodian of the child;
 - c. the child's parent is deployed for duty away from the permanent duty station; and
 - d. the child resides with an adult who is a domiciliary of a local school administrative unit in North Carolina as a result of the parent's deployment away from the permanent duty station.

B. DISCRETIONARY ENROLLMENTS

The board may allow a child to be enrolled in the following circumstances:

1. the child is presented for enrollment after the first 120 days of a school year and meets one of the circumstances specified above for entitlement to initial entry; or

2. the child reached the age of 4 on or before April 16; and the child is presented for enrollment no later than the end of the first month of the school year; and the principal of the school finds, based on information submitted by the child's parent or guardian, that the child is gifted and that the child has the maturity to justify admission to school. In making such a determination, the principal will follow guidelines established by the State Board of Education. This local board regards admission of a four year old to be an extraordinary measure and not to be used merely because the child is developmentally advanced. In making such a determination, the principal shall follow guidelines established by the State Board of Education.

C. GRADE LEVEL OF INITIAL ENTRY

The initial point of entry will be the kindergarten level. After initial entry, a principal may move the child to the first grade if the principal determines that by reason of maturity, the child can be served more appropriately in the first grade.

D. EVIDENCE OF AGE

When a child is presented for admission for the first time, the principal may shall require the parent or guardian of any child presented for admission for the first time to furnish a certified copy of the child's birth certificate or other satisfactory competent and verifiable evidence of the child's date of birth. Such evidence may include, but is not limited to: (1) a certified copy of any medical record of the child's birth issued by the treating physician or the hospital in which the child was born; or (2) a certified copy of a birth certificate issued by a church, mosque, temple or other religious institution that maintains birth records of its members.

A birth certificate or other satisfactory proof of age issued by a foreign country or institution will be accepted and treated in the same manner as comparable documents issued in the United States. School officials shall use such documents only for the purpose of establishing the age of the child and not to inquire about the citizenship or immigration status of the child, parent or guardian.

~~However,~~ For a student who is considered homeless, the inability to provide documentation shall not prohibit or cause a delay in enrollment of the student. The homeless liaison will work with the student, parent/guardian, school personnel and other agencies to obtain necessary enrollment records or information in a timely manner.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 *et seq.*; G.S. 115C-288, -364; 130A-109; 16 N.C.A.C. 6E .0105; State Board of Education Policy GCS-J-001

Cross References: Homeless Students (policy 4125)

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

Administrative Procedure: None

Updated: January 10, 2008, February 12, 2009, March 11, 2010, June 9, 2011

Policy 4155: Assignment to Classes

As recommended to the Board Policy Committee, November 10, 2011

As noted in current practice within Asheboro City Schools, the principal has and exercises the authority to assign students to classes. Prior to actual assignment, he/she seeks input from the professional staff and takes into account information and requests submitted by parents. An addition required by G.S. 115C-366.3 has been made to this policy that allows parents to request the initial placement of their multiple birth children.

A. GENERAL AUTHORITY

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

B. SPECIAL CIRCUMSTANCES

1. Multiple Birth Siblings

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

a. Consultative Meeting with the School Principal

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

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

b. Initial Classroom Placement

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

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

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

c. Change to Initial Classroom Placement

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

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

2. Newly Enrolled Children of Military Families

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

a. Course Placement

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

b. Educational Program Placement

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

c. Special Education Services

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

d. Placement Flexibility

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

Legal References: G.S. 115C-36, -288, -366.3, -407.5

Cross References: Children of Military Families (policy 4050)

Adopted:

Policy 4335: Criminal Behavior

As recommended to the Board Policy Committee, November 10, 2011

This policy limits principals' duty to report criminal offenses occurring on school property to those ten that are listed in G. S. 115C-288(g). Previously if a principal failed to report, he/she could be charged with criminal misdemeanor. Presently, based on revisions to General Statute, state law does not make disciplinary action mandatory; however, it may be utilized as deemed appropriate.

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

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

A. STUDENTS CHARGED WITH OR CONVICTED OF CRIMINAL BEHAVIOR

If necessary, the superintendent and principal may take reasonable measures to preserve a safe, orderly environment when a student has been charged or convicted with a serious crime, regardless of whether the alleged offense was committed on school grounds or related to school activities. Depending upon the circumstances, including the nature of the alleged crime, the child's age, and the publicity within the school community, reasonable efforts may include changing a student's classroom assignment or transferring the student to another school. Transfer to the alternative school may be made in accordance with the criteria established in board policy 3470/4305, Alternative Schools. The student will continue to be provided with educational opportunities unless and until the student is found to have violated board policy or school rules and is suspended or expelled in accordance with procedures established in board policy.

B. REPORTING CRIMINAL BEHAVIOR

Principals ~~must immediately shall~~ report to law enforcement all criminal offenses that occur on school property as required by State Board of Education Policy HRS-A-000. A principal who willfully fails to make a required report to law enforcement will be subject to disciplinary action, up to and including dismissal. ~~It is a criminal misdemeanor for A principal to fail to report immediately to law enforcement officers~~ must report the following acts to law enforcement when the principal has personal knowledge or actual notice from school personnel that such acts have occurred on school property, regardless of the age or grade of the perpetrator or victim: (1) assault resulting in serious personal injury; (2) sexual assault; (3) sexual offense; (4) rape; (5) kidnapping; (6) indecent liberties with a minor; (7) assault involving the use of a weapon; (8) possession of a firearm in violation of the law; (9) possession of a weapon in violation of the law; and (10) possession of a controlled substance in violation of the law.

The principal or designee shall notify the superintendent or designee in writing or by e-mail of any report made to law enforcement. Such notice must occur by the end of the workday in

which the incident occurred, when reasonably possible, but not later than the end of the following workday. The superintendent must inform the board of any such reports. In addition, the principal or designee must notify the parents or guardians of students who are alleged to be victims of any reported offenses.

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

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

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

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

Policy 7240: Drug-Free and Alcohol-Free Workplace

As recommended to the Board Policy Committee, November 10, 2011

This policy has been updated to add additional substances/drugs to the list prohibited under the North Carolina Controlled Substances Act. It now states, “The board prohibits unlawful manufacture, sale, distribution, dispensing, possession or use of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroids, alcohol, stimulants, synthetic cannabinoids, counterfeit substances or any other controlled substances as defined...” within this Act and other regulations.

DRUG-FREE AND ALCOHOL-FREE WORKPLACE

Policy Code:

7240

The board of education recognizes that reducing drug and alcohol abuse in the workplace improves the safety, health and productivity of employees. It is the policy of the board of education that a drug-free and alcohol-free workplace will be maintained.

A. Prohibited Activities

The board prohibits unlawful manufacture, sale, distribution, dispensing, possession, or use of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroids, alcohol, stimulants, synthetic cannabinoids, counterfeit substances or any other controlled substance as defined in (1) schedules I through VI of the North Carolina Controlled Substances Act or in (2) schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. 812) and further defined by regulation at 21 C.F.R. 1300.01 through 1300.04, or defined in schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. §812) and further defined by regulation at 21 C.F.R. §1300.11 through §1300.15 is prohibited. No employee will be impaired by the excessive use of prescription or nonprescription drugs. This policy is not violated by an individual's proper use of a drug lawfully prescribed for that individual by a licensed health-care provider.

Employees are prohibited from using or being under the influence of alcohol while acting in the course and scope of the employees' duties while at school-sponsored activities or while on school property. This policy does not apply to an employee's consumption of alcoholic beverages that are served at a reception or other similar function that occurs outside the regular workday and that the employee is authorized or required to attend as a part of his or her employment duties.

B. Applicability

This policy will govern each employee before, during or after school hours while on any property owned or leased by the board of education; at anytime during which the individual employee is acting in the course and scope of his or her employment with the board of education; and at any time that the employee's violation of this policy has a direct and adverse effect upon his or her job performance or the board of education.

C. Duty to Report

An employee must notify his or her supervisor in writing of any conviction under any criminal drug statute for a violation occurring within the scope of the preceding paragraph of this policy. Notification shall be given not later than the next scheduled business day after such

conviction, in accordance with board policy 7300, Staff Responsibilities. Within 10 days of receiving a notice of conviction by an employee whose position is funded in any part by a federal grant, the assistant superintendent of human resources shall notify the funding agency of the conviction. "Conviction" as used in this policy includes the entry in a court of law or military tribunal of: (1) a plea of guilty, *nolo contendere*, no contest or the equivalent; (2) a verdict or finding of guilty; or (3) a prayer for judgment continued ("PJC") or a deferred prosecution. Notification will be given not later than five calendar days after such conviction.

D. Consequences

Violation of this policy will subject an individual to personnel action by the board of education which could result in non-renewal or termination of employment with the school district or the requirement that the employee participate satisfactorily in a drug or alcohol abuse assistance or rehabilitation program approved by the board of education, or federal, state or local health, law enforcement or other appropriate agency. Information concerning available counseling, rehabilitation and re-entry programs will be provided to employees.

This policy is not violated by an individual's proper use of a drug lawfully prescribed for that individual by a licensed health-care provider. This policy will be distributed to all employees.

Legal References: 21 U.S.C. 812; 41 U.S.C. 701 *et seq.*; 21 C.F.R. 1300.01-.04; G.S. 20-138.2B; 90-89 to -94; 115C-36

Cross References: Drug and Alcohol Testing of Commercial Motor Vehicle Operators (policy 7241), Staff Responsibilities (policy 7300)

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

Updated: May 11, 2000, September 11, 2008

Administrative Procedure: Yes

Mandatory Improvement Plans

Board of Education

January 2012

Why?

- **Lack of efficient, effective method of addressing poor performance by a teacher**
- **Action Plan legislation required only in low-performing schools**
- **Legal barriers related to failure to notify**
- **No standard for “Inadequate Performance”**
- **Cannot afford to keep poor teachers**

Senate Bill 466

- Enacted Summer of 2011
- Effective July 1, 2011
- Replaces Action Plans with Mandatory Improvement Plans
- Establishes a legal standard by defining “Inadequate Performance”
- Provides “substantial evidence” for decision to dismiss

Inadequate Performance

“Failure to perform at a Proficient level on any standard of DPI’s teacher evaluation instrument, or otherwise performing in a manner that is below standard”

Inadequate Performance

- **Following below Proficient ratings on summary evaluations**
- **Regardless of ratings, when a teacher engages in inappropriate conduct or performs inadequately causing substantial harm to the educational environment (if dismissal inappropriate)**

MIP - Components

1. Notice of deficiencies
2. Set of strategies to meet performance expectations
3. Support to be provided
4. Timeline for resolution of deficiencies

MIP – Development

- **Developed by principal in consultation with teacher**
- **Teacher has 5 instructional days to request a modification of proposed MIP**
- **Principal shall consider teacher's suggested modification(s); however, principal makes final decision**
- **Teacher shall have a minimum of 60 instructional days to complete the MIP**

MIP – Qualified Observer

- As part of MIP, teacher has a right to be observed by a qualified observer in the area or areas of concern identified in the plan
- “Qualified Observer”
Teacher/administrator who holds educator’s license and is trained in evaluating licensed employees

Qualified Observer (cont.)

- Board of Education shall maintain a list of Qualified Observers employed by the Board
- “Shall strive to select administrators and teachers with excellent reputations for competence and fairness.”
- Qualified Observer selected jointly by teacher and principal

MIP – Reassessment

- After completion of MIP – teacher shall be reassessed
- If teacher not Proficient in areas addressed in plan, reassessment results shall constitute substantial evidence of the teacher's inadequate performance
- Absence of a MIP does not preclude a dismissal proceeding, but in such case the substantial evidence provision may not be invoked

Summary

- **Main points**
- **Questions?**
- **List of Qualified Observers submitted for Board approval**

**Qualified Observers
(Mandatory Improvement Plans)**

**Asheboro City Schools
January 2012**

Brady, Julie	Principal, McCrary School
Butler, Chris	Assistant Principal, Asheboro High School
Call, Candace	Principal, North Asheboro Middle School
Crooks, Penny	Assistant Principal, Asheboro High School
Eggleston, John	Assistant Principal, Asheboro High School
Ficquette, Sherry	Assistant Principal, Teachey School
Fitch, Kemper	Principal, Asheboro High School
Frick, Hazel	Director of Testing and Accountability
Grant, Ann Carol	Principal, South Asheboro Middle School
Hammond, Betsy	Lead Teacher – Secondary Science
Harris, Robin	Principal, Lindley Park School
Johnson, Pam	Director of Exceptional Child Services
Kite, Janice	Lead Teacher, K-5 Literacy
Lamb, Kerri	Lead Teacher , Secondary Literacy
McHenry, Rhonda	Assistant Principal, McCrary School
Means, Janet	Principal, Balfour School
Moss, Jeff	Assistant Principal, South Asheboro Middle School
Owens, Paula	Principal, Loflin School
Pack, Julie	Director, High School Curriculum
Rice, Brad	Director, Support Services
Rich, Wendy	Coordinator, Elementary Education
Saunders, Brian	Principal, Teachey School
Thompson-Fulp, April	Assistant Principal, North Asheboro Middle School
White, Holly	Assistant Principal, Balfour School

Proposal to add the following courses to Asheboro High School for 2012-2013:

Project Lead The Way (PLTW) is a highly rigorous and innovative STEM curricular program used in secondary schools across the nation. For Asheboro students to develop the economically competitive skills necessary for being competitive in our global world, they will need to engage and participate in authentic learning experiences. The PLTW curriculum is founded in the fundamental problem-solving and critical-thinking skills taught in traditional career and technical education (CTE), but at the same time integrates national academic and technical learning standards and STEM principles, creating what U.S. Secretary of Education Arne Duncan calls one of the "great models of the new CTE succeeding all across the country." PLTW was recently cited by the Harvard Graduate School of Education as a "model for 21st century career and technical education.

- **Project Lead the Way: Introduction to Engineering Design (IED)**
 - Designed for 9th or 10th grade students, the major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.
 - <http://www.pltw.org/our-programs/high-school-engineering-program>
 - We would add the Pathway courses each year:
 - Principles of Engineering: 2013-2014
 - Either Digital Electronics, Computer Integrated Manufacturing, Aerospace Engineering, Biotechnical Engineering, Civil Engineering & Architecture, or Engineering Design & Development (Based on Student Need, Funding, and Interest): 2014-2015 as Capstone/Specialization Course(s)

- **Project Lead the Way: Principles of the Biomedical Sciences (PBS)**
 - Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences program and lays the scientific foundation for subsequent courses. This course is designed for 9th or 10th grade students.
 - <http://www.pltw.org/our-programs/high-school-biomedical-sciences-program>
 - We would add the Pathway courses each year:
 - Human Body Systems: 2013-2014
 - Medical Interventions: 2014-2015

- With the possibility of adding the capstone course if there is interest, need, and continued funding: Biomedical Innovation in either 2014-2015 or 2015-2016
- Because we will be utilizing PLTW curriculum materials, we must enter into agreement with the PLTW entity that includes agreement to purchase their curriculum materials, have teachers attend PLTW training, utilize their approved software, and administer PLTW assessments. Agreement materials are attached to this course approval document along with a brochure about each program (Engineering & Biomedical Sciences.)

Proposal to add the following courses to Asheboro High School for 2012-2013:

Project Lead The Way (PLTW) is a highly rigorous and innovative STEM curricular program used in secondary schools across the nation. For Asheboro students to develop the economically competitive skills necessary for being competitive in our global world, they will need to engage and participate in authentic learning experiences. The PLTW curriculum is founded in the fundamental problem-solving and critical-thinking skills taught in traditional career and technical education (CTE), but at the same time integrates national academic and technical learning standards and STEM principles, creating what U.S. Secretary of Education Arne Duncan calls one of the "great models of the new CTE succeeding all across the country." PLTW was recently cited by the Harvard Graduate School of Education as a "model for 21st century career and technical education.

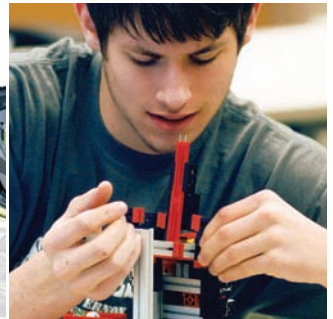
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 - <http://www.pltw.org/our-programs/high-school-engineering-program>
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 - Students will complete this course for Honors Credit

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 - Human Body Systems: 2013-2014
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- With the possibility of adding the capstone course if there is interest, need, and continued funding: Biomedical Innovation in either 2014-2015 or 2015-2016
 - Students will complete this course for Honors Credit
- Because we will be utilizing PLTW curriculum materials, we must enter into agreement with the PLTW entity that includes agreement to purchase their curriculum materials, have teachers attend PLTW training, utilize their approved software, and administer PTLW assessments. Agreement materials are attached to this course approval document along with a brochure about each program (Engineering & Biomedical Sciences.)



Engineering

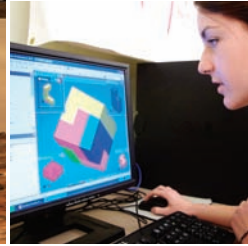
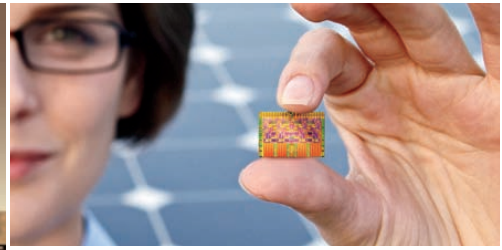


InnovationHS
Engineering for High Schools

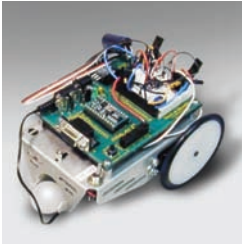
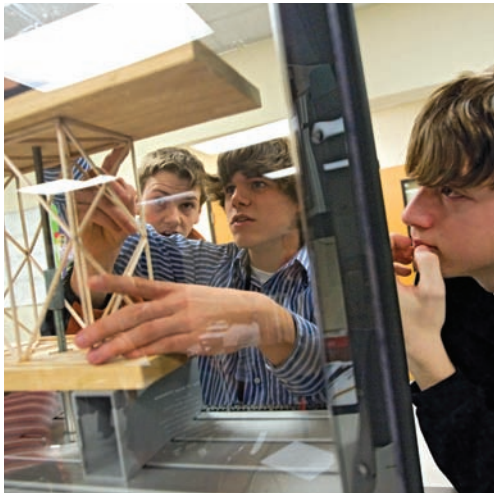
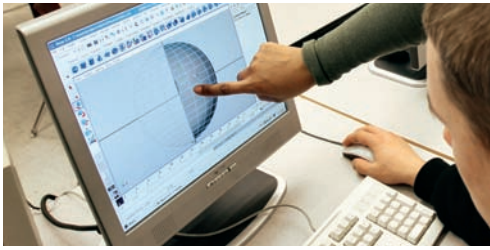


PROJECT LEAD THE WAY

PLTW



The **PLTW Pathway To Engineering Program** is a curriculum that is designed to encompass all four years of high school. Foundation courses are supplemented by a number of electives to create nine rigorous, relevant, reality-based courses. **Activities are hands-on and project-based.** Students learn how to use the same industry-leading 3D design software that's used by companies like **Intel, Lockheed Martin and Pixar.** They explore aerodynamics, astronautics and space life sciences. **Hello, NASA.** They apply biological and engineering concepts related to biomechanics - **think robotics.** Students design, test, and actually construct circuits and devices such as **smart phones and tablets,** and work collaboratively on a culminating capstone project. Some PLTW students have even received **US patents.**



GC

Global Challenges

A new offering that introduces students to STEM fields while they design their own solutions for challenges like clean water and resource sustainability.

IED

Introduction to Engineering Design

3D computer modeling software; study of the design process.

POE

Principles Of Engineering

Exploration of technology systems and engineering processes.

DE

Digital Electronics

Use of computer simulation to learn the logic of electronics.

AE

Aerospace Engineering

Aerodynamics, astronautics, space-life sciences, and systems engineering.

BE

Biotechnical Engineering

Biomechanics, genetic engineering, and forensics.

CEA

Civil Engineering & Architecture

Students collaborate on the development of community-based building projects.

CIM

Computer Integrated Manufacturing

Robotics and automated manufacturing; production of 3-D designs.

EDD

Engineering Design & Development

Teams of students, guided by community mentors, research, design, and construct solutions to engineering problems.

Igniting Innovation through imagination and learning.

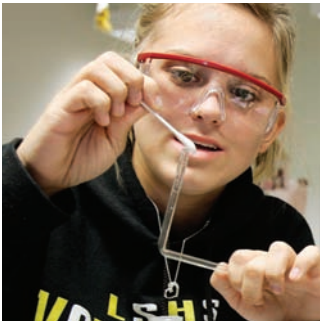
Project Lead The Way (PLTW) prepares students to be the most innovative and productive leaders in science, technology, engineering, and mathematics (STEM) and to make meaningful, pioneering contributions to our world. PLTW partners with middle schools and high schools to provide a rigorous, relevant STEM education. Through an engaging, hands-on curriculum, PLTW encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning, and a love for learning. The PLTW middle and high school STEM education programs give students a brighter future by providing them with a foundation and proven path to college and career success in STEM-related fields. STEM education is at the heart of today's high-tech, high-skill global economy.

www.pltw.org

For more information contact your school counselor and don't forget to ask about PLTW's Biomedical Sciences Program, too!



Biomedical

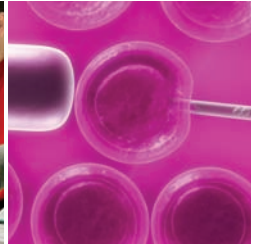
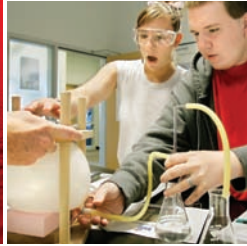
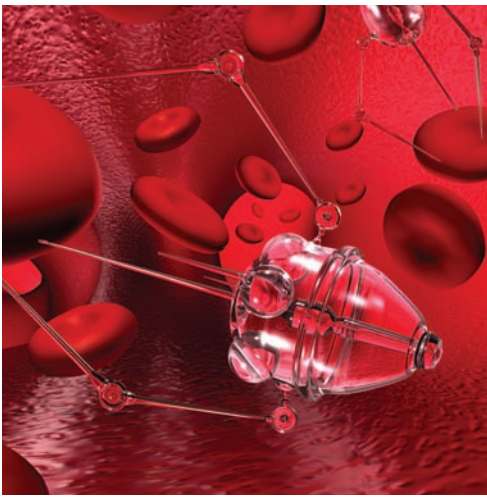


InnovationHS
Biomedical Sciences for High Schools



PROJECT LEAD THE WAY

PLTW



The **PLTW Biomedical Sciences Program** is a sequence of courses which follows the PLTW Engineering Program's proven **hands-on, real-world problem-solving** approach to learning. Students explore the concepts of human medicine and are introduced to bioinformatics, including **mapping and analyzing DNA**. Through activities, like dissecting a heart, students examine the processes, structures and interactions of the human body - often playing the role of biomedical professionals to solve mysteries. **Think CSI meets ER**. They also explore the prevention, diagnosis and treatment of disease working collaboratively to investigate and design **innovative solutions** for the health challenges of the 21st century such as **fighting cancer with nanotechnology**.



GC

Global Challenges

A new offering that introduces students to STEM fields while they design their own solutions for challenges like clean water and resource sustainability.

PBS

Principles of the Biomedical Sciences

Introduction to biology concepts through the study of human diseases.

HBS

Human Body Systems

Examination of the interactions of the human body systems that maintain health.

MI

Medical Interventions

Investigation of interventions involved in the prevention, diagnosis and treatment of disease.

BI

Biomedical Innovation

Design of innovative solutions for the health challenges of the 21st century.

Igniting Innovation through imagination and learning.

Project Lead The Way (PLTW) prepares students to be the most innovative and productive leaders in science, technology, engineering, and mathematics (STEM) and to make meaningful, pioneering contributions to our world. PLTW partners with middle schools and high schools to provide a rigorous, relevant STEM education. Through an engaging, hands-on curriculum, PLTW encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning, and a love for learning. The PLTW middle and high school STEM education programs give students a brighter future by providing them with a foundation and proven path to college and career success in STEM-related fields. STEM education is at the heart of today's high-tech, high-skill global economy.

www.pltw.org

For more information contact your school counselor and don't forget to ask about PLTW's Engineering Program, too!



Asheboro City Schools

...the subject is excellence

Office of the Superintendent

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

ASHEBORO CITY BOARD OF EDUCATION Legislative Committee

2012 LEGISLATIVE PLATFORM PROPOSAL

VISION STATEMENT

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

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.

PURPOSE OF LEGISLATIVE COMMITTEE

- To educate, inform, and communicate the needs of the Asheboro City Schools with key legislative leaders at the local, state, and federal levels on a regular basis;
- To develop positive relationships with key legislative leaders; and
- To stay abreast of current legislative issues and develop awareness among key legislative leaders of their potential impact on the Asheboro City Schools.

GUIDING PRINCIPLES

1. **Local Control**—We believe that a system of excellent schools is governed by a local board of education representative of the community and vested in the interests of its students and citizens.
2. **Adequate funding**—We believe that a system of excellent schools provides quality learning opportunities for all students, and the state should provide sufficient funding and resources to meet the requirement of providing all children with the opportunity for a sound, basic education.
3. **Support for public schools**—We believe that public education in North Carolina means a free education for all students; the promise of equal educational opportunities no matter race, religion, or ability; high standards; public accountability; and a benefit to society by teaching democratic principles and common values.

PROPOSED 2012 LEGISLATIVE PRIORITIES

Local Control

1. **Number of LEAs per county**—Maintain local control on the number of LEAs per county.
2. **Calendar flexibility**—Amend the calendar law to provide more flexibility in the start and end dates of August 25 and June 10. Better yet, repeal the entire law and restore local flexibility in setting school calendars. Reinstate ten teacher workdays which were eliminated in the calendar law changes of 2004 and 2011 since those days are essential for professional development of school personnel.

Adequate Funding

3. **Eliminate discretionary reduction**—Federal stimulus funds to offset state reductions have expired. It is imperative that the legislature restore these cuts that began in 2009-10 at \$225 million and have steadily increased to a proposed \$503 million in 2012-13. Without restoring these cuts we will be forced to eliminate instructional positions and increase class size.
4. **Improve salary and benefits for employees**—Employees are in their fourth year without salary increases. Teachers with 0, 1, 2, and 3 years of experience are stymied at a beginning teacher salary of \$30,430. Teacher salaries in North Carolina rank in the bottom 10 in comparison to other states. In order to recruit top talent into this profession we must provide adequate compensation and protect health insurance, retirement benefits, and longevity incentives for public school employees.

Support for Public Schools

5. **Increase number of pre-kindergarten slots available for high quality public school programs**—Public school pre-kindergarten programs are making a tremendous difference in preparing at-risk children to succeed in school. It is our first and best early intervention strategy to increase graduation rates and improve student achievement. Increase the number of slots available for 3 and 4-year olds to participate in our 5-star nationally accredited pre-kindergarten and family literacy program.
6. **Correct the pay date language to avoid hardships for school personnel**—The legislation passed last year inadvertently left in place a mandate that school districts pay employees at the end of the month and also called for ending the practice of prepaying teachers. Since employees do not report until August 15, it is possible that the August 31 paycheck will not have enough income to cover employee deductions.

Information regarding resolution requesting changes to the school pay date provisions enacted in 2011

January 12, 2012

One of the results of the 2004 Calendar Bill was to require that 10 month teachers be paid a full check on August 31 of each year and at the end of every month thereafter. This effectively caused teachers to be prepaid by approximately 2 weeks every month. They would receive their final paycheck on May 31 and not complete their employment until after June 10th.

This prepayment process causes a great hardship on teachers that must go out on medical leave during the year or terminate employment. Although many teachers expect to receive a full final check, in the best cases the teacher would receive a partial check or no check, and in the worst cases teachers owe the district reimbursement.

The General Assembly addressed the prepayment issue by enacting Session Law 2011-379 which removes the provision to prepay teachers and adds language stating that "Teachers shall be paid only for the days employed...." The issue is the General Assembly did not remove the language that requires prepayment of teachers - "...the initial pay date for teachers shall be no later than August 31 and shall include a full monthly payment." (See below)

We agree with other organizations in the state, including NCAE (see attached letter), that it is in the best interest of our employees and district to remove the prepayment requirement. We also believe that providing our employees with as much advanced notice as possible of the change is crucial to the success of the transition. This is why we request the Board to approve the resolution included in your materials.

Once the General Assembly corrects the language in the statutes, we will be able to request the Board to approve a Pay Date Calendar for next school year. This will allow us to communicate the changes in more accurate terms to 10 month employees. To date we have communicated that there will be possible changes to the pay dates in the 2012-2013 school year that could change their first pay check to a mid-September pay date.

SESSION LAW 2011-379 HOUSE BILL 720

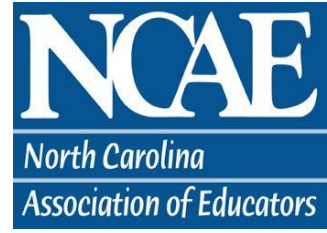
H720-v-3

AN ACT TO ENACT THE SCHOOL AND TEACHER PAPERWORK REDUCTION ACT.

SECTION 5. G.S. 115C-302.1(b) reads as rewritten:

"(b) Salary Payments. – ...Each local board of education shall establish a set date on which monthly salary payments to State-allotted teachers shall be made. This set pay date may differ from the end of the month of service. The daily rate of pay for teachers shall equal midway between one twenty-first and one twenty-second of the monthly rate of pay. Except for teachers employed in a year-round school or paid in accordance with a year-round calendar, or both, **the initial pay date for teachers shall be no later than August 31 and shall include a full monthly payment.** Subsequent pay dates shall be spaced no more than one month apart and shall include a full monthly payment.

~~Teachers may be prepaid on the monthly pay date for days not yet worked. A teacher who fails to attend scheduled workdays or who has not worked the number of days for which the teacher has been paid and who resigns, is dismissed, or whose contract is not renewed shall repay to the local board any salary payments received for days not yet worked. A teacher who has been prepaid and continues to be employed by a local board but fails to attend scheduled workdays may be subject to dismissal under G.S. 115C-325 or other appropriate discipline.~~ **Teachers shall be paid only for the days employed as of the set pay date. Payment for a full month when days employed are less than a full month is prohibited, as this constitutes prepayment. ...**



Dear Members of the General Assembly:

In June you passed HB 720- School and Teacher Paperwork Reduction Act (S.L. 2011-379). One of the provisions in that bill-Section 5-was a provision that eliminated prepayment of teachers' salaries beginning in the 2012-13 fiscal year, requested by NCSBA and NCASA. NCAE informed NCSBA and NCASA of their concerns and worked with us to delay the law for one year, so that we could make this transition work going forward.

Prior to 2005, school districts paid teachers at the end of each *full month* of employment. In 2004 the General Assembly created a new requirement, effective July 1, 2005, that school districts pay teachers a full month's salary on August 31. Since passage of that law, school districts have been prepaying teachers in August for over 2 weeks worth of work that is not realized until late May and June. We are not aware of any business or employing entity that uses such a compensation scheme. School districts have been complaining about the teacher prepayment requirement since its enactment. The requirement became particularly problematic in situations where a teacher would leave the employment of the school district, because under state law the school district must attempt to collect these dollars even if the costs of collecting the funds exceed the funds due. In addition, many teachers do not understand why they are not receiving a paycheck in June.

Section 5 of HB 720 strikes some prepayment language that existed in statute (G.S. 115C-302.1) prior to 2004, but inadvertently *does not strike* the specific statutory language that the initial pay date for teachers shall be no later than August 31 and shall include a full monthly payment. Additionally, HB 720 adds statutory language to strictly prohibit prepayment.

NCSBA, NCASA and NCAE are proposing a technical correction that would clean up the remainder of the prepayment language contained in G.S. 115C-302.1 and also strike a reference to prepayment in a separate statute. As part of this technical correction, language will be included to allow year-round schools to continue to prepay, as this is a unique circumstance in the way the work schedule plays out.

Upon adoption of the technical correction LEAs will need to determine how teachers and other 10 month employees will be paid. NCSBA has heard discussion of several options but there may be others that work best for employees in a particular LEA. *Option 1: Change the pay date to the end of the first month of employment* - If a teacher reports to work on **August 16** their first pay date would be on September 15 and on the 15th of each of the following 9 months; if the employee elects to be paid over 12 months, which will still be allowed, the **last** pay date would be **August 15**. *Option 2: Partial Payment at end of August and full payment at the end of September* – Technically, LEAs could keep the pay date at the end of the month and make a partial payment in August and make a full payment in the subsequent month. LEAs have been urged to make this decision as quickly as possible and communicate and assist their employees with this one time transition. *Option 3: Convert to semi-monthly or bi-weekly payment* – This will allow teachers to receive either 2 checks a month or payment every 2 weeks. While some districts have expressed interest in this, many do not have the staffing capacity to do this. This will require further statutory authorization which will be included in the technical correction. *Option 4: Semi-monthly-end of month* – Teachers would receive

semi-monthly payments until the end of September and then receive monthly payments for the rest of the year. This too will require further statutory authorization which will be included in the technical correction.

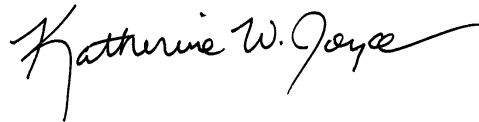
If the LEA moves to a mid-month pay date for 10 month employees, they will need to determine how to pay 12 month employees. In this situation the LEA will have two choices. The first would be to set the pay date for 12 month employees at the end of the month; this would result in doing two payrolls per month. The second option would be to move 12 month employees to the same pay date as 10 month employees. If LEAs are going to move the pay date for 12 month employees they will need to make that decision in short order so that they can notify employees.

The reason the implementation of the provision was delayed until next year was so that employees could prepare for the one time change. LEAs have been notified that they may need to assist employees in talking with their mortgage lenders and other loan officials. The last thing we want is for someone to not know about this and to not have made the necessary preparations.

We ask that you promptly pass this piece of legislation so that LEAs can begin the process of transitioning their payment systems. If you have any questions about this proposed technical correction or the teacher prepayment issue please feel free to contact Leanne Winner at NCSBA or Katherine Joyce at NCASA. If you are contacted by teachers who are concerned about this please feel free to refer them to Marge Foreman at NCAE.

Thank you for your consideration.

Sincerely,



Leanne E. Winner
Director of Governmental Relations
North Carolina School Boards Association

Katherine W. Joyce
Assistant Executive Director
North Carolina Association of School Administrators



Sheri Strickland
President
North Carolina Association of Educators

**A RESOLUTION OF THE ASHEBORO CITY BOARD OF EDUCATION REQUESTING CHANGES TO
THE SCHOOL PAY DATE PROVISIONS THAT WERE ENACTED IN 2011**

Whereas, school boards and school administrators, particularly school finance officers, worried for a number of years about a mandate put into the law in 2005, which required teachers to be prepaid in August for a full month's salary even though teachers typically work fewer than two weeks in August; and

Whereas, this prepayment could not be recouped until the end of the school year, which created a significant issue and an additional cost when the school system was required, if a teacher or other 10-month employee left before that time, to track that person in order to collect an unearned overpayment; and

Whereas, school boards and school administrators strongly believe they are stewards of our public taxpayer monies and it is a bad business practice to prepay for work in a month that cannot be recouped for ten months; and

Whereas, in order to address these concerns, various education organizations proposed consensus legislation in 2011 that was enacted as Section 5 of House Bill 720 ("Section 5"), School and Teacher Paperwork Reduction Act (S.L. 2011-379); and

Whereas, Section 5, effective beginning with the 2012-2013 school year, inadvertently (i) did not eliminate the specific statutory language requiring the initial pay date for all school systems to be August 31 with all subsequent pay dates to be at the end of each month, (ii) added statutory language to strictly prohibit prepayment, and (iii) deleted statutory language providing for recovery of limited prepayments; and

Whereas, implementation of these requirements in August will have a burdensome financial impact on teachers and 10-month employees, especially those who are the lowest paid, who will not receive sufficient earned income in a partial paycheck to cover necessary deductions, including family health insurance, supplemental retirement plan contributions, and other payments; and

Whereas, Section 5 needs an immediate amendment to remove the mandatory initial pay date of August 31, to remove the requirement that each paycheck must be for a full month's employment, and to restore the statutory language authorizing recovery of prepayments that may occur in very limited circumstances; and

Whereas, this amendment would reflect the original intent of last year's requested consensus legislation by prohibiting prepayment of teachers and 10-month employees in their August paychecks; and

Whereas, time is of the essence for these changes in order to plan and implement revised school pay dates beginning with the 2012-2013 school year, and to provide information

about the upcoming changes to employees in sufficient time for them to make any necessary financial preparations; Now, therefore,

Be it Resolved by the Asheboro City Board of Education:

SECTION 1. The Asheboro City Board of Education (“Board”) urgently requests the North Carolina General Assembly to make critical changes to legislation enacted in 2011 that amended and restricted the timing of payments to teachers and 10-month employees.

SECTION 2. Specifically, the Board asks for an amendment to Section 5 of S.L. 2010-379 (House Bill 720) that would do the following:

- (1) Retain the statutory provisions that prohibit prepayment in August of teachers other than those who are employed in year-round schools, and extend this prohibition to other school employees.
- (2) Delete the statutory requirements that the initial pay date for teachers must be no later than August 31 each year and that subsequent pay dates are spaced no more than one month apart.
- (3) Delete the statutory requirement that each payment must include a full monthly payment.
- (4) Add statutory language to allow pay dates to differ from the end of the month of service.
- (5) Restore express statutory language to provide for the recovery of limited prepayments.
- (6) Allow for pay dates to occur (i) at the end of a calendar month for the actual number of days employed, or (ii) at the end of the first month of employment and monthly thereafter.

SECTION 3. Due to the time sensitivity of these changes, the Board strongly urges the General Assembly to pass this amendment during the General Assembly’s session scheduled for February 16-18, 2012, or during any other session scheduled before the convening of the short session on May 16, 2012.

SECTION 4. This Resolution is effective upon adoption.

Resolution Adopted: January 12, 2012

School/Location	Date	Event	Time
AHS	Thursday, January 05, 2012	Graduation Project Night	5:30pm
PDC	Thursday, January 12, 2012	Board of Education Meeting	7:30pm
SAMS	Friday, January 13, 2012	Science Fair	
	Friday, January 13, 2012	3rd grading period (1st semester) ends	
AHS/PDC	Friday, January 20, 2012	Board Appreciation Luncheon	12noon
	Tuesday, January 25, 2011	3rd six week Report Cards goes home	
PDC	Friday, January 27, 2012	Legislative Breakfast	8:00am
CO	Monday, January 30, 2012	PTO President's Round Table	6:30pm
SAMS	Tuesday, January 31, 2012	District Science Fair	12noon - 1:00pm
LP	Saturday, February 04, 2012	Winter Board Retreat	8:00am to 4:00pm
PDC	Thursday, February 09, 2012	Board of Education Meeting	7:30pm
PDC	Monday, February 13, 2012	FAN workshop - preparing for high school registration (8th grade parents)	6:30pm
LP	Tuesday, February 14, 2012	Lunch of Love for Dads	
PDC	Tuesday, February 21, 2012	District Spelling Bee	7:00pm
PDC	Wednesday, February 22, 2012	Superintendent's Student Advisory Council Breakfast	7:30am
LP	Thursday, February 23, 2012	Science and Social Studies Night	5:30-7:00pm
AHS/PAC	February 23-24, 2012	All Randolph County Honor Band	
AHS/PAC	Tuesday, February 28, 2012	Children's Theatre - Magical Pinata (grades 3-5)	9am, 10:30am, 12:30pm
The Exchange	Tuesday, February 28, 2012	Evening of Excellence - honoring new National Board teachers	5:30pm
AHS/PAC	Thursday, March 01, 2012	Children's Theatre - The Fisherman and his wife (grades preK-2)	9am, 10:30am, 12:30pm
	Thursday, March 01, 2012	4th grading period ends	
AHS/PAC	Tuesday, March 06, 2012	Middle School Contest Band Concert	7:30pm
AHS/PAC	Thursday, March 08, 2012	AHS Chorus Concert	7:30pm
PDC	Thursday, March 08, 2012	Board of Education Meeting	7:30pm
	Monday, March 12, 2012	4th grading period report cards go home	
PDC	Monday, March 12, 2012	FAN workshop - preparing for middle school (5th grade parents)	6:30pm
AHS/PAC	Thursday, March 15, 2012	AHS Band Concert	7:30pm
AHS/PAC	Friday, March 30, 2012	cARTwheels Performance (5 grade students)	9:30am

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.
NOVA Academy/AHS is tracking the progress of students in the NOVA Academy. Seventeen students are currently enrolled. Two will graduate in January. Five additional students are expected to be added for the spring semester.
- 75% or more of students demonstrate proficiency on Algebra I and Biology EOC exams.
Two benchmark assessments completed with improvement from Benchmark 1 to Benchmark 2. Final exams for first semester will be administered January 10-13.
Also, instructional science coach has been selected.

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%.

Classroom walkthroughs with Dr. Harris-Burke and Dr. Dewey from DPI completed at several elementary schools with follow-up discussions to identify themes for improving our balanced literacy instruction. Big themes identified include reading grade level text, consistent use of specific reading strategies, writing, word work, and vocabulary development.

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

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

6. Implement innovative after school enrichment and intervention programs.

- Continue before and after school enrichment programs.

7. Establish a rigorous and relevant CTE program.

- Implement CTE strategic plan.

New courses approved or seeking approval aligned with STEM: AP Computer Science, Robotics I and II, CTE Internship, Computer Programming, Project Lead the Way.

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

All staff have completed online modules from DPI on “The Call for Change” and “Understanding the Standards” to prepare for implementation of the new Common Core and Essential Standards in all subject areas. The next phase of professional development will be an all day session on January 18 led by our Common Core leadership team members. Much planning has gone into preparing for this session with significant involvement from teacher leaders.

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.

Several teachers are experimenting with student-led conferences. We will look forward to learning from their experience and feedback from students and parents.

- Implement and refine RTI (Response to Instruction) in grades 6-12.

The district RtI team meets monthly to advance our work in implementing RtI. Models for the high school setting are not well developed at this time.

- Continue to develop and expand standards-based grading practices.

One of our middle school Integrated Mathematics teachers has chosen this as her Teacher Leadership Academy project. She will provide parents with both a “traditional” report card as well as a standards-based report card. Feedback from students and parents will help guide the future development of these 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.

- 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.

All schools have completed training. Each school will complete the implementation inventory online and the school-wide evaluation tool by April 30, 2012.

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

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

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

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

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.

Two professional development modules have been completed with 3 remaining in the spring.

- 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).

The first common laboratory investigation has been developed, implemented, and evaluated. Remaining investigations are works in progress.

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.

Alternative approaches to upgrading the ECDC site are in development. We will bring more information about this to our retreat on February 4.



Asheboro City Schools

...the subject is excellence

Office of the Superintendent

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

MEMORANDUM

To: **Asheboro City Board of Education**
Linda Cranford Joyce Harrington
Kelly Harris Phillip Cheek
Chris Yow Gidget Kidd
Kyle Lamb Archie Priest
Gustavo Agudelo Jane Redding

From: Jane Redding

Date: January 12, 2012

Subject: Invocation Schedule

The following schedule will establish a rotation basis for the invocation at our board meetings for the coming year. If you must be absent on the date you are assigned, please contact the next person on the list and exchange dates. Patsy will handle scheduling should you have questions or concerns.

- January, 2012 Kyle Lamb
- February, 2012 Archie Priest, Jr.
- March, 2012 Jane Redding
- April, 2012 Chris Yow
- May, 2012 Linda Cranford
- June, 2012 Joyce Harrington
- July, 2012 Kelly Harris
- August, 2012 Phillip Cheek
- September, 2012 Steve Jones
- October, 2012 Gidget Kidd
- November, 2012 Gustavo Agudelo
- December, 2012 Kyle Lamb



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Asheboro City Board of Education January 12, 2012

Committee Assignments

2012

Finance

Kelly Harris, Chair
Joyce Harrington
Linda Cranford
Gidget Kidd
Kyle Lamb

Policy

Chris Yow, Chair
Phillip Cheek
Gustavo Agudelo
Steve Jones

Legislative

Linda Cranford, Chair
Steve Jones
Joyce Harrington

Board Action Groups

2012

Asheboro

Linda Cranford
Kyle Lamb
Phillip Cheek

Blue

Steve Jones
Kelly Harris
Gidget Kidd

Comets

Archie Priest
Gustavo Agudelo
Chris Yow

School Assignments 2011-2012

AHS

SAMS

NAMS

Balfour

CWM

DLL

GBT

LP

ECDC

ALL

Steve Jones, Archie Priest, Chris Yow, Joyce Harrington, Kyle Lamb

Dr. Kelly Harris, Linda Cranford, Phillip Cheek, Gustavo Agudelo, Gidget Kidd

Phillip Cheek, Joyce Harrington

Linda Cranford, Gustavo Agudelo

Dr. Kelly Harris, Kyle Lamb

Chris Yow, Archie Priest

Steve Jones, Jane Redding

Jane Redding