

**ASHEBORO CITY BOARD OF EDUCATION**

**May 13, 2010**

**7:30 p.m.**

**Professional Development Center**  
**Asheboro High School**

**Policy Committee Meeting 6:00 p.m.**

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

**I. Opening**

- A. Call to Order
- B. Invocation – Jane Redding
- C. Pledge of Allegiance – Taylor Duenas, Fifth Grade, Balfour Elementary
- \*D. Approval of Agenda

**II. Special Recognition and Presentations**

- A. Community Spotlight – Adventures Beyond Classrooms (ABC Committee)
- B. Board Spotlight – “POWER Up with Labquests” by Balfour Elementary
- C. Teacher of the Year Nominees
- D. 2010 Apple of Excellence

**III. Public Comments**

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

**IV. \*Consent Agenda**

- A. Approval of Minutes – April 15, 2010 and April 22, 2010
- B. Personnel
- C. Surplus Sale Item
- D. Overnight Out-of-State Field Trip Request

**V. Information, Reports and Recommendations**

- A. 2010-2013 Strategic Plan Draft
- B. Career Status Considerations
- C. Policy 2120 – Code of Ethics for School Board Members
- D. Policy 2123 – Board Member Opportunities for Development
- E. Policy 4115 – Behavior Standards for Transfer Students
- F. Policy 4120 – Domicile or Residence Requirements

**VI. Action Items**

- \*A. Policy 7520 – Family and Medical Leave
- \*B. Policy 7530 – Military Leave
- \*C. Policy 7550 – Absences Due to Inclement Weather
- \*D. Budget Amendment CO-03
- \*E. Student Discipline Matter

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

A. Calendar of Events

- Thursday, May 20, 6:30pm, Teacher of the Year Banquet, Pinewood Country Club
- Wednesday, May 26, 5:30pm, Senior Boards, Asheboro High School
- Wednesday, June 2, 7:00pm, Baccalaureate, Asheboro High School
- Thursday, June 3, 7:00pm, AHS Scholarship Night, Asheboro High School
- Wednesday, June 9, 7:00pm, Graduation, Asheboro High School
- Thursday, June 10, 7:30am, Retirement Breakfast, Asheboro High School
- Tuesday, June 29, 5:30pm, Summer Board Retreat, Professional Development Center

B. Points of Pride

**VIII. Board Operations**

- \*A. Appointment of RCC Board of Trustee

**IX. Adjournment**

**Asheboro City Schools Board of Education meetings are now 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.**

**VIII.**

**Asheboro City Board of Education  
May 13, 2010  
7:30 p.m.**

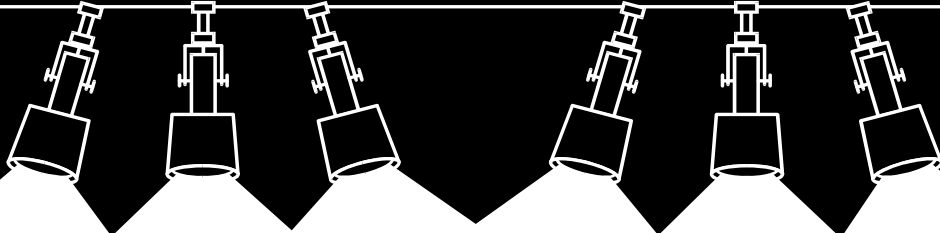
**Addendum**

- I. **Opening**
- IV. **\*Consent Agenda**
  - B. Personnel
- V. **Information, Reports and Recommendations**
  - B. Career Status Considerations
- VI. **Action Items**
  - E. Student Discipline Matter (Removed from Agenda)
- VIII. **Board Operations**
  - B. Report from NSBA Conference
- IX. **Adjournment**

**Mission Statement**

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

May 13, 2010



**Community Spotlight:** Tonight we are pleased to recognize the **Adventures Beyond Classrooms (ABC)** Committee for their support of our students. This committee began as a service project of the Asheboro/Randolph Chamber of Commerce 2009 Leadership Class. Members recognized a need to assist students in our community that could not afford to attend a field trip. The Leadership Class raised funds to begin this group and began awarding field trip scholarships for students in Asheboro City Schools and Randolph County Schools this year. We are honored tonight to have with us the committee chair, Adam Hargett with Randolph Electric Corporation.

**Board Spotlight:** Tonight, a team from Balfour Elementary will help us “POWER Up with Labquests”. Students and teachers will introduce us to specific Labquest science probes. Board members may have an opportunity to experiment with this interactive technology designed for science and math classrooms.

**Special Recognition:**

2011 Teacher of the Year Nominees

Scott Benhart – NAMS	Pan Clinard – DLL
Shari Funkhouser – ECDC	Steve Luck – AHS
Kristen McClosky - BAL	Gail Meyer – LP
Jill Snotherly – GBT	Sue Walker – SAMS
Steve Watson – CWM	

2010 Apple of Excellence – Outstanding First Year Teacher

Meredith Wolfe, DLL

**Minutes of the Asheboro City Board of Education  
April 15, 2010**

**Policy Committee**

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

Archie Priest, Jr., Committee Chairman	Linda Cranford
Gidget Kidd	Dr. Kelly Harris
Jane Redding	Phillip Cheek

Staff members present were Dr. Diane Frost, Dr. Dot Harper, Dr. Hazel Frick, and Dr. Tim Allgood.

Chairman Priest called the meeting to order and Dr. Frick began the meeting by reviewing the following policies:

- Policy 2120 – *Code of Ethics for School Board Members*. Dr. Frick noted an addition of a section covering board member ethical requirements, which will bring the policy into compliance with General Statute.
- Policy 2123 – *Board Member Opportunities for Development*. Dr. Frick pointed out the addition of a section covering the required minimum of two hours of ethics training for all board members within 12 months after appointment to office and after each subsequent appointment.
- Policy 4115 – *Behavior Standards for Transfer Students*. Dr. Frick noted wording added regarding students with disabilities. A student who is identified as eligible to receive special education services must still be offered services even if he/she is denied admission.
- Policy 4120 – *Domicile or Residence Requirements*. The Committee reviewed required revisions, including a section added covering appeal of admission decisions.

Policies 2120, 2123, 4115, and 4120 will be presented to the entire Board for 30-day review at the May Board of Education meeting.

With no further business, the meeting adjourned at 6:30 p.m.

**Finance Committee**

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

Kyle Lamb, Chairman	Derek Robbins
Steve Jones	Gidget Kidd
Jane Redding	Chris Yow

Committee member absent was Joyce Harrington.

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

The meeting was called to order. Mr. Blair reviewed the Zoo School property lease, Lottery Fund Application for the Guy B. Teachey addition debt service, and the Public School Building Fund Application for the Asheboro High School Comet Corner debt service. Members of the committee also discussed the location of the 2011 Winter Board Retreat and encouraged the staff to pursue opportunities with higher education.

There being no further business, the meeting adjourned at 7:13 p.m.

### **Board of Education**

#### **Opening**

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

Gidget Kidd, Chairman	Kyle Lamb
Phillip Cheek	Dr. Kelly Harris
Derek Robbins	Linda Cranford
Archie Priest, Jr.	Steve Jones
Jane Redding	Chris Yow
Ben Morgan, filling in for Archie Smith, Jr., Board Attorney	

Board member absent was Joyce Harrington.

Staff members present were Dr. Diane Frost, Harold Blair, Nancy Moody, Dr. Brad Rice, Dr. Hazel Frick, Dr. Tim Allgood, Dr. Dot Harper, Pam Johnson, Mike Mize, Jennifer Smith, and Carla Freemyer.

Chairman Kidd called the meeting to order and Mr. Priest delivered the invocation. Donna L. Loflin Student Council President, Amber Moon, led the Pledge of Allegiance.

A motion to approve the meeting agenda was made by Mr. Jones, seconded by Ms. Cranford, and unanimously approved by the Board.

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

Ms. Freemyer recognized Dr. Kathryn Prater from the UNC-Greensboro Department of Education for their work with Asheboro City Schools through the TESOL for ALL grant. The grant has provided a number of valuable resources to the district such as professional development for teachers, student interns working in the schools, as well as funding for the Heritage Language Academy offered to ESL students and parents.

Ms. Susan Jarrett, music teacher at Loflin, and her student drum team shared their talents with all in attendance.

#### **Public Comments**

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

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

### **Consent Agenda**

The Consent Agenda items approved are as follows:

*Approval of Minutes – March 11 & March 30, 2010*

#### *Personnel*

##### **Resignations/Retirements/Separations**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Date</u></b>
Moyer, Rhonda	South Asheboro M.S./English as a Second Lang.	3/30/10
Jones, Frank	Central Office/Bus Driver	6/9/10
Cox, Permelia Ann	Central Office/Custodian	4/13/10
Perdue, Larry	Central Office/Maintenance	5/31/10
Ingold, Montie	Loflin, Teacher Assistant	6/11/10
Troy, Amanda	South Asheboro Middle/Science	6/11/10

##### **Appointments**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Date</u></b>
Covey, Walter	Central Office/Bus Driver	3/12/10
Wright, Paul	Substitute/\$69.00 per day	3/15/10
Lazar, Katherin	Substitute/\$69.00 per day	3/23/10
Routh, Judy	South Asheboro Middle/Custodian	3/29/10
Chavez, Rodrigo	South Asheboro Middle/Custodian (Part-Time)	3/31/10
Needham, Georgie Ann	McCrary/Teacher Assistant	4/13/10

##### **Transfers**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Date</u></b>
Garcia Gonzalez, Keey	Early Childhood Development Center/Custodian to Asheboro High School/Custodian	3/22/10

*Zoo School Lease* (A copy of the lease will become a part of these minutes.)

*Lottery Fund Application* (A copy of the lottery fund application will become a part of these minutes.)

*Public School Building Fund Application* (A copy of the public school building fund application will become a part of these minutes.)

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

Pam Johnson, Director of Exceptional Children Services, shared an overall review of Asheboro City Schools' Continuous Improvement Performance Plan for 2008-2009 comparing Asheboro City Schools with the state on certain indicators. Ms. Johnson also reported on strategies in progress to enhance certain areas.

Dr. Frick presented for 30-day review proposed changes to the following policies: Policy 7520, *Family and Medical Leave* – In order to comply with federal updates, the policy will be replaced with the North Carolina School Boards Association's policy; Policy 7530, *Military Leave* – Upon board approval the policy will be updated to include the most current requirements for providing military leave to employees; and Policy 7550, *Absences Due to Inclement Weather* – The policy has been revised stating that missed time for certified staff must be made up in half-day or whole-day increments only and must be done during the regular school calendar.

**Action Items**

Following a 30-day review, a motion was made by Mr. Yow and seconded by Mr. Jones, to approve the following policies as presented: Policy 7500 – *Workday and Overtime* and Policy 7510 – *Leave of Absence*. Motion passed unanimously. (Both Policy 7500 and Policy 7510 will become a part of these minutes.)

**Superintendent’s Report/Calendar of Events**

Carla Freemyer presented the Calendar of Events pointing out important dates to remember: Expert Project Fair, April 21; Board of Education’s Work Session, April 22; Park Street Players present M\*A\*S\*H, April 29, 30, May 1 & 2; DARE Graduation at Lindley Park, May 4; CARE Graduation at Lindley Park, May 12; Teacher of the Year Banquet, May 20; Senior Projects, May 26; Asheboro High School Scholarship Night, June 3; Graduation, June 9; Retirement and Service Award Breakfast, June 10; and Board of Education meeting, June 10.

Ms. Freemyer shared *Points of Pride* as follows: Asheboro High School DECA Team – 4 qualifying for international competition; Monica Alfaro, Asheboro High School, selected to Global Public Service Academy; Regional math fair winners in all grade level categories; Beth Ann Fravel, Jaycees Outstanding Young Educator; Shari Funkhouser honored as WFMY News 2 Hero; Strategic Plan – Planning Team; and Regional Math Fair hosted at North Asheboro Middle.

**Board Operations**

Board members Linda Cranford and Derek Robbins, along with Superintendent Diane Frost, shared information they received while attending the National School Boards Association’s Conference held in Chicago, Illinois.

**Adjournment**

There being no further business, a motion was made by Mr. Robbins and seconded by Mr. Lamb, to adjourn at 8:45 p.m. The motion passed unanimously.

\_\_\_\_\_  
Chairman

\_\_\_\_\_  
Secretary



**Minutes of the Asheboro City Schools Board of Education**  
**April 22, 2010**  
**7:00 p.m.**  
**Budget Presentation**

The Asheboro City Board of Education met in regular session on Thursday, April 22, 2010, in the Professional Development Center with the following members present:

Gidget Kidd, Chairman	Derek Robbins
Phillip Cheek	Jane Redding
Linda Cranford	Dr. Kelly Harris
Kyle Lamb	Joyce Harrington

The following members were absent: Steve Jones, Archie Priest, Jr. and Chris Yow.

Staff members present were: Dr. Diane Frost, Harold Blair, Dr. Timothy Allgood, Dr. Dot Harper and Mike Mize. Additional staff present was Kristen Rowland, Assistant Finance Officer.

Chairman Kidd welcomed everyone and recognized Mr. Blair to lead the budget presentation. Mr. Blair continued the 2010-2011 Budget Proposal in detail inviting comments and/or questions. Mr. Blair indicated a county appropriation request totaling \$10,879,064 would be submitted including \$4,521,564 for current expense and \$6,357,500 for capital outlay. The Board of Education will request that County Commissioners leave the City Schools supplemental tax rate at \$.1385/100. A motion was made by Ms. Cranford to approve the 2010-2011 Budget Proposal as presented, seconded by Mr. Lamb, and unanimously approved by the Board. (A copy of the 2010-2011 Budget Proposal will become a part of these minutes.)

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

The approved budget will be formally presented by Dr. Frost to the county commissioners on June 14 at 2:00 p.m.

There being no further business, the meeting adjourned at 7:40 p.m.

\_\_\_\_\_  
Chairman

\_\_\_\_\_  
Secretary

**Professional and Certified Personnel  
Recommendations for the 2010-2011 Academic Year  
Asheboro City Board of Education  
May 13, 2010**

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

<b><u>Name</u></b>	<b><u>Subject Area</u></b>
<b><u>Balfour School</u></b>	
Belpasso, Ashley	5 <sup>th</sup> Grade
Bunting, Lisa	2 <sup>nd</sup> Grade
Cook, Elizabeth	1 <sup>st</sup> Grade
Deming, Amy	3 <sup>rd</sup> Grade
Dillion, Stacy	5 <sup>th</sup> Grade
Ford, Jenee	2 <sup>nd</sup> Grade
Hanson, Rebekah	5 <sup>th</sup> Grade
Hash, Rebecca	4 <sup>th</sup> Grade
Hollaway, Lesley	3 <sup>rd</sup> Grade
Hyatt, Pamela	4 <sup>th</sup> Grade
Larson, Matthew	Physical Education
Leonard, Emily	1 <sup>st</sup> Grade
McCann, Ashley	Kindergarten
Tonkin, Sarah	4 <sup>th</sup> Grade
<b><u>Charles W. McCrary School</u></b>	
Brown, Ashley	ESL
Chalifoux, Kristin	5 <sup>th</sup> Grade
Chriscoe, Charity	3 <sup>rd</sup> Grade
Espada, Michelle	5 <sup>th</sup> Grade
Fleming, Carol	Art
Gulcin, Rebecca	5 <sup>th</sup> Grade
Hartong, Jessica	2 <sup>nd</sup> Grade
Hogan, Christin	Kindergarten
Johnson, Kristin	4 <sup>th</sup> Grade
Kauffman, Jacob	4 <sup>th</sup> Grade
Norris, Sammie	5 <sup>th</sup> Grade
Payne, Laura	Music
Soto, Emily	3 <sup>rd</sup> Grade

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### **Donna Lee Loflin School**

Cabiness, Donna  
Carr, Heather  
Chismark, Nicholl  
Currie-Hunsucker, Dionne  
Smith, Ashley  
Taylor, Summer  
Wenger, Erin  
Wolfe, Meredith

Guidance  
5<sup>th</sup> Grade  
3<sup>rd</sup> Grade  
1<sup>st</sup> Grade  
Pre-Kindergarten  
Special Education  
1<sup>st</sup> Grade  
5<sup>th</sup> Grade

### **Early Childhood Development Center**

Federhart, Stacey  
Kidd, Amy

Pre-K  
Audiologist

### **Guy B. Teachey School**

Baird, Lauren  
Brickner, Lindsay  
Derrick, Margaret  
Dreyer, Emily  
Gilmer, Heather  
Havens, Ashley  
Hinson, Michelle  
Mandara, Kelly  
McBride, Julia  
Nixon, Denise  
Prichard, Pamela  
Sklarski, Danielle  
Stines, Dubraska  
Weinheimer, Lauren  
Wells, Stephanie  
Wilkie, Dana

Kindergarten  
1<sup>st</sup> Grade  
Kindergarten  
2<sup>nd</sup> Grade  
Pre-K  
Kindergarten  
1<sup>st</sup> Grade  
5<sup>th</sup> Grade  
3<sup>rd</sup> Grade  
3<sup>rd</sup> Grade  
1<sup>st</sup> Grade  
5<sup>th</sup> Grade  
ESL  
3<sup>rd</sup> Grade  
Art  
Special Education

### **Lindley Park School**

Burden, David  
Ellis, Ashley  
Harris, Sheri  
Harvey, Katie  
O'Shields, Erica  
Rush, Caroline  
Smith, Helen  
Wood, Stephanie

4<sup>th</sup> Grade  
1<sup>st</sup> Grade  
3<sup>rd</sup> Grade  
1<sup>st</sup> Grade  
4<sup>th</sup> Grade  
5<sup>th</sup> Grade  
1<sup>st</sup> Grade  
5<sup>th</sup> Grade

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### **North Asheboro Middle School**

Chandler, Natasha  
Frank, Sarah  
Lore, Makenzie  
Matthews, Teresa  
Richey, Melanie  
Robb, Heather  
Whitaker, Keisha

Math/Science  
FACS  
LA/SS  
Business Education  
Math/Science  
Special Education  
Business Education

### **South Asheboro Middle School**

Arroyo, Edward  
Cope, Jaimie  
Hynd, Michael  
Landis-Mullins, Kathleen  
Nelis, Heather  
Nulty-Brown, Jennifer  
Renne, Michael  
Runnfeldt, Kristen  
Salamone, Jennifer  
Smith, Hannah  
Thomas, Helena  
Whigham, Johnnie

Physical Education  
Art  
LA/SS  
Science/SS  
Physical Education  
Special Education  
Business Education  
Mathematics  
Mathematics  
LA/SS  
Mathematics  
Special Education

### **Asheboro High School**

Aldrich, Kimberly  
Bunch, Victoria  
Grosch, Shea  
Hoover, Jennifer  
Humphrey, Leigh  
LaClair, Peter  
Luck, Margaret  
McInnis, Jennifer  
Mimm, Ann  
Owens, Jonathan  
Palma, Melisa  
Pledger, John  
Ross, Nathan

Social Studies  
Mathematics  
Marketing  
English  
Special Education  
Social Studies  
Special Education  
Spanish  
Mathematics  
Special Education  
Spanish  
Technology  
Science

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**AHS (cont.)**

Smith, Richard

Stanich, Martin

Tune, D'Vera

Washington, Rhonda

Social Studies

ESL

Guidance

Science

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

**Name**

**Subject Area**

**Charles W. McCrary School**

Watts, Amber

Pre-Kindergarten

**Donna Lee Loflin School**

Gavin, Roberta

Media

**Guy B. Teachey School**

Skoglund, Melissa

Special Education

**North Asheboro Middle School**

Gibbs, Ryan

Language Arts

**South Asheboro Middle School**

Beck, Donna

Cagle, Frank

Kingston, Christopher

ESL

Mathematics

Special Education

**Asheboro High School**

Church, Leigh Ann

Dillion, Jonathan

Dozier, Angela

Helsabeck, Graham

Phillips, John

Smith, Chameeka

Watkins, Donnie

FACS

English

Special Education

ESL

Mathematics

Business

Physical Education

**C. Contracts Expiring at End of School Year – No Action Required**

<b><u>Name</u></b>	<b><u>Subject Area</u></b>
<b><u>Charles W. McCrary School</u></b> Haywood, Hope	Reading
<b><u>Donna Lee Loflin School</u></b> Trogdon, Bari	Reading
<b><u>Guy B. Teachey School</u></b> Hardin, Sandra	Reading
<b><u>North Asheboro Middle School</u></b> Dunn, Linda	Mathematics

**D.\* Resignations/Retirements/Separations**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Effective Date</u></b>
Brown, Bonita	BAL/Special Education	6/11/10
Dubis, Stevon	AHS/Physical Education	6/11/10
Loomis, Virginia	GBT/2 <sup>nd</sup> Grade	6/11/10
Morales, Ronaldo	BAL/Custodian	6/11/10
Rankin-Bartell, Lisa	GBT/Teacher Assistant	5/7/10
Rosenberg, Sandra	SAMS/Spanish	6/11/10
Shaw, Harriet	DLL/Teacher Assistant	6/11/10
Smith, Lauren	DLL/4 <sup>th</sup> Grade	6/11/10
Timmerman, Linda	NAMS/LA-SS	6/11/10
Yow, Susan	AHS/Secretary	4/30/10

**E.\* Appointments**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Effective Date</u></b>
Falkowski, Wendy	TBD/Speech Language	8/18/10
Yungeberg, Alison	NAMS/LA-SS	8/18/10
Leitinger, Daniel	CO/Bus Driver	4/29/10
Richau, Kim	Substitute/\$69.00 per day	5/7/10

**G.\* Administrative Contracts**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Effective Date</u></b>
Harris, Robin	LP/Principal	7/1/10 – 6/30 14
Means, Janet	BAL/Principal	7/1/10 – 6/30/14
Pack, Julie	AHS/Assistant Principal	7/1/10 – 6/30/14
Rice, Phillip	CO/Director of Support Services	7/1/10 – 6/30 14
Saunders, Brian	SAMS/Assistant Principal	7/1/10 – 6/30/14
Sockwell, Shervawn	NAMS/Assistant Principal	7/1/10 – 6/30/14

**H. Transfers**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Effective Date</u></b>
Clark, Lee	CO/Technology Technician to CO/Network Systems Analyst	5/1/10
Teague, Crystal	CO/Bus Driver and AHS/Custodian (PT) to CO/Custodian	TBD

**Professional and Certified Personnel  
Recommendations for the 2010-2011 Academic Year  
Asheboro City Board of Education  
May 13, 2010  
Addendum**

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

**Name**

**Subject Area**

**Guy B. Teachey School**

Smith, Megan

Gifted Education

**B.\* Appointments**

**Name**

**School/Subject**

**Effective Date**

Andrews, Laura

Substitute/\$69.00 per day

5/24/10

Riggio, Joseph

BAL/Custodian

5/24/10



**Asheboro City Schools  
Certified Appointments  
May 13, 2010**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Yungeberg, Alison	UNC- Chapel Hill B: Middle Grades Education	Middle Grades Language Arts Social Studies

Alison Yungeberg is recommended to teach language arts and social studies at North Asheboro Middle School. Miss Yungeberg is a native of Pittsboro who graduated recently from UNC – Chapel Hill. Her student teaching internship was completed in sixth grade classrooms at Gravelly Hill Middle School in Orange County Schools. She studied abroad in Scotland in 2008 and presented at the North Carolina Middle School Conference in March 2010.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Falkowski, Wendy	Appalachian State University B: Communication Disorders East Carolina University M: Speech Language/Auditory Pathology	Speech Language

A native of Asheboro and graduate of Asheboro High School, Wendy Falkowski is recommended to be a speech language pathologist in our schools beginning in August 2010. Mrs. Falkowski has previous experience in Pender County Schools where she worked since 2002. A leader among her peers, she has served since 2007 as lead pathologist in Pender County. Mrs. Falkowski is excited about her return to Asheboro and looks forward to re-joining our school family.

Activity Bus for Discard  
1989 Ford #8050  
Model B800  
63,356 miles \*

#### Safety Concerns

- Seats and foam covering do not meet the state requirements -- Every seat would have to be re-covered before we could put the bus back into service.
- Due to persistent engine problems this bus has only been used in Asheboro

#### Other issues

- Gasoline engine – all activity buses now use diesel engines
- This bus is in constant need of repair and it is getting harder to find parts due to the late model and gas engine
- The engine is leaking excessive amounts of oil and the repairs will be costly
- The carburetor needs to be replaced
- The brakes need to be repaired as depressing the brakes causes the bus to pull to the left
- The air conditioner need to be repaired

\* The speedometer/odometer was broken in 1996 so actual miles are unknown.

The tags were removed in 2009 and the bus has been parked since then due to the safety concerns and because it is unreliable. Every seat would have to be re-covered

ASHEBORO CITY SCHOOLS  
FIELD TRIP / TRANSPORTATION REQUEST  
SEND TO TRANSPORTATION SUPERVISOR - CENTRAL OFFICE

Group Making Request Student Council School ATHS

Destination Indianapolis, Indiana Date of Trip June 24-30 '10

Number of Students Involved 3 Percent of Total Group 100%

Reasons for Students Not Attending none

Transportation Method:  Activity Bus  Bus  Automobile  Other (charter bus (see attached pages))

If using a Charter Bus service, state name of Vendor here: NEASC / Royal Tours

Number of Vehicles Needed (to be secured by the Central Office) 0

Number of Drivers Needed (to be secured by the Central Office) 0

Departure Time: 7:00 am Return Time: 9:00 pm Round Trip Miles (estimated) 1000

Estimated Cost to the Student \$1100

Purpose(s) of the Field Trip National Assoc. of Student Councils Convention

List below the names of adult chaperones who will be accompanying this group on the field trip. Place an "\*" by individuals who are licensed to drive school vehicles and who will be serving in that capacity for you.

Kim Lemons

Nikki Domally

If approved, the following procedures must be followed, (1) Written parental permission is required for all field trips. This permission should be acquired using the Asheboro City Schools Parental Field Trip Permission Form; (2) No students can serve as drivers; private vehicles are used as a last resort, and (3) All students in a class or group shall have an opportunity to attend—means will provided for students to participate when necessary.

I certify that all those requirements, in addition to the general guidelines on the back of this form, will be fully met.

K. Lemons March 30 '10

Approved: Kevin Foley Sponsor Date 5/3/10  
Principal

Approved: Brad Kei Date 4/10/10  
Superintendent or Designee

Transportation Scheduled: Rebecca Brewer Date 4-8-10  
Transportation Supervisor

Special Comments/ Response:

## Asheboro City Schools – Planning Team – Key Strategic Issues – Community Feedback

Key Issue	What should we try to accomplish?	How will we know we've accomplished?	How will we measure?	Describe what will be different or improved as a result of this initiative.
Technology	<ul style="list-style-type: none"> <li>• Keep technology up to date</li> <li>• Technology support for staff and equipment</li> <li>• More technology teachers for student learning (utilize older students, etc.)</li> <li>• Mobile labs – wireless community</li> <li>• Access community resources</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment is up to date and maintained</li> <li>• Teachers are fully trained</li> <li>• More community involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Number of mobile labs</li> <li>• Completion of trainings</li> <li>• Number of instances of community involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be better prepared for career</li> </ul>
	<ul style="list-style-type: none"> <li>• Equip all classrooms with Smart Responses</li> <li>• Interactive technology</li> <li>• Funding</li> <li>• Technical support</li> </ul>	<ul style="list-style-type: none"> <li>• All students will have access and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Increase engagement and learning</li> <li>• Students will be more competitive globally</li> </ul>	<ul style="list-style-type: none"> <li>• Student learning enhanced as well as more competitive globally</li> <li>• Test scores improved</li> </ul>
	<ul style="list-style-type: none"> <li>• Utilizing technology as a tool</li> <li>• 1:1 extension to the home</li> <li>• Wimba/Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>• Students will collaborate and learn beyond the classroom</li> <li>• Multiple ways of learning</li> <li>• Usage off-site</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Compute average hits per day</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be independent learners, increased student performance</li> <li>• Real time applications</li> </ul>
	<ul style="list-style-type: none"> <li>• Increase technology technicians for support</li> <li>• Students/teachers understand use of technology</li> <li>• 1:1 initiative transformation</li> </ul>	<ul style="list-style-type: none"> <li>• Count them – reporting system for fixing problems</li> <li>• Authentic assessments</li> <li>• All middle and high school students use laptops on 1:1 basis</li> </ul>	<ul style="list-style-type: none"> <li>• Amount of time to get equipment up and running</li> <li>• Demonstrated use of different technologies in activities</li> <li>• Count</li> </ul>	<ul style="list-style-type: none"> <li>• More efficient operations and technology is usable</li> <li>• Use of technology would be second hand and would automatically be used when they need it</li> <li>• More globally prepared and ready for college</li> </ul>
	<ul style="list-style-type: none"> <li>• Internet access</li> <li>• 1 on 1 transformation</li> </ul>	<ul style="list-style-type: none"> <li>• Complete 1 on 1 program</li> <li>• All schools wireless</li> </ul>	<ul style="list-style-type: none"> <li>• Number of schools with access</li> <li>• 2010 beginning point – 2013 ending point</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand and use technology to enhance learning</li> </ul>
	<ul style="list-style-type: none"> <li>• Teacher web pages</li> <li>• Stay updated with the computer upgrades</li> <li>• Equip grades 3-12 with personal laptops</li> <li>• All campuses wireless</li> </ul>	<ul style="list-style-type: none"> <li>• When the students have their own computers</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students with computers</li> </ul>	<ul style="list-style-type: none"> <li>• Impacts all other areas:</li> <li>• Student achievement</li> <li>• Communication</li> <li>• Technology enhancements</li> <li>• Teachers “teach differently”</li> </ul>

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Technology	<ul style="list-style-type: none"> <li>All students in the system be exposed to computer technology</li> </ul>	<ul style="list-style-type: none"> <li>Require all students to successfully complete advanced technology training</li> </ul>	<ul style="list-style-type: none"> <li>Monitor the pass/fail rate of all students</li> </ul>	<ul style="list-style-type: none"> <li>Preparing each and every student for the technology challenges that will exist for each student</li> </ul>
	<ul style="list-style-type: none"> <li>Have internet access for all students with laptops, etc.</li> </ul>	<ul style="list-style-type: none"> <li>When each child has or can use the internet</li> </ul>	<ul style="list-style-type: none"> <li>By number of email addresses registered</li> </ul>	<ul style="list-style-type: none"> <li>Students will be about to access information at quicker rates and have access to more information</li> </ul>
	<ul style="list-style-type: none"> <li>Exposure to technology opportunities at an earlier age – ie. Laptops/netbooks by 4<sup>th</sup>/5<sup>th</sup> grade</li> </ul>	<ul style="list-style-type: none"> <li>Grade level/that have accomplished gaining</li> <li>Materials with training</li> </ul>	<ul style="list-style-type: none"> <li>Technology contests for grade level/classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Earlier age being advanced v/s other cities/states/countries</li> </ul>
	<ul style="list-style-type: none"> <li>Allow anything in the IPOD technology range to be used by all classmates</li> </ul>	<ul style="list-style-type: none"> <li>When students can focus on using this IPOD technology</li> </ul>	<ul style="list-style-type: none"> <li>Use testing procedure</li> </ul>	<ul style="list-style-type: none"> <li>All students will have knowledge to use IPOD Touch, not just some students</li> </ul>
	<ul style="list-style-type: none"> <li>Provide parental access to technology resources on each ACS campus on a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>District wide access schedules</li> </ul>	<ul style="list-style-type: none"> <li>Number of campuses/schedules</li> <li>Sign-in logs</li> <li>Survey data</li> </ul>	<ul style="list-style-type: none"> <li>Increased parental involvement in the education of students</li> <li>Greater community awareness of 21<sup>st</sup> century skills</li> <li>Increased parental comfort level on school campuses</li> </ul>
	<ul style="list-style-type: none"> <li>Equip all schools with the personnel to trouble shoot and maintain technology equipment</li> </ul>	<ul style="list-style-type: none"> <li>All schools will have appropriate number of personnel to handle technology issues</li> <li>Both malfunction and upgrades/ updates</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of work orders completed</li> <li>Decreased turn around time</li> </ul>	<ul style="list-style-type: none"> <li>Instructional time will not be lost due to malfunctioning equipment or waiting for upgrade/update</li> </ul>
	<ul style="list-style-type: none"> <li>Provide each student in grades 9-12 with a technology device</li> </ul>	<ul style="list-style-type: none"> <li>All students in grades have a technology device</li> </ul>	<ul style="list-style-type: none"> <li>Number of students with 1:1 device</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will be teaching differently and students will be learning differently – ex. project based learning, interactive lessons</li> </ul>
	<ul style="list-style-type: none"> <li>Community expectation is technology in all classrooms</li> <li>Students use themselves opportunities at home</li> </ul>	<ul style="list-style-type: none"> <li>All classrooms have use throughout the day</li> </ul>		<ul style="list-style-type: none"> <li>Technology use = 2<sup>nd</sup> nature</li> <li>Learning advanced</li> <li>Students know how to get information</li> </ul>

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<b>Student Achievement/ Eliminate Achievement Gap</b>	<ul style="list-style-type: none"> <li>Recognize student differences and encourage it (not everyone is college bound)</li> <li>Aim for student growth instead of proficiency</li> <li>Small learning communities – more community learning facilities</li> <li>“Internships” for high school</li> <li>Engaging business community</li> </ul>	<ul style="list-style-type: none"> <li>Increase in growth of individual student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Measure of student growth scores</li> <li>Increase in number of small learning communities</li> </ul>	<ul style="list-style-type: none"> <li>High student growth</li> </ul>
	<ul style="list-style-type: none"> <li>Every child reading on grade level by 3<sup>rd</sup> grade</li> <li>Every child should know math facts (+) (-) (x) (/) by 3<sup>rd</sup> grade</li> </ul>	<ul style="list-style-type: none"> <li>The gap will be eliminated</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessments (skills)</li> </ul>	<ul style="list-style-type: none"> <li>Students will be engaged and test on grade level</li> </ul>
	<ul style="list-style-type: none"> <li>K-12 progress monitoring that includes education of all stakeholders</li> <li>Keep college going culture we have created through AVID and GEARUP</li> </ul>	<ul style="list-style-type: none"> <li>Data</li> </ul>	<ul style="list-style-type: none"> <li>Data</li> <li>High school graduation rates</li> <li>Longitudinal study</li> <li>National college clearinghouse</li> </ul>	<ul style="list-style-type: none"> <li>Achievement for all</li> <li>Post secondary attendance</li> <li>Graduation rates</li> <li>Prepared for 21<sup>st</sup> century</li> <li>Globally competitive</li> </ul>
	<ul style="list-style-type: none"> <li>After school homework program</li> </ul>	<ul style="list-style-type: none"> <li>Each school will have after school program for homework and ESL</li> </ul>	<ul style="list-style-type: none"> <li>Number of students in after school program and completion rate</li> <li>2010 beginning point – 2013 end point</li> </ul>	<ul style="list-style-type: none"> <li>Students will complete assignments and homework</li> <li>Completion rate will lower gap</li> </ul>
	<ul style="list-style-type: none"> <li>Increase access to small learning communities</li> <li>Significantly increase all students' educational achievement</li> </ul>	<ul style="list-style-type: none"> <li>All students that desire/need small learning communities will have access to them</li> <li>Test scores of ACS student are at or above State averages</li> </ul>	<ul style="list-style-type: none"> <li>Count – percentage of applicants accepted increases</li> <li>Data from EOG and EOC's – percent of improvement</li> <li>Students experience a year of individual growth</li> </ul>	<ul style="list-style-type: none"> <li>Students placed in most appropriate learning environment for their learning styles</li> <li>Classrooms are more engaging and interactive</li> <li>Improve student preparation for career or continued education</li> <li>Improved perception of ACS</li> </ul>
	<ul style="list-style-type: none"> <li>Every student will graduate college/career ready</li> </ul>	<ul style="list-style-type: none"> <li>Students will meet proficiency standards or other credentials (ie. RCC nursing program)</li> </ul>	<ul style="list-style-type: none"> <li>Drop out rate</li> <li>Proficiency rate is increased</li> <li>Graduation rate</li> </ul>	<ul style="list-style-type: none"> <li>Dropout rate will be decreased</li> <li>More diverse students obtaining college credit from AP courses</li> </ul>

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<b>Student Achievement/ Eliminate Achievement Gap</b>	<ul style="list-style-type: none"> <li>Recognize student differences and encourage it (not everyone is college bound)</li> <li>Aim for student growth instead of proficiency</li> <li>Small learning communities – more community learning facilities</li> <li>“Internships” for high school</li> <li>Engaging business community</li> </ul>	<ul style="list-style-type: none"> <li>Establish a new reachable academic curriculum for those at risk kids</li> <li>Developing and pushing a challenging curriculum for advanced students</li> </ul>	<ul style="list-style-type: none"> <li>Measure the pass/fail rate of the students and the graduation rate</li> </ul>	<ul style="list-style-type: none"> <li>Allowing those kids who want to advance to college and above to do so while allowing those who do not have the ability to succeed at that level, succeed to the point that they can survive</li> </ul>
	<ul style="list-style-type: none"> <li>Develop all the students to the best of their ability</li> <li>Teach the student not for the numbers</li> </ul>	<ul style="list-style-type: none"> <li>When each student brings their grades up to a higher level</li> </ul>	<ul style="list-style-type: none"> <li>When our kids scores as a whole improve, versus prior years</li> </ul>	<ul style="list-style-type: none"> <li>Each child will become stronger in the core areas</li> </ul>
	<ul style="list-style-type: none"> <li>Too much focus on grades at times for students that need a trade v/s a four year degree</li> </ul>	<ul style="list-style-type: none"> <li>How kids involved whether college prep/tech college, apprentice program</li> </ul>	<ul style="list-style-type: none"> <li>Number of kids after graduation being productive</li> <li>Should count college/apprenticeship</li> </ul>	<ul style="list-style-type: none"> <li>Productive citizens</li> </ul>
	<ul style="list-style-type: none"> <li>There is a need for a medium achievement level and an optimum level</li> </ul>	<ul style="list-style-type: none"> <li>When 80% or more reach the medium level</li> </ul>	<ul style="list-style-type: none"> <li>By placing a medium standard or benchmark</li> </ul>	<ul style="list-style-type: none"> <li>No gap but there would be an optimum level for AIG</li> </ul>
	<ul style="list-style-type: none"> <li>Implement AVID strategies in grades 6-12 with fidelity (in all classes) with support from AVID elective teachers/trainers</li> </ul>	<ul style="list-style-type: none"> <li>AVID strategies are implemented in every classroom in the district (6-12) with fidelity</li> </ul>	<ul style="list-style-type: none"> <li>By the number of AVID trained teachers (at a level of 80% or higher)</li> <li>80%-90%-100%</li> </ul>	<ul style="list-style-type: none"> <li>Student achievement will be increased for all</li> <li>Achievement gap will be narrowed in all sub groups</li> </ul>
	<ul style="list-style-type: none"> <li>Increased smaller learning communities at all levels</li> <li>Streamlining the alignment of the curriculum at elementary and middle schools</li> </ul>	<ul style="list-style-type: none"> <li>Number of non-traditional classrooms will increase</li> <li>Appropriate pacing for standard course of study</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing assessments</li> <li>Number of classrooms “on track” on point in time studies</li> </ul>	<ul style="list-style-type: none"> <li>Student growth on assessments and participation in groups</li> <li>Classroom flexing will lead to greater depth in an area, not increased speed</li> </ul>
	<ul style="list-style-type: none"> <li>Every student will graduate college/career ready</li> </ul>	<ul style="list-style-type: none"> <li>Each student has to meet state proficiency standards and passed recommended courses for either college or work</li> </ul>	<ul style="list-style-type: none"> <li>Number of students proficient on EOC's and number of students that have passed courses/college prep courses</li> </ul>	<ul style="list-style-type: none"> <li>Student achievement/college readiness will be raised</li> </ul>
	<ul style="list-style-type: none"> <li>Eliminate achievement gap through raising learning level of all students</li> </ul>	<ul style="list-style-type: none"> <li>Scores</li> </ul>	<ul style="list-style-type: none"> <li>Scores</li> </ul>	<ul style="list-style-type: none"> <li>All learning enhanced</li> </ul>

Key Issue	What should we try to accomplish?	How will we know we've accomplished?	How will we measure?	Describe what will be different or improved as a result of this initiative.
<b>Parent Involvement/ More involvement of Latino parents/ Communication</b>	<ul style="list-style-type: none"> <li>Community based meetings</li> <li>Non-threatening events</li> <li>Parent mentoring programs/education</li> <li>More translators, ESL teachers</li> <li>Parent education opportunities</li> <li>Home visits</li> <li>Wireless community</li> </ul>	<ul style="list-style-type: none"> <li>Track number of parents who enter schools for various reasons (conferences, volunteering)</li> <li>Development of parent classes or mentoring programs</li> <li>Increase the number of ESL teachers and translators</li> </ul>	<ul style="list-style-type: none"> <li>A certain percentage increase in parent involvement</li> <li>Offering parent education opportunities</li> <li>Increase in teachers/staff</li> </ul>	<ul style="list-style-type: none"> <li>Higher student achievement, because of increased parent involvement</li> </ul>
	<ul style="list-style-type: none"> <li>Get a clear picture of the cultural expectations of the role of the school</li> </ul>	<ul style="list-style-type: none"> <li>More parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of parent participation</li> </ul>	<ul style="list-style-type: none"> <li>Reduce drop out rate</li> <li>Increase graduation rate</li> </ul>
	<ul style="list-style-type: none"> <li>Parent academy – computer literacy utilization</li> <li>Opportunity for parents to access grades at home</li> <li>Increased communication</li> </ul>	<ul style="list-style-type: none"> <li>Number of non-traditional opportunities provided to parents – ex. Home visits</li> <li>Providing more community based programs “schools without borders”</li> </ul>	<ul style="list-style-type: none"> <li>Participation numbers</li> <li>Attendance</li> <li>Number of visits</li> </ul>	<ul style="list-style-type: none"> <li>Creating a cultural shift within the community</li> </ul>
	<ul style="list-style-type: none"> <li>Have community meetings in non-school locations</li> <li>More interpreters which builds outreach and trust</li> </ul>	<ul style="list-style-type: none"> <li>Number of parents in PTA</li> <li>Community meetings will increase number or interpreters</li> </ul>	<ul style="list-style-type: none"> <li>Number of parents</li> <li>2010 – begin point – 2013 – end point</li> </ul>	<ul style="list-style-type: none"> <li>Involved parents will support and promote new parents into system</li> </ul>
	<ul style="list-style-type: none"> <li>Increase home visits to build relationships with families</li> <li>Increase number of student led parent events</li> </ul>	<ul style="list-style-type: none"> <li>Home visit logs, student and parent surveys</li> <li>Observing what types of events are happening</li> </ul>	<ul style="list-style-type: none"> <li>Number of visits (count)</li> <li>Count</li> </ul>	<ul style="list-style-type: none"> <li>Better communication, stronger relationships, more parent involvement in schools</li> <li>Students are becoming leaders and parents are more involved</li> </ul>
	<ul style="list-style-type: none"> <li>Educate parents HOW to become involved (ie. Homework, planners)</li> <li>Becoming more aware of ways of inviting parents to a warm environment</li> <li>Communication-teachers web pages</li> </ul>	<ul style="list-style-type: none"> <li>More home visits with at-risk students</li> </ul>	<ul style="list-style-type: none"> <li>More FAN participation</li> <li>PTO/PTA meetings</li> </ul>	<ul style="list-style-type: none"> <li>Parents will become more aware of the importance of being involved</li> <li>Students held more accountable at home</li> </ul>
	<ul style="list-style-type: none"> <li>Have a representative of the Latino community on the School Board and selected committees that are formed to represent student interest</li> </ul>	<ul style="list-style-type: none"> <li>To have representation on the Board and committees</li> </ul>	<ul style="list-style-type: none"> <li>Number of committees with representation</li> </ul>	<ul style="list-style-type: none"> <li>Representation of student needs and community concerns will help a more smooth transition into the school system</li> </ul>



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<b>Parent Involvement/ More involvement of Latino parents/ Communication</b>	<ul style="list-style-type: none"> <li>• Have more multicultural parent nights</li> </ul>			
	<ul style="list-style-type: none"> <li>• Latino leadership has to be identified to bridge this gap</li> <li>• Build trust</li> </ul>	<ul style="list-style-type: none"> <li>• More participation form Latino community</li> </ul>	<ul style="list-style-type: none"> <li>• Set percentage goal</li> <li>• Check goal annually</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing participation with all groups/races of people</li> </ul>
	<ul style="list-style-type: none"> <li>• Recruit more parents of Latino students to become part of PTO</li> </ul>	<ul style="list-style-type: none"> <li>• By obvious numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• The minority population will be better served</li> </ul>
	<ul style="list-style-type: none"> <li>• Volunteer – expand definition and understanding</li> <li>• Increase transportation for families to be involved</li> <li>• Home visits</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of volunteers</li> <li>• Attendance at special nights</li> <li>• Log of home visits</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in parent volunteers</li> <li>• Increase in attendance</li> <li>• Number of home visits</li> </ul>	<ul style="list-style-type: none"> <li>• Stronger parent/relationships which increases student success</li> <li>• Students will see home and school as being inter connective with same vision of learning</li> </ul>
	<ul style="list-style-type: none"> <li>• Every student has a parent involved in their education</li> </ul>	<ul style="list-style-type: none"> <li>• At least one parent will be involved in the students life</li> </ul>	<ul style="list-style-type: none"> <li>• Record of visit by each parent at open house or teacher conference visits</li> </ul>	<ul style="list-style-type: none"> <li>• Parents more knowledgeable</li> <li>• Higher accountability for students</li> </ul>
	<ul style="list-style-type: none"> <li>• Community expectation of parent involvement for ALL parents</li> </ul>			

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<b>Student Safety:</b>	<ul style="list-style-type: none"> <li>Gang awareness</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>		
<b>Health and wellness:</b>	<ul style="list-style-type: none"> <li>Certification of our schools in HealthierUS School Challenge program</li> <li>Nutrition education to parents and the ACS community</li> </ul>	<ul style="list-style-type: none"> <li>Register each school as a USDA Team Nutrition school and then complete the application for HUSSC.</li> <li>Based on the type of events we provide, such as weight loss programs, cooking classes, and other nutrition education outreach programs.</li> </ul>	<ul style="list-style-type: none"> <li>Each school would be certified at the Bronze, Silver, Gold or Gold of Distinction level.</li> <li>We could measure success based on attendance at such events and survey's completed at the end of each program.</li> </ul>	<ul style="list-style-type: none"> <li>Will demonstrate that ACS provides healthy meals, provides nutrition education to students, along with physical education/activity to all students.</li> <li>Hopefully a more informed parent and/or community on the benefits of good nutrition.</li> </ul>

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

**Objectives:**

1. Every student graduates college and career ready.
2. Every student uses technology to access and demonstrate new knowledge and skills.
3. Expand opportunities for and increase student access to small learning communities.
4. Increase number of students reading on grade level by Grade 3.
5. All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.
6. Implement innovative after-school enrichment and intervention programs.

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

**Objectives:**

1. Every teacher and administrator will have the skills to deliver 21<sup>st</sup> Century content in a 21<sup>st</sup> Century context with 21<sup>st</sup> Century tools and technology that guarantees student learning.
2. Every teacher and administrator will use a 21<sup>st</sup> Century assessment system to guide instruction and measure 21<sup>st</sup> Century knowledge, skills, performance, and dispositions.
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.

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

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

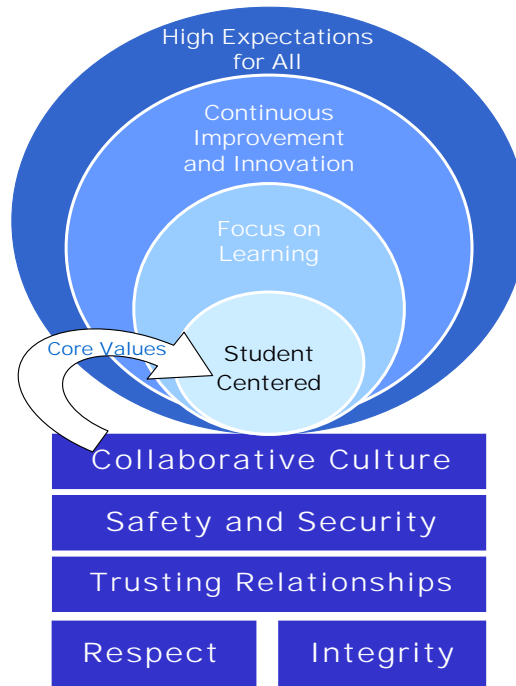
**Objectives:**

1. Every learning environment will be safe, inviting, respectful, supportive, inclusive and flexible for student success.
2. Every school provides an environment in which each child has positive, nurturing relationships with caring adults.
3. Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.
4. Every school focuses on developing strong student character, personal responsibility, and community/world involvement.

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

**Objectives:**

1. Provide web based parent portal to access grades, attendance, and other student data.
2. Increase communication and outreach to parents.
3. Collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students and staff.
4. Expand parent education opportunities through Family Alliance Network (FAN).



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

**Objective:**

1. Implement Long Range Facilities Plan.



**Professional and Certified Personnel  
Recommendations for 2010-2011 Academic Year  
Asheboro City Board of Education  
May 13, 2010**

**Teachers Eligible for Career Status Consideration – May 2010  
(To be voted on by Board of Education – June 10, 2010)**

<b><u>Name</u></b>	<b><u>Subject Area</u></b>
<b><u>Balfour School</u></b>	
Muse, Trisha	Instr. Facilitator
Rossi, Elizabeth	1 <sup>st</sup> Grade
Tong, Nicole	3 <sup>rd</sup> Grade
<b><u>Charles W. McCrary School</u></b>	
Bidwell, Tyler	2 <sup>nd</sup> Grade
Crotts, Brianne	Guidance
Hodnett, Elizabeth	Special Education
McCain, Shelia	Visually Impaired
Sedgwick, Kathryn	1 <sup>st</sup> Grade
<b><u>Donna Lee Loflin School</u></b>	
Campbell, Sarah Beth	1 <sup>st</sup> Grade
Wiles, Deanna	4 <sup>th</sup> Grade
<b><u>Lindley Park School</u></b>	
Burian, Chris	4 <sup>th</sup> Grade
White, Charity	Art
Spoonamore, Martha	ESL
<b><u>North Asheboro Middle School</u></b>	
Blackmon, Katherine	Physical Education
Davidson, Amanda	Spanish
Edwards, Matthew	ESL
Tong, Aaron	Social Studies
<b><u>South Asheboro Middle School</u></b>	
Butler, Susan	Music
DeCouer, Erica	Mathematics
Snyder, Thomas	LA/SS

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**Asheboro High School**

Benhart, Suzanne

Cox, Heather

LaClair, Jennifer

Lyons, Mary

Owens, Yajaira

Muse, Wilson

Phillips, Edford

Robbins, Sarah Beth

Band

Special Education

Special Education

English

Guidance

Social Studies

Social Studies

Business Education

**Professional and Certified Personnel  
Recommendations for 2010-2011 Academic Year  
Asheboro City Board of Education  
May 13, 2010  
Addendum**

**Teachers Eligible for Career Status Consideration – May 2010**  
**(To be voted on by Board of Education – June 10, 2010)**

**Name**

**Subject Area**

**Central Office**

Hill, Kenneth

Comp/Inst Specialist

**Asheboro High School**

Smith, Richard

Social Studies

## Policy 2120: Code of Ethics for School Board Members

**As recommended to the Board Policy Committee, April 15, 2010**

In the summer of 2009, the General Assembly enacted legislation that requires all local boards of education to adopt a policy containing a code of ethics to guide the actions of board members in the performance of the member's official duties. Immediately following that time, the ACS Board Policy was updated to meet this requirement. In December, 2009, a second part was added to this policy to address five specific standards that are included in Section A: Board Member Ethical Requirements. The format of the policy has also been changed to match that of the North Carolina School Board Association version.

# CODE OF ETHICS FOR SCHOOL BOARD MEMBERS

Policy Code:

2120

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The board recognizes that, collectively and individually, all members of the board must adhere to a code of ethics as required by G.S. 160A-86 and G.S. 115C-47(57).

## A. BOARD MEMBER ETHICAL REQUIREMENTS

The following standards will guide each board member in the performance of his or her official duties:

1. the need to obey all applicable state and federal laws regarding official actions taken as a board member;
2. the need to uphold the integrity and independence of the board member's office;
3. the need to avoid impropriety in the exercise of the board's and board member's official duties;
4. the need to perform faithfully the duties of the office; and
5. the need to conduct the affairs of the board in an open and public manner, complying with all applicable laws governing open meetings and public records.

## B. SPECIFIC BOARD MEMBER COMMITMENTS

In order to implement the above standards, each member of the board commits to do the following:

1. attend all regularly scheduled board meetings insofar as possible and become informed concerning the issues to be considered at those meetings;
2. endeavor to make policy decisions only after full discussion at publicly held board meetings;
3. render all decisions based on the available facts and independent judgment and refuse to surrender that judgment to individuals or special interest groups;
4. model civility to students, employees and all elements of the community by encouraging the free expression of opinion by all board members and engaging in respectful dialogue with fellow board members on matters being considered by the board;
5. respect the confidentiality of information that is privileged under applicable law and refrain from unauthorized disclosure of matters discussed in closed session;



6. work with other board members to establish effective board policies and to delegate authority for the administration of the schools to the superintendent;
7. communicate to other board members and the superintendent expressions of public reaction to board policies and school programs;
8. learn about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by the state and national school boards associations;
9. comply with North Carolina General Statute 115C-50 by earning annually the required 12 hours of training;
10. comply with G.S. 160A-87 by earning two hours of ethics education within 12 months of election or appointment to the board;
11. support the employment of those persons best qualified to serve as school employees and avoid allowing personal relationships and biases to influence decision making;
12. refrain from investigating or attempting to resolve complaints received personally, but instead direct the complainant to follow the board's complaint or grievance process to resolve concerns;
13. avoid being placed in a position of conflict of interest and refrain from using the board member's position on the board for personal or partisan gain;
14. take no private action that will compromise the board or administration; and
15. remember always that a board member's first and greatest concern must be the educational welfare of the students attending the public schools.

All newly elected board members are expected to sign a code of ethics statement that includes these provisions at the organizational meeting of the board.

Legal References: G.S. 115C-36, -47(57), -50; 160A-86, -87

Cross References: Board Member Opportunities for Development (policy 2123)

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

Updated: March 11, 2010

Policy 2123: Board Member Opportunities for Development

**As recommended to the Board Policy Committee, April 15, 2010**

This policy has been updated to contain information about board members' requirement to receive at least two hours of ethics education within twelve months of election to office.

## **BOARD MEMBER OPPORTUNITIES FOR DEVELOPMENT**

*Policy Code:*

**2123**

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Board members are encouraged to participate in professional development activities designed for them. New board members will have the opportunity and will be encouraged to attend orientation programs for new board members sponsored by the state and national school board associations. It is the responsibility of the board to provide new board members a thorough orientation to board policies, practices and duties.

Each board member must fulfill the legal requirement to receive a minimum of 12 hours of training annually.

All board members must receive a minimum of two hours of ethics education within 12 months after initial election or appointment to office and again within 12 months after each subsequent election or appointment to office. This education must address the laws and principles that govern conflicts of interest and ethical standards for local government officials. The superintendent shall maintain records verifying that each board member has participated in the required ethics education. The ethics education required under this paragraph may be counted towards the annual 12-hour training requirement.

Unless otherwise approved by the board, such training must be provided by the following entities: the school district; the North Carolina School Boards Association; the National School Boards Association; the School/Institute of Government; or the Department of Public Instruction. If a board member wishes to receive training credit for or be reimbursed for attending training offered by another entity, he/she must obtain approval from the board.

Funds for participation will be budgeted annually and reimbursement for expenses will be made in accordance with law and applicable board policy.

Legal References: G.S. 115C-50

Cross References:

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

Administrative Procedure: None

Revised: November 14, 2002

Policy 4115: Behavior Standards for Transfer Students

**As recommended to the Board Policy Committee, April 15, 2010**

This new update to policy 4115 adds a provision that students under suspension or expulsion who have been identified as having a disability pursuant to IDEA and who otherwise meet the requirements for enrollment in the school district are entitled to services to the extent provided by law.

## **BEHAVIOR STANDARDS FOR TRANSFER STUDENTS**

*Policy Code:* **4115**

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This policy applies to transfer students seeking admission to the school district. Transfer students are students who have been enrolled in or attended a private or public school in this state or another state.

In accordance with State law, the student's parent, guardian or custodian must provide a statement made under oath or affirmation before a notary indicating (1) whether at the time of the admission request the student is under suspension or expulsion from attendance at a private or public school in this or any other state or (2) has been convicted of a felony in this or any other state.

### **STUDENTS UNDER SUSPENSION/EXPULSION OR CONVICTED OF A FELONY**

If at the time of the admission request the student is under suspension or expulsion or has been convicted of a felony, the parent, guardian or custodian must provide to the school district all requested information related to the conduct. The superintendent or his or her designee will review the information and make a determination as to whether the student should be admitted and whether any reasonable conditions should be imposed.

- Suspension – If a student is under suspension for conduct that could have led to a suspension from a school within the school district, his or her admission may be denied until the suspension has expired.
- Expulsion – Admission may be denied to a student expelled from school pursuant to G.S. 115C-391 or who has been expelled from a school for behavior that indicated the student's continued presence in school constituted a clear threat to the safety of other students or employees. The student may request reconsideration of the decision in accordance with G.S. 115C-391(d).
- Felony Conviction – Admission may be denied to a student who has been convicted of a felony in this state or any other state. The student may request reconsideration of the decision in accordance with G.S. 115C-391(d).

In any of the above-described circumstances where admission may be denied, the board alternatively may place reasonable conditions on the admission of the student. Such conditions include but are not limited to behavior contracts, alternative school placement and limits on free time and extracurricular activities. Drug testing and weapon searches also may be reasonable conditions so long as they meet any constitutional requirements.

When a student who has been identified as eligible to receive special education and related services under the Individuals with Disabilities Education Improvement Act, 20 U.S.C. § 1400, et seq., (2004), is denied admission under this subsection, the local board shall provide educational services to the student to the same extent it would if the student were enrolled in the local school administrative unit at the time of the suspension or expulsion, as required by G.S. 115C-107.1(a)(3).

Legal Reference: G.S. 115C-366(a4), (a5)

Cross Reference: Discretionary Admission (policy 4130)

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

Revised:

Policy 4120: Domicile or Residence Requirements

**As recommended to the Board Policy Committee, April 15, 2010**

A provision has been added to the policy describing admission eligibility of students with disabilities who are currently under a suspension or expulsion in another school district. The format of this policy has also been edited to provide additional clarity to the information contained in each section.

A student who is domiciled within the geographic area served by the school system, who is under age 21, who has not completed the prescribed courses for high school graduation and who otherwise qualifies for admission, is entitled to be admitted without payment of tuition. Under certain circumstances specified by law, a student who resides in the area served by the school system and who otherwise qualifies for admission to its schools also is entitled to be admitted without payment of tuition.

Children with disabilities are required to meet state domicile requirements to be entitled to admission to school without payment of tuition unless they are “grandfathered” into the system under subsection C.5, below, or unless they otherwise meet one of the circumstances that entitle them to admission without payment of tuition. (See Section C, below.)

**A. DOMICILE AND RESIDENCE DEFINED**

Domicile requires the intent to abandon one’s prior home and remain in the new location as a permanent home for an indefinite period. In contrast, a residence need not be one’s exclusive home and does not require an intention that the residence be the permanent home.

**B. MEETING DOMICILE REQUIREMENTS**

1. Domicile of Students Generally

The domicile of a student under 18 years of age is presumed to be the domicile of his or her parents, legal guardian or legal custodian as defined by the General Statutes of North Carolina.

2. Domicile of Emancipated Students

If a student is at least 18 years of age, is married, or has been abandoned by his or her parents, or if the court declares a student to be emancipated, the student may establish a domicile independent from that of his or her parents, legal guardian or legal custodian. A student who establishes domicile as a result of being emancipated is a domiciliary of the school system and is entitled to the same rights and privileges of other students domiciled in the school system.

3. Domicile of Students with Divorced or Separated Parents

Domicile for the purpose of school admission and assignment will be determined by the following criteria.



- a. In the event that a student's parents are divorced or separated and legal custody has been given to only one parent, the student's domicile follows that of the parent who has been granted physical custody.
- b. If physical custody has not been determined or has been granted jointly to both parents, or if the custodial parent wishes the student to attend school in the non-custodial parent's system of residence, then the parents must jointly agree on which residence will be used to determine the student's domicile. The selected residence must be submitted in writing to the superintendent.
  1. The selection may not be changed during the school year unless the parents satisfy the board's policies on transfers and releases.
  2. In the event that the parents cannot agree on which residence will be used to determine the student's domicile for school assignment purposes, school officials shall assign the student according to the residence of the parent with physical custody of the student at the beginning of the school year.

### C. MEETING RESIDENCE REQUIREMENTS

A student who resides in the system in any of the following circumstances will be admitted without payment of tuition.

1. The student is homeless as defined in state and federal law and policy 4125, Homeless Students. A student living with a friend or relative is not a homeless student unless he or she lives there due to conditions that constitute homelessness under state and federal statutes. A homeless student will be assigned to a school in the attendance area where he or she is physically located or wherever the interests of the child are best met.
2. The parent, guardian or legal custodian residing in the school system attendance area is a student, employee or faculty member of a college or university or is a visiting scholar at the National Humanities Center.
3. The student resides in a group home, foster home or other similar facility or institution.
4. The student resides in a pre-adoptive home following placement by a county department of social services or a licensed child-placing agency.
5. The student is considered a child with a disability by the General Statutes and the North Carolina *Policies Governing Services for Children with Disabilities*, and the child was (a) enrolled in the school system on the last day of school for the 2006-07 school year or (b) enrolled in and attending a school in the school system

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6. The student resides with an adult who is a domiciliary of the school system as a result of any of the following.
- a. The death, serious illness or incarceration of the child's parent or legal guardian.
  - b. The abandonment by the child's parent or legal guardian of the complete control of the student as evidenced by the failure to provide substantial financial support and parental guidance.
  - c. Abuse or neglect by the parent or legal guardian.
  - d. The physical or mental condition of the parent or legal guardian is such that he or she cannot provide the student with adequate care and supervision.
  - e. The relinquishment of physical custody and control of the student by the student's parent or legal guardian upon the recommendation of the department of social services or the Division of Mental Health.
  - f. The loss or uninhabitability of the student's home as the result of a natural disaster.
  - g. The parent or legal guardian is one of the following: (1) on active military duty and is deployed out of the local school administrative unit in which the student resides; (2) a member or veteran of the uniformed services who is severely injured and medically discharged or retired (but only for a period of one year after the medical discharge or retirement of the parent or guardian); or (3) a member of the uniformed services who has died while on active duty or as a result of injuries sustained on active duty (but only for a period of one year after the death of the parent or guardian). For purposes of this subsection, the term "active duty" does not include periods of active duty for training for less than 30 days. Assignment under this subsection is only available if some evidence of the deployment is tendered with the affidavits required under G.S. 115C-366.

In order to be admitted under this provision, the student may not be currently under a term of suspension or expulsion from a school for conduct that could have led to a suspension or an expulsion from the local school administrative unit, unless the student is identified as eligible for special education and related services under the *Individuals with Disabilities Education Act*, 20 U.S.C. 1400, *et seq.*, and evidence of such eligibility is tendered with the affidavits described below.

The adult with whom the student resides and the student's parent, guardian or legal custodian, if available, must complete and sign separate affidavits available from the superintendent's office attesting to information required by G.S. 115C-366(a3). If it is found that a person willfully and knowingly provided false information in the affidavit, the maker of the affidavit will be guilty of a Class 1 misdemeanor and will pay to the board an amount equal to the cost of educating the student during the period of enrollment. Repayment will not include state funds.

**D. STUDENTS PARTICIPATING IN THE NORTH CAROLINA ADDRESS CONFIDENTIALITY PROGRAM**

In determining whether a student meets the domicile or residence requirements of this policy, school personnel shall consider the actual address of a participant in the North Carolina Address Confidentiality Program established by G.S. Chapter 15C, but such address will remain confidential in accordance with law and policy 4250/5075/7316, North Carolina Address Confidentiality Program.

**E. APPEAL OF ADMISSION DECISIONS**

Within 10 working days of receiving all of the information required under this policy, the superintendent or designee shall provide a written decision to the applicant for admission to the school system. The superintendent's decision regarding admission of the student may be appealed to the board in accordance with subsection E.5 in policy 1740/4010, Student and Parent Grievance Procedure.

Legal References: Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 *et seq.*; G.S. 7B art. 35; 35A art. 6; 15C-8(i); 50-13.1 to 13.3; 115C-106.3, -107.6, -108.1(a), -366, -407.5; State Board of Education Policy GCS-D-000; *Policies Governing Services for Children with Disabilities*

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Children of Military Families (policy 4050), Homeless Students (policy 4125), North Carolina Address Confidentiality Program (policy 4250/5075/7316)

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

Revised: March 9, 2000, January 10, 2008, May 14, 2009

Policy 7520: Family and Medical Leave

**As recommended to the Board Policy Committee, March 11, 2010**

Asheboro City Schools Policy 7520 will be replaced with the North Carolina Schools Boards Association's version in order to comply with federal updates. This policy ensures that all eligible employees are provided with leave based on the federal Family and Medical Leave Act of 1993 (FMLA) along with all other applicable state laws and Board of Education policies. It also clarifies the structure of leave including notice and verification requirements.

# Will Replace ACS 7520

All eligible employees will be provided with leave as required by the federal Family and Medical Leave Act of 1993 (FMLA) and applicable state laws and State Board of Education policies. The FMLA allows eligible employees to take job-protected, unpaid leave, or to substitute appropriate paid leave if the employee has earned or accrued it, for up to a total of 12 workweeks (26 weeks in certain cases) in any 12-month period for certain qualifying conditions or events. The employee may continue to participate in the school system's group insurance plan while on FMLA leave.

This policy is intended for guidance only and is not intended to alter or expand the school system's responsibilities beyond the requirements of law. If any provision of this policy is inconsistent with federal law or regulation, the federal rule must take precedence. The superintendent is authorized to develop additional regulations for FMLA leave consistent with the requirements of the law and this policy.

The board strictly prohibits interfering with, restraining or denying the ability of any employee to exercise any right provided by the FMLA. The board also strictly prohibits any type of discrimination against or discharge of an employee who has filed a complaint in regard to the FMLA. A copy of this policy will be provided to each employee upon hiring.

## **A. DEFINITIONS**

### **1. Serious Health Condition**

A serious health condition is an illness, injury, impairment or physical or mental condition that involves either an overnight stay in a medical care facility or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job or prevents the qualified family member from participating in school or other daily activities.

### **2. Continuing Treatment**

Subject to certain conditions, the continuing treatment requirement in the above definition of "serious health condition" may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment or incapacity due to pregnancy or a chronic condition. Other conditions may meet the definition of continuing treatment.

### **3. Other Terms**

Unless otherwise noted, all terms in this policy must be defined in accordance with 29 C.F.R. pt. 835.

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**B. ELIGIBILITY**

Employees are eligible for unpaid FMLA leave if they have:

1. been employed by the school system for at least 12 months (but not necessarily consecutively); and
2. worked at least 1,250 hours during the previous 12 months.

**C. QUALIFYING CONDITIONS**

Except in cases of leave to care for a covered servicemember with a serious illness or injury, an eligible employee is entitled to a total of 12 workweeks of FMLA leave during any 12-month period for any one or more of the following reasons:

1. the birth and first-year care of the employee's child;
2. adoption or foster placement of a child with the employee;
3. a serious health condition of the employee or the employee's spouse, child or parent;
4. a qualifying exigency (see Section F) arising out of the fact that the spouse or a son, daughter or parent of the employee is on a federal call to active duty (or has been notified of an impending federal call or order to active duty) in the National Guard or Reserves (not in the regular Armed Forces) in support of a contingency operation; or
5. to care for a covered family member who has incurred a serious injury or illness in the line of duty while on active duty in the Armed Forces, provided that such injury or illness renders the family member medically unfit to perform his or her office, grade, rank or rating. Leave under this provision may be taken by an employee who is a spouse, son, daughter, parent or next of kin of the servicemember for up to 26 weeks.

**D. DETERMINING THE 12-MONTH LEAVE PERIOD**

The 12-month period during which an employee is eligible for FMLA leave will be from July 1 to June 30. Exception: The period for leave to care for a covered servicemember with a serious injury or illness begins on the first day the employee takes leave for this reason and ends 12 months later.

**E. ENTITLEMENT TO LEAVE**

Eligible employees may take leave as follows.

1. **Medical leave for serious health conditions:** A combined total of 12 workweeks during a 12-month period. The leave may be taken intermittently or on a reduced leave schedule as is medically necessary.
2. **Family leave for pregnancy, birth of a child or placement of a child for foster care or adoption:** A combined total of 12 consecutive workweeks during a 12-month period. Eligibility for FMLA leave expires 12 months from the birth, foster care placement or adoption of the child. Leave must be used in a single block of time unless the board agrees to another arrangement.
3. **Military service exigency:** A combined total of 12 workweeks during a 12-month period. The leave may be taken intermittently or on a reduced leave schedule.
4. **Leave to care for injured servicemember:** A combined total of no more than 26 workweeks during a single 12-month period. The leave may be taken intermittently or on a reduced leave schedule. If combined with other types of FMLA leave, the total leave taken in a single 12-month period still may not exceed 26 weeks.
5. **Spouses employed by the school system:** Spouses who are both employed by the school system and eligible for FMLA leave are limited in the amount of family leave they may take for the birth and care of a newborn child, for the placement of a child for adoption or foster care or to care for a parent who has a serious health condition to a combined total of 12 weeks (or 26 weeks if leave to care for a covered servicemember with a serious injury or illness is also used).

**F. QUALIFIED MILITARY SERVICE EXIGENCIES**

A military service exigency that qualifies for FMLA leave must be defined in accordance with federal regulations. Qualified exigencies may include:

1. short notice deployment;
2. military events and related activities;
3. school and childcare activities;
4. financial and legal arrangements;
5. counseling;
6. rest and recuperation leave;
7. post-deployment activities; and

8. additional activities agreed upon by the board and employee.

#### **G. INTERMITTENT OR REDUCED WORK SCHEDULE**

1. FMLA leave may be taken on an intermittent or reduced leave schedule as required for the health of the employee or family member, due to a qualifying exigency, or as otherwise approved by the superintendent. The employee must make a reasonable effort to schedule treatment so as not to disrupt unduly the operations of the school. Whenever possible, employees should discuss scheduling with their immediate supervisor prior to scheduling any medical treatment in order to accommodate the work schedule.
2. An employee requesting intermittent or reduced leave time for medical treatment of a serious health condition may be required to give the reasons for the intermittent or reduced leave schedule and the schedule for treatment.
3. To better accommodate an employee's need for intermittent or reduced leave for a serious health condition, the school system may require an employee to take an alternative position during the period of leave. The alternative position must have equal pay and benefits, but it does not have to have equivalent duties.
4. Intermittent leave may be taken in increments of one hour.
5. Instructional personnel are subject to special rules for taking intermittent or reduced leave. (See section H.)

#### **H. INSTRUCTIONAL PERSONNEL**

The following special rules apply to instructional personnel. For purposes of this policy, instructional personnel are considered to be teachers, athletic coaches, driving instructors, special education assistants and any other employee whose principal function is to teach and instruct students.

1. Use of Intermittent or Reduced Schedule Leave
  - a. Instructional employees may use intermittent or reduced schedule leave only when the employee and the school system have reached an agreement on how the leave will be used.
  - b. If an instructional employee requests intermittent or reduced schedule leave for more than 20 percent of the working days of the duration of a leave due to medical treatment, the school system may require the employee to take continuous leave for up to the entire duration of the scheduled leave or to transfer to an alternative position with equivalent pay and benefits for the period of leave.



- c. Instructional employees taking intermittent or reduced schedule leave that constitutes 20 percent or less of the working days during the leave period are not subject to transfer to an alternative position.
2. Extension of FMLA Leave at School System Discretion

Instructional personnel may be required to continue leave through the end of the school semester if any of the following conditions exist:

- a. the leave will begin more than five weeks before the end of the term; the leave will last at least three weeks; and the employee would return to work in the last three weeks of the academic term;
- b. the leave is for a purpose other than the employee's own serious health condition or for a military exigency; the leave will begin in the last five weeks of the term; the leave will last more than two weeks; and the employee would return to work during the last two weeks of the academic term; or
- c. the leave is for a purpose other than the employee's own serious health condition or for a military exigency; the leave will begin in the last three weeks of the term; and the leave will last at least five days.

If instructional personnel are required to take leave until the end of the academic term, only the period of leave until the employee is ready and able to return to work will be charged against the employee's FMLA entitlement.

## **I. EMPLOYEE'S RESPONSIBILITY WHEN REQUESTING LEAVE**

1. Employee's Responsibilities When Leave is Foreseeable
- a. To ensure that employees receive proper notification of their rights and responsibilities and that leave is properly designated, all employees requesting any type of leave must make the request to the assistant superintendent of human resources or designee.
  - b. Employees must provide 30 days' advance notice of the need to take FMLA leave when the need is foreseeable. If this amount of notice is not possible, the notice must be given as soon as practicable, taking into account all of the facts and circumstances.
  - c. Employees must provide sufficient information for the school system reasonably to determine whether the FMLA may apply to the leave request and the anticipated timing and duration of the leave. This information would include, for example, notice that the employee is unable to perform job functions, notice that the family member is unable

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to perform daily activities, notice of the need for hospitalization or continuing treatment by a health care provider or notice of circumstances supporting the need for military family leave.

- d. If the employee does not provide 30 days' notice and there is no reasonable justification for the delay, the school system may delay the FMLA leave until at least 30 days after the employee provides notice of the need for FMLA leave.
- e. If an instructional employee fails to give required notice for foreseeable leave for an intermittent or reduced leave schedule, the employee may be required to take leave continuously for the duration of the treatment or be temporarily transferred to an alternative position for which the employee is qualified and that has the same benefits. (See section H.)

2. Employee's Responsibilities When Leave is Not Foreseeable

- a. When leave is not foreseeable, employees must comply with the usual school system procedures for notifying their supervisors of the absence and requesting leave, including any applicable requirements established in policy 7510, Leave of Absence. If the employee fails to do so, the leave may be delayed or denied.
- b. When giving notice of absence, the employee must inform the supervisor if the requested leave is for a reason for which FMLA leave was previously taken or certified.
- c. Employees also must notify the assistant superintendent of human resources or designee of the need for FMLA leave as soon as practicable.
- d. All employee responsibilities in the FMLA for notice, medical certification, fitness for duty certification and notice of intent to return to work apply as specified in this policy and policy 7510.

**J. SCHOOL SYSTEM'S DESIGNATION AND NOTICE TO EMPLOYEE**

- 1. Whether or not the employee specifically asks for FMLA leave, it is the responsibility of the assistant superintendent of human resources or designee to ask any questions necessary of the employee in order to make a determination of whether the leave is FMLA-eligible, unless the employee has already requested and received FMLA leave or certification for the same condition or event. The assistant superintendent may require notice of the need and the reason for leave.
- 2. The assistant superintendent for human resources or designee shall provide all legally-required notices to the employee within five days of receiving this information or otherwise learning that an employee's leave may be for an FMLA-

qualifying reason, unless there is a justifiable delay, such as a delay for documentation.

The required notices must indicate whether the employee is eligible under the FMLA. If the employee is eligible, the notice must specify any additional information required from the employee as well as the employee's rights and responsibilities under the FMLA. If the employee is not eligible, the notice must provide a reason for the ineligibility. The required notices also must include whether the leave will be designated as FMLA-protected and, if so, the amount of leave counted against the employee's leave entitlement.

3. Leave may be designated as both FMLA-eligible and as leave under the school system's paid leave policy if paid leave has been substituted. Such leave would be counted towards the 12-week FMLA entitlement. In addition, the assistant superintendent of human resources may designate an absence (taken as paid or unpaid leave) that meets the criteria for an FMLA-qualifying absence as part of the employee's total FMLA entitlement, whether or not the employee has requested FMLA leave. (See section M.)
4. Leave that has been taken for an FMLA-qualifying reason may be retroactively designated as FMLA leave, with appropriate notice to the employee, provided that doing so does not cause harm or injury to the employee.

#### **K. CERTIFICATION**

The school system reserves the right to require employees to provide certification of any FMLA-qualifying event or condition of the employee or the employee's spouse, child, parent or next of kin, including certification for military exigency leave. Any medical certification information requested will be no more than that allowed by the FMLA and the Americans With Disabilities Act. The assistant superintendent may request a second or third verification at the school system's expense if there is reason to doubt the validity of a medical certification. Periodic recertification to support the leave may be required, as permitted by law.

#### **L. RETURN TO WORK**

The school system may require an employee to periodically report on his or her status and intent to return to work. Any employee who is taking leave through the end of an academic semester will be required to report on his or her intent to return to work no later than four weeks before the end of the academic semester. In addition, the employee may be required to report on his or her intent to return to work on a regular basis while on FMLA leave.

Before returning to work from FMLA leave taken for the employee's own serious health condition, the employee will be required to present a "fitness-for-duty" certificate that states that the employee is able to return to work. This requirement does not apply to an

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employee taking intermittent leave unless the employee's condition presents a reasonable safety concern.

**M. SUBSTITUTION OF PAID LEAVE**

1. The school system will substitute appropriate paid leave, including sick leave, personal leave and vacation time for unpaid, FMLA leave to the extent allowed by law and policy, giving proper notice to the employee that the leave is designated FMLA. If an employee's accrued paid leave is exhausted but an FMLA-qualifying reason for absence continues, the resulting absences will be protected FMLA leave until all allowable FMLA leave has been used, but such absences will be unpaid.
2. When an employee has an absence (taken as paid or unpaid leave) that meets the criteria for an FMLA-qualified absence, the absence may, with proper notice to the employee, be designated part of the employee's total annual FMLA entitlement. If the absence continues for more than 10 days, all employee responsibilities in the FMLA to provide notice for foreseeable and unforeseeable leave, medical certification, fitness for duty certification and notice of intent to return to work apply as specified in this policy and policy 7510.
3. An employee must not be permitted to exhaust paid leave before beginning FMLA leave if it has been determined that the reason for using paid leave meets the FMLA eligibility requirements.

**N. RESTORATION TO EQUIVALENT POSITION**

1. Generally

Employees, except "key" employees, will be restored to the same or an equivalent position upon return from FMLA leave.

The equivalent position will have virtually identical pay, benefits and working conditions, including privileges, prerequisites and status, as the position held prior to the leave. The position also must involve substantially similar duties and responsibilities, which must entail substantially equivalent skill, effort, responsibility and authority. All positions within the same job classification are considered to be "equivalent positions" for purposes of this policy, so long as these conditions are met. For licensed employees, all positions with the same salary and licensure requirements also will be considered equivalent positions, so long as these conditions are met.

2. Key Employees

Key employees do not have the right to be restored to the same or an equivalent position upon return from FMLA leave. Key employees are salaried FMLA-

eligible employees who are among the highest paid 10 percent of all employees. If restoring a key employee would result in substantial and grievous economic injury to the school system, then there is no obligation to restore the employee to the same or an equivalent position.

Employees will be informed at the time leave is taken if they are considered key employees and will be informed once a determination is made that the employee will not be restored to the same or an equivalent position upon their return. A key employee who has been informed that he or she will not be restored still has rights to health benefits for the full period in which he or she is eligible for FMLA leave.

**O. CONTINUATION OF HEALTH BENEFITS**

Health care coverage and benefits will be continued for the duration of FMLA leave on the same conditions as would have been provided if the employee had continued working. Employees do not have the right to the accrual of earned benefits during the leave. If an employee takes intermittent or reduced leave, he or she has the right to maintain the same health care benefits, but earned benefits may be reduced in proportion to hours worked when such a reduction is normally based upon hours worked.

The school system may recover from the employee the cost of health insurance premiums paid on behalf of the employee while the employee was on unpaid FMLA leave if the employee does not return to work after leave, so long as the reason for not returning does not relate to a serious health condition or to circumstances beyond the employee's control.

**P. POSTING REQUIREMENT**

The superintendent or designee shall ensure that notices of FMLA provisions and information on procedures for filing complaints are posted in places where employees and applicants would find it readily accessible.

**Q. RECORD-KEEPING REQUIREMENT**

The personnel department shall maintain records of the following information for at least three years: basic payroll and identifying employee data, dates (or hours) of FMLA leave taken by each employee and premium payments of employee benefits. Medical information, such as that relating to medical certifications, also will be maintained in the personnel department in confidential medical records.

Copies of employee notices, including general and specific notices, as well as any other documents describing employee benefits or policies and records of disputes between the school system and any employee regarding designation of FMLA leave will be maintained by the assistant superintendent for at least three years.

**R. ENFORCEMENT**

An employee may file a complaint with the U.S. Department of Labor or bring a private lawsuit against the school system for violations of the FMLA.

FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law that provides greater family or medical leave rights.

**S. OUTSIDE EMPLOYMENT**

An employee who is on FMLA leave may not engage in self-employment or employment for any employer while on continuous leave. Falsifying records and failure to correct records known to be false are violations of this policy and will result in discipline, which may include termination from employment.

Legal References: Family and Medical Leave Act of 1993, as amended; 29 U.S.C.S. 2601; 29 C.F.R. pt. 825; National Defense Authorization Act of 2008, Pub. L. 110-181, § 585; *N.C. Public Schools Benefits and Employment Policy Manual* (2008-2009)

Cross References: Leave of Absence (policy 7510)

Adopted:

Policy 7530: Military Leave

**As recommended to the Board Policy Committee, March 11, 2010**

This policy has been updated to include the most current requirements for providing military leave to employees. It outlines the procedure for requesting and granting leave in accordance with State Board of Education Policy and the federal Uniformed Services Employment and Reemployment Rights Act (USERRA).

An employee will be eligible for all considerations of military leave in accordance with State Board of Education policy and the ~~Federal Veterans Reemployment Rights Act~~ federal Uniformed Services Employment and Reemployment Rights Act (USERRA).

Short periods of required active duty should be scheduled during vacation periods so as not to interfere with regular duties of the individual's employment. If it is impossible to schedule short-term military duty in this manner, an employee may request to be absent to meet this obligation. The employee must provide to the superintendent advance written or oral notice, except in cases of emergency assignment or other conditions that make notice impossible or unreasonable. For leave periods exceeding 30 days, the employee must provide either written documentation evidencing performance of military duty or identify the military command in order for the school to verify the request.

In accordance with State Board of Education policy, an employee may take up to 15 workdays of paid military leave per federal fiscal year, which runs from October 1 through September 30. After an employee has used all of his or her paid military leave, the employee may choose to use any accumulated vacation leave, bonus leave, or comp time during the period of military service; however, no employee will be forced to use such paid leave during military service. Employees may take extended leaves of absence for state or federal military duty under honorable services status, for required training, or for special emergency management. During these extended military leaves, which must not exceed five years plus any period of additional service imposed by law, the employee will be paid the difference in military base pay and state salary, including non-performance-based bonuses, when the military pay is less than the state salary. Differential pay will be paid from the same source of funds as the employee's public school salary. An employee may not receive differential pay while absent on any type of paid leave.

If the individual reapplies following separation from military duty, his or her reemployment will be governed by the provisions of the Veterans Reemployment Rights Act.

Under certain circumstances, an employee may receive teaching experience credit and retirement credit for service in the military, in accordance with State Board regulations.

Legal References: Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. 4301 *et seq.*; G.S. 115C-47, -302.1(g), -302.1(g1); 16 N.C.A.C. 6C .0406; *North Carolina Public Schools Benefits and Employment Policy Manual*, §§ 9.6 – 10.4 (2008-2009)

Cross References: Leave of Absence (policy 7510)

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

Updated:



Policy 7550: Absences Due to Inclement Weather

**As recommended to the Board Policy Committee, March 11, 2010**

This policy details the procedure for making up missed days because of inclement weather. It has been revised to state that missed time for certified staff must be made up in half-day or whole-day increments only and must be done during the regular school calendar.

On a day that employees have the option to report for a workday, but pupils are not required to attend school due to inclement weather, employees have the following options:

1. report to work;
2. take accumulated annual (vacation) leave;
3. take accumulated personal leave, if available (teachers only);
4. take leave without pay;
5. use compensatory leave already accumulated (classified only); or
6. make up the time missed.

If an employee elects to make up time, it must be at a mutually agreed upon time between the employee and the immediate supervisor. For 10 month employees, it must be within the regular ~~10-month employment~~ school calendar. For certified staff missed days may be made up in half day or whole day increments only.

When the school district is closed to staff and students due to inclement weather, the board will consider options for addressing the missed days, giving the greatest weight to how to best maintain the opportunity and environment for student learning.

Legal References: G.S. 115C-84.2, -302.1

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

Updated:

Budget Amendment  
Asheboro City Schools Administrative Unit  
Capital Outlay Fund

The Asheboro City Board of Education at a regular meeting on the 13th day of May, 2010, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2010.

<u>REVENUE</u>		
4.4910.999	Fund Balance Appropriated	\$ 100,000.00
		<u>\$ 100,000.00</u>
<u>EXPENDITURE</u>		
4.9118.999.523.304	Capital Projects	\$ 100,000.00
		<u>\$ 100,000.00</u>
Total Appropriation in Current Budget		\$ 1,046,038.73
Total Increase/Decrease of above amendment		100,000.00
Total Appropriation in Current Amended Budget		<u>\$ 1,146,038.73</u>

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of May, 2010.

\_\_\_\_\_  
Chairman, Board of Education

\_\_\_\_\_  
Secretary

School/Location	Date	Event	Time
LP	Monday, May 10, 2010	Meal of Moms (mothers eat lunch with children)	
CWM	Tuesday, May 11, 2010	CARE Graduation	1:00pm
AHS/PAC	Tuesday, May 11, 2010	Middle School Band Concert (NAMS and SAMS)	7:30pm
LP	Wednesday, May 12, 2010	CARE Graduation	9:00am
PDC	Thursday, May 13, 2010	Board of Education Meeting	7:30pm
AHS/PAC	Thursday, May 13, 2010	AHS Jazz Band Concert	7:30pm
BAL	Friday, May 14, 2010	CARE Graduation	1:00pm
LP	Friday, May 14, 2010	Spring Fling	5:00-7:00pm
	Saturday, May 15, 2010	Community Hike	9:00am
AHS/PAC	Tuesday, May 18, 2010	AHS Chamber Music Night	7:30pm
Pinewood	Thursday, May 20, 2010	Teacher of the Year Banquet	6:30pm
AHS/PAC	Thursday, May 20, 2010	AHS Chorus Concert	7:30pm
AHS	Friday, May 21, 2010	Aloha Day	12:30pm
AHS	Wednesday, May 26, 2010	Senior Projects	5:30pm
NAMS	Wednesday, May 26, 2010	Beta Club Induction	6:00pm
NAMS	Thursday, May 27, 2010	"A Thousand Cranes" drama presentation	6:30pm
AHS/PAC	Thursday, May 27, 2010	AHS Band Concert	7:30pm
AHS/PAC	Friday, May 28, 2010	Awards Day	8:30am
SAMS	Tuesday, June 01, 2010	Choral Concert	7:30pm
AHS/PAC	Wednesday, June 02, 2010	Baccalaureate	7:00pm
AHS/PAC	Thursday, June 03, 2010	AHS Scholarship Night	7:00pm
GBT	Friday, June 04, 2010	Kindergarten Graduation	1:00pm
SAMS	Friday, June 04, 2010	8th grade social	7:00pm
LP	Monday, June 07, 2010	5th grade graduation	12:30pm
CWM	Tuesday, June 08, 2010	5th grade breakfast and celebration	8:15 breakfast; 9:15 awards
LP	Tuesday, June 08, 2010	K-4 Awards Day	K-8:15; 1-9am;2-10am;3-12pm; 4-1pm
SAMS	Tuesday, June 08, 2010	Academic Awards	9:00am
NAMS	Tuesday, June 08, 2010	Academic Awards	9:00am

BAL	Tuesday, June 08, 2010	5th grade awards	1:00pm
CWM	Wednesday, June 09, 2010	K-4 Awards Assembly	8:30am
DLL	Wednesday, June 09, 2010	5th grade graduation	9:00am
GBT	Wednesday, June 09, 2010	5th grade graduation	9:00am
SAMS	Wednesday, June 09, 2010	Athletic Awards	11:00am
AHS	Wednesday, June 09, 2010	Graduation	7:00pm
AHS/PAC	Thursday, June 10, 2010	Retirement and Service Award Breakfast	7:30am
PDC	Thursday, June 10, 2010	Board of Education Meeting	7:30pm
RC Bldg.	Monday, June 14, 2010	Budget presentation to County Commissioners	2:00pm
AHS/PAC	Monday, June 14, 2010	Community Forum - Health Care	7:00pm
RC Bldg.	Monday, June 21, 2010	County Commissioners adopt budget	6:00pm
PDC	Tuesday, June 29, 2010	Summer Board Retreat	5:30pm
PDC	Thursday, July 08, 2010	Board of Education Meeting	7:30pm
	July 12-30, 2010	Summer Academy	
PDC	Thursday, August 12, 2010	Board of Education Meeting	7:30pm
	Wednesday, August 18, 2010	Teachers Return	
AHS	Friday, August 20, 2010	Breakfast and Convocation	7:30am
AHS Zoo School	Monday, August 23, 2010	AHS Zoo School Orientation	9:00-11:00am
All Elementary Schools	Monday, August 23, 2010	Back to School Open House	4:00-6:00pm
AHS	Monday, August 23, 2010	Grades 10-12 Open House	5:00-7:00pm
NAMS and SAMS	Monday, August 23, 2010	Grade 6 Open House	6:30-8:00pm
AHS	Tuesday, August 24, 2010	Freshman Fan Fare	9:00-11:30am
NAMS and SAMS	Tuesday, August 24, 2010	Grades 7 and 8 Open House	6:30-8:00pm
ALL	Wednesday, August 25, 2010	First Day of School	
ECDC	Thursday, August 26, 2010	Open House	5:00-7:00pm
AHS	Saturday, August 28, 2010	Parent FAN Fair	9:00am - Noon



# Points of Pride

May 13, 2010



## Student Achievements:

- DLL students attended Piedmont Young Writer's celebration
- Expert Project Fair held
- Student LIFT graduation
- Three students selected for Summer Ventures in Science and Math
- Lindley Park wins elementary Battle of the Books
- CWM Unite Club Earth Day celebration with Randolph Hospital
- AHS student article published in national on-line teen newspaper
- AHS DECA students compete at nationals: one Top 20 finalist, one Gold Star Proficiency winner

## Staff Recognitions:

- Beth Ann Fravel, SAMS, NC Jaycees Outstanding Young Educator
- School level Teacher of the Year winners
- Kemper Fitch, AAEO Administrator of the Year
- Lori Eggleston, AAEO of the Year
- DLL Human Race Team raised \$4,500

## Parent Involvement:

- GBT Spring Fling
- Kindergarten screening
- Strategic Plan
- PTO/PTA Round Table
- Family Reading nights

## Events bringing community into our schools:

- Elementary Honor Chorus concert
- Park Street Players presentation of M\*A\*S\*H
- Hoops for Heart
- Heritage Language Academy
- Kindergarten Screenings across the district
- Expert Project Fair
- Relay for Life events across the district



MAY 03 REC'D

## RANDOLPH COMMUNITY COLLEGE

PO Box 1009 Asheboro, NC 27204-1009 Phone - (336) 633-0286 Fax - (336) 633-0104

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Robert S. Shackelford Jr.

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April 30, 2010

Gidget Kidd, Chair  
Asheboro City Board of Education  
816 Worth Street  
Asheboro, NC 27203

Dear Ms. <sup>Gidget</sup>Kidd:

The Chairman of our Board of Trustees, James Campbell, Jr., requested that I write you a letter to remind you that the term of office for The Honorable James P. Hill Jr., as a member of the Randolph Community College Board of Trustees expires on June 30, 2010. We sincerely hope that the Asheboro City Board of Education will reappoint The Honorable James P. Hill Jr. for another four-year term. He is a dedicated trustee who serves as chair of the Board's Personnel Committee and as a member of the Executive Committee. He is also very interested in continuing his service to the College.

We would appreciate your help in this process so that we can have a full slate of Trustees at the beginning of the fiscal year (July 1, 2010). If you need additional information, please feel free to contact me.

Sincerely,

Robert S. Shackelford Jr., Ph.D.  
President

pc: James M. Campbell Jr., Chairman, RCC Board of Trustees  
Dr. Diane Frost, Superintendent, Asheboro City Schools  
James P. Hill Jr.