

ASHEBORO CITY BOARD OF EDUCATION

January 8, 2009

7:30 p.m.

Professional Development Center

Asheboro High School

Finance Committee Meeting 6:45 p.m.

I. Opening

- A. Call to Order
- B. Invocation & Pledge of Allegiance – Phillip Cheek
- *C. Approval of Agenda

II. Special Recognition and Presentations

- A. Community Partner Spotlight – Dennis Garcia, Courier-Tribune
- B. Board Spotlight – North Asheboro Middle presents 21st Century Professional Development
- C. Newly Certified National Board Teachers
- D. Board Appreciation Month

III. Public Comments

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

IV. *Consent Agenda

- A. Approval of Minutes – December 11, 2008

V. Information, Reports and Recommendations

- A. “Be There” Campaign
- B. Teacher Turnover Report
- C. Policy 2330 – Board Meeting Agenda
- D. Policy 5030 – Community Use of Facilities
- E. Policy 7410 – Career Status
- F. Policy 7430 – Substitute Teachers

VI. Action Items

- *A. Policy 3470/4305 – Alternative Learning Programs/Schools
- *B. Policy 5022 – Registered Sex Offenders
- *C. Policy 4260 – Student Sex Offenders
- *D. Proposed High School Courses for 2009-2010
- *E. Audit 2007-2008

VII. Superintendent’s Report/Calendar of Events

- A. Calendar of Events
- B. Legislative Breakfast, January 15, 2009, 8:00 a.m., Professional Development Center
- C. Board Appreciation Luncheon, January 22, 2009, 12:00 p.m., McCrary Elementary School

VIII. Board Operations

- A. Board Committees for 2009
- B. Winter Retreat, February 6-8, 2009

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.

ASHEBORO CITY BOARD OF EDUCATION

January 8, 2009

7:30 p.m.

Addendum

- I. **Opening**
- IV. ***Consent Agenda**
 - B. Personnel
- VI. ***Action Items**
 - D. Proposed High School Courses for 2009-2010
- VIII. **Board Operations**
 - A. Board Committees for 2009
 - B. Winter Retreat, February 6-8, 2009
- 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 and responsible productive citizens.

January 8, 2009



Community Spotlight:

Tonight we are pleased to recognize Dennis Garcia and the Courier-Tribune for their annual athletic tournaments and the monies raised and donated back to the school. Dennis has coordinated the CT Basketball and Wrestling tournaments for the past 18 years with \$250,000 donated back to the participating schools. Their annual golf tournament has been in place for ten years. We are very grateful to Dennis and the Courier-Tribune for their dedication to our student athletes and the contributions made back to the school.

Board Spotlight:

Research has shown that truly effective professional development: is ongoing, is developed to address specific needs, involves coaching, and is differentiated for participants. Tonight, administrators and their team from NAMS will present their new approach to professional development – what's already been accomplished this year and what is being planned for the future.

Special Recognition:

New National Board Certification Teachers

Brenda Kern, AHS; Nikki Taylor Domally, AHS; Bethann Fravel, SAMS; Claudia Marini, GBT; Angela Dawkins, GBT; Sheena Wisnasky, DLL; Elisabeth Bernhardt, DLL; Sheral Vang, DLL; and Alice Johnson (renewal), GBT.

- 9,600 New NBCTs for 2008 (National Data)
- Total number of NBCTs nearly 74,000 (National Data)
- North Carolina has nearly 20% of the total number of NBCTs
- A 12% increase over the number of teachers receiving National Board Certification in 2007 (National Data)
- Nearly half of all NBCTs teach in high-need schools as defined by the National Center for Education Statistics (National Data)
- The number of NBCTs has more than doubled in the past five years (from more than 32,000 in 2003 to nearly 74,000 in 2008 – National Data)
- States with the highest number of teachers achieving National Board Certification in 2008:
 1. Florida (1,826)
 2. North Carolina (1,453)
 3. Washington (918)
 4. South Carolina (754)
 5. Illinois (703)
- NBCTs make up at least five percent of the total teaching force in seven states
 1. North Carolina (15%)
 2. South Carolina (13.7%)
 3. Mississippi (9.4%)
 4. Florida (7.8%)
 5. Oklahoma (5.7%)
 6. Delaware (5.5%)
 7. Washington (5.3%)
- Nearly 15% of NBCTs teach math or science (National Data)

North Carolina Specific Data

- Total Number of NBCTs 14,211
- Number of new NBCTs 1,453
- Percentage of growth of new NBCTs over last year 0.3%
- Proportion of NBCTs to teachers in the state 15.0%
- Percentage of NBCTs in Title I Schools 35.9%
- Top Five School Districts

	<u>Number of new NBCTs</u>	<u>Total NBCTs</u>	<u>Total NBCTs in Title 1 Schools</u>
Wake	195	1,486	274
Charlotte/Meck	159	1,211	141

Guilford	45	517	108
Forsyth	37	384	132
Buncombe	37	327	112

Top 20 School Districts by New NBCTs (2007-2008)

State	School District	New NBCTs	Total NBCTs
FL	BROWARD COUNTY SCHOOL DISTRICT	358	1633
IL	CITY OF CHICAGO SD 299	328	1158
FL	DADE COUNTY SCHOOL DISTRICT	221	1350
NC	WAKE COUNTY SCHOOLS	195	1486
NC	CHARLOTTE-MECKLENBURG SCHOOLS	159	1211
FL	HILLSBOROUGH COUNTY SCHOOL DISTRICT	151	787
CA	LOS ANGELES UNIFIED	129	1189
FL	PALM BEACH COUNTY SCHOOL DISTRICT	127	707
FL	ORANGE COUNTY SCHOOL DISTRICT	106	721
MD	MONTGOMERY COUNTY PUBLIC SCHOOLS	101	478
FL	BREVARD COUNTY SCHOOL DISTRICT	91	645
WA	BELLEVUE SCHOOL DIST 405	83	242
FL	DUVAL COUNTY SCHOOL DISTRICT	81	489
SC	GREENVILLE COUNTY SCHOOL DISTRICT	75	471
FL	PINELLAS COUNTY SCHOOL DISTRICT	63	448
VA	FAIRFAX COUNTY PUBLIC SCHOOLS	60	329
SC	RICHLAND COUNTY SCHOOL DISTRICT 02	58	454
SC	HORRY COUNTY SCHOOL DISTRICT	58	237
WA	SEATTLE SCHOOL DIST 1	57	116
MD	PRINCE GEORGES COUNTY PUBLIC SCHOOLS	56	133
FL	VOLUSIA COUNTY SCHOOL DISTRICT	53	355

**Top 50 School Districts by Total NBCTs
(North Carolina has 19 LEAs in the top 50 Nationwide = 38%)**

<u>SchoolDistrict</u>	<u>State</u>	<u>Total NBCTs</u>
BROWARD COUNTY SCHOOL DISTRICT	FL	1633
WAKE COUNTY SCHOOLS	NC	1486
DADE COUNTY SCHOOL DISTRICT	FL	1350
CHARLOTTE-MECKLENBURG SCHOOLS	NC	1211
LOS ANGELES UNIFIED	CA	1189
CITY OF CHICAGO SD 299	IL	1158
HILLSBOROUGH COUNTY SCHOOL DISTRICT	FL	787
ORANGE COUNTY SCHOOL DISTRICT	FL	721
PALM BEACH COUNTY SCHOOL DISTRICT	FL	707
BREVARD COUNTY SCHOOL DISTRICT	FL	645
GUILFORD COUNTY SCHOOLS	NC	517
DUVAL COUNTY SCHOOL DISTRICT	FL	489
MONTGOMERY COUNTY PUBLIC SCHOOLS	MD	478
GREENVILLE COUNTY SCHOOL DISTRICT	SC	471
RICHLAND COUNTY SCHOOL DISTRICT 02	SC	454
PINELLAS COUNTY SCHOOL DISTRICT	FL	448
CHARLESTON COUNTY SCHOOL DISTRICT	SC	390
FORSYTH COUNTY SCHOOLS	NC	384
VOLUSIA COUNTY SCHOOL DISTRICT	FL	355

POLK COUNTY SCHOOL DISTRICT	FL	346
FAIRFAX COUNTY PUBLIC SCHOOLS	VA	329
BUNCOMBE COUNTY SCHOOLS	NC	327
LEXINGTON COUNTY SCHOOL DISTRICT 05	SC	317
NEW HANOVER COUNTY SCHOOLS	NC	298
SEMINOLE COUNTY SCHOOL DISTRICT	FL	286
RICHLAND COUNTY SCHOOL DISTRICT 01	SC	266
UNION COUNTY PUBLIC SCHOOLS	NC	263
PITT COUNTY SCHOOLS	NC	242
BELLEVUE SCHOOL DIST 405	WA	242
GWINNETT COUNTY	GA	238
HORRY COUNTY SCHOOL DISTRICT	SC	237
LEXINGTON COUNTY SCHOOL DISTRICT 01	SC	230
LEE COUNTY SCHOOL DISTRICT	FL	228
CUMBERLAND COUNTY SCHOOLS	NC	226
DURHAM PUBLIC SCHOOLS	NC	226
BERKELEY COUNTY SCHOOL DISTRICT	SC	226
LEON COUNTY SCHOOL DISTRICT	FL	223
MANATEE COUNTY SCHOOL DISTRICT	FL	218
JOHNSTON COUNTY SCHOOLS	NC	216
CLEVELAND COUNTY SCHOOLS	NC	215
HENDERSON COUNTY SCHOOLS	NC	213
YORK COUNTY SCHOOL DISTRICT 03	SC	210
GASTON COUNTY SCHOOLS	NC	206
FULTON COUNTY	GA	202

CABARRUS COUNTY SCHOOLS	NC	200
CHAPEL HILL-CARRBORO SCHOOLS	NC	193
CLAY COUNTY SCHOOL DISTRICT	FL	191
AUSTIN ISD	TX	191
PASCO COUNTY SCHOOL DISTRICT	FL	189
LAKE COUNTY SCHOOL DISTRICT	FL	188
HAWAII DEPARTMENT OF EDUCATION	HI	187
IREDELL-STATESVILLE SCHOOLS	NC	186
ONslow COUNTY SCHOOLS	NC	183
CLARK COUNTY SCHOOL DISTRICT	NV	183
CALDWELL COUNTY SCHOOLS	NC	181

Top 10 States by Total Number of NBCTs

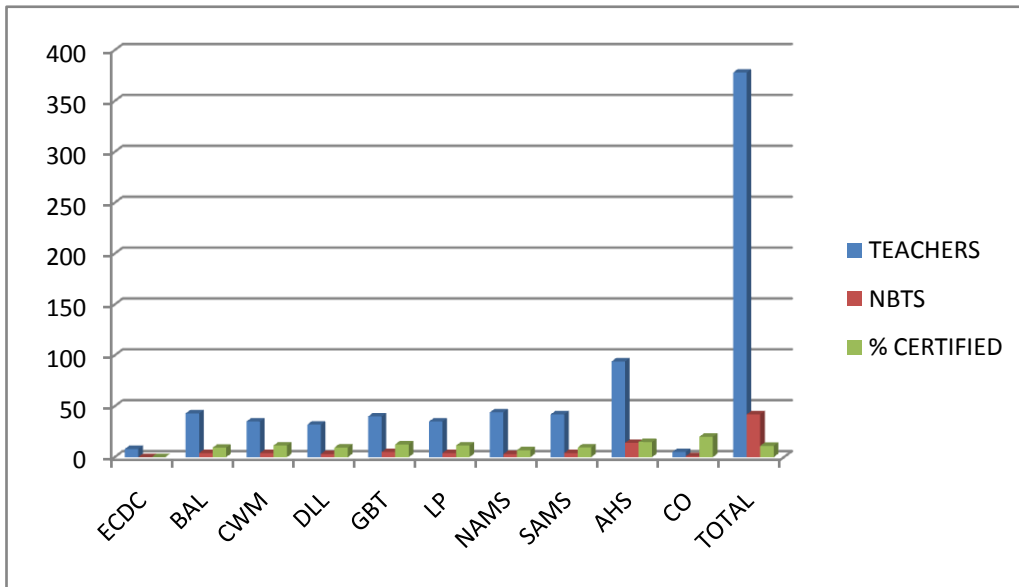
Rank	State	Total NBCTs
1	NC	14211
2	FL	12670
3	SC	6498
4	CA	4240
5	IL	3191
6	OH	2932
7	MS	2897
8	WA	2717
9	GA	2503
10	OK	2307

Top 10 States by New NBCTs in 2008

Rank	State	New NBCTs
1	FL	1826
2	NC	1453
3	WA	918
4	SC	754
5	IL	703
6	CA	365
7	VA	326
8	OK	324
9	MD	300
10	AR	265

ASHEBORO CITY SCHOOLS
NATIONAL BOARD CERTIFICATION INFORMATION
December 18, 2008

<u>SCHOOL</u>	<u>TEACHERS</u>	<u>NBTS</u>	<u>% CERTIFIED</u>
ECDC	8	0	0
BAL	43	4	9.3
CWM	35	4	11.4
DLL	32	3	9.4
GBT	40	5	12.5
LP	35	4	11.4
NAMS	44	3	6.8
SAMS	42	4	9.5
AHS	94	14	14.9
CO	5	1	20
TOTAL	378	42	11.1



**Minutes of the Asheboro City Board of Education
December 11, 2008**

Policy Committee

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

Derek Robbins, Committee Chairman	Archie Priest, Jr.
Gidget Kidd	Steve Jones
Joyce Harrington	

Committee member absent was Dr. Kelly Harris.

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

Chairman Robbins called the meeting to order and referred to the administration for policy review.

Dr. Frost reviewed Policy 2330 – *Board Meeting Agenda*. Added to the policy was wording to clarify having items placed on the agenda for a board meeting. The revised policy will be taken to the full board for 30-day review at its January meeting.

Dr. Frost reviewed Policy 5030 – *Community Use of Facilities*. An additional statement has been added that exempts local dance instruction studios from the prohibition against for-profit groups. The policy will be taken to the full board for 30-day review at its January meeting.

Dr. Allgood reviewed Policy 7400 – *Job Descriptions* and reported there were no changes needed.

Policy 7405 – *Extracurricular and Noninstructional Duties*. After receiving information from Dr. Allgood regarding recommended changes of the North Carolina School Boards Association, the Committee discussed possible revisions and decided to make no changes.

Dr. Allgood reviewed Policy 7410 – *Career Status* reporting revisions as recommended by the State Board of Education. The recommendation is that a teacher who has obtained career status in any North Carolina public school district, and either changes districts or returns after leaving the profession, be required to serve a one-year probationary period, except where the board determines that a shorter probationary period is more appropriate to meet the needs of the district. The committee agreed to take the revised policy to the full board for 30-day review at the January meeting.

Policy 7420 – *Superintendent Contract* and Policy 7425 – *School Administrator Contracts* were reviewed with no changes needed.

Dr. Allgood reviewed Policy 7430 – *Substitute Teachers*. The statement regarding “Effective Teacher Training” was removed. The revised policy will be presented to the full board for 30-day review at its January meeting.

Policy 7440 – *Assignments/Reassignments/Transfers* was reviewed with no changes needed.

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

Chris Yow, Chairman	Gidget Kidd
Archie Priest, Jr.	Phillip Cheek
Kyle Lamb	Jane Redding

Committee member absent was Linda Cranford.

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

Chairman Yow called the meeting to order and Mr. Blair reviewed the following budget amendments: S-01, S-02, S-03, CE-03, F-01, and CO-04. He informed the committee of a required state funding reversion of \$174,745 due to state revenue shortfalls. Budget amendment S-03 addressed the reductions necessary for the reversion. Mr. Blair noted that no positions would be affected, but funding for the positions would be budgeted from other revenue sources.

Mr. Blair then continued a discussion from the previous month regarding the child nutrition program results for 2007-2008, the recent history of fees paid to Sodexo, and Sodexo's request to adjust the reimbursement guarantee based on Section 7H of the contract and the extraordinary increase in food costs for the 2007-2008 school year. He reviewed the recommendation that Sodexo reimburse Asheboro City Schools \$54,626 of Sodexo's \$94,626 fee for the 2007-2008 school year.

There being no further business, the meeting adjourned at 7:24 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	Chris Yow
Jane Redding	Derek Robbins
Archie Priest, Jr.	Steve Jones
Joyce Harrington	
Archie Smith, Jr., Attorney	

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

Staff members present were Dr. Diane Frost, Harold Blair, Curt Lorimer, Brad Rice, Dr. Hazel Frick, Dr. Tim Allgood, Gail Hicks, Mike Mize, Jennifer Smith and Dr. Dot Harper.

Chairman Kidd called the meeting to order and Mr. Lamb gave the invocation and led the Pledge of Allegiance.

A motion to approve the agenda was made by Mr. Jones. Mr. Lamb requested that the item, Personnel, be moved from the Consent Agenda to Action Items. The Board unanimously approved the motion to approve the meeting agenda with Personnel moving to an Action Item.

Special Recognition and Presentations

Mr. Lorimer recognized Ms. Takelia Barnes and the College Foundation of North Carolina. Ms. Barnes works closely with middle and high schools on the various tools available through the College Foundation of North Carolina and conducts numerous workshops for students and parents regarding applying and paying for college.

Fifth grade students and staff from Balfour Elementary demonstrated senteos, interactive technology which helps teachers assess student learning.

Superintendent Frost announced that Alex Smith, a 7th grader at North Asheboro Middle School, is the 2008 Holiday Art Award winner. Alex was presented with a \$100 savings bond along with her original framed artwork at North Asheboro Middle School on Thursday.

Public Comments

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

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

Consent Agenda

The following Consent Agenda items were approved:

Approval of Minutes – November 13 & 25, 2008

Budget Amendments S-01, S-02, CE-03, F-01, CO-04 (A copy of the amendments will become a part of these minutes.)

Overnight Out-of-State Field Trip for PAGE (A copy of the field trip will become a part of these minutes.)

Information, Reports and Recommendations

Members of the Energy Committee presented information on energy consumption, a new audit checklist, and recycling in the Asheboro City Schools.

Dr. Allgood reported on a timeline for the development of the 2010-2011 Calendar. A calendar proposal will be presented for board approval at the February 12, 2009 board meeting. Mr. Cheek and Mr. Lamb were appointed to serve on the Calendar Committee.

Dr. Harper announced Asheboro City Schools Innovative Teaching Grant and Bright Ideas recipients for 2008-2009: Connie Stone, North Asheboro Middle; Melanie Richey, North Asheboro Middle; Carol Fleming, Charles W. McCrary; Wendy Graham and 3rd Grade Team, Balfour Elementary; and Jennifer Miller, South Asheboro Middle School. The Bright Ideas grant recipients were Betsy Cagle, South Asheboro Middle and Melanie Richey, North Asheboro Middle.

The following policies were presented by Dr. Frick for 30-day review: Policy 3470/4305 – Alternative Learning Programs/Schools: Added to the policy is the development of an alternative program and the implementation expectation. Policy 4260 – Student Sex Offenders (A new policy): The policy states that a student sex offender may be present on school property only to the extent necessary to receive educational services. Policy 5022 – Registered Sex Offenders (A new policy): This policy bans registered sex offenders from school property. It outlines restrictions for individuals that are required to register under the Sex Offender and Public Protection Program and have been convicted of any sexually violent offense or any other offense where the victim was under the age of 16.

Action Items

Dr. Larry Riggan and Mr. Kemper Fitch shared information on a proposed new high school program to provide an alternative pathway to graduation, the Asheboro High School Nova Academy. A motion was made by Mr. Jones, seconded by Mr. Yow, and unanimously approved by the Board to initiate and begin the program second semester.

Ms. Harrington, Chair of the Legislative Committee, presented the 2009 Legislative Platform highlighting the key priorities as proposed by the committee: Maintaining local control, adequate funding from the state, and support for public schools. A motion was made by Ms. Harrington, seconded by Mr. Robbins, and unanimously approved by the Board to accept the 2009 Legislative Platform as presented. (A copy of the 2009 Legislative Platform will become a part of these minutes.)

Mr. Blair recommended that due to an extraordinary increase in operating expenses during the 2007-2008 school year, a guaranteed adjustment of \$54,626 be made to the Sodexo child nutrition program. A motion was made by Ms. Harrington, seconded by Ms. Redding, and unanimously approved by the Board to approve the recommendation.

Mr. Blair reported on a mandated budget reversion by the state. A motion was made by Mr. Lamb and seconded by Ms. Redding to revert funds in the amount of \$174,745 as required by the state. Motion passed 8 to 1 with Mr. Jones voting no. (A copy of Budget Amendment S-03 will become a part of these minutes.)

Following a 30-day review, a motion was made by Mr. Jones, seconded by Mr. Cheek, and unanimously approved by the Board to approve the following policies as presented: Policy 3460 – Graduation Requirements; Policy 4040/7310 – Staff-Student Relations; Policy 4240 – Child Abuse-Reports and Investigations; and Policy 4250/5075/7316 – North Carolina Address Confidentiality Program. (The above policies will become a part of these minutes.)

A motion was made by Mr. Yow and seconded by Mr. Jones to approve personnel transactions as listed below. The motion passed with 8 votes. Mr. Lamb abstained from voting due to a conflict of interest.

Resignations/Retirements and Separations

<u>Name</u>	<u>School/Subject</u>	<u>Effective</u>
Sanchez, Lohanna	North Asheboro Middle/Secretary	11/28/08
Dawkins, Angela	Teachey/Special Education	12/31/08
Cheek, Tammy	Teachey/Teacher Assistant	12/31/08

Appointments

<u>Name</u>	<u>School/Subject</u>	<u>Effective Date</u>
Whigham, Johnnie	South Asheboro Middle/Special Ed. (Date amended)	11/24/08
Saunders, Vivian	Early Childhood Development Center/ Parent Educator	12/1/08
Belpasso, Ashley	Balfour/Grade 5	1/2/09
Lamb, Jeanne	Loflin/Grade 1	1/2/09
Ontiveros, Nancy	North Asheboro Middle/Secretary	12/15/08
Gudino, Holly	Substitute/\$69.00 per day	11/24/08
Kern, Ella Mae	Substitute/\$69.00 per day	11/24/08
Roach, Pamela	Substitute/\$69.00 per day	11/24/08

Rogers, Jeffrey	Substitute/\$69.00 per day	11/24/08
Arnold, Valerie	Substitute/\$69.00 per day	12/2/08
Baird, Lauren	Substitute/\$90.00 per day	12/4/08
Navarro, Cynthia	Substitute/\$69.00 per day	12/4/08

Superintendent's Report/Calendar of Events

Dr. Frost shared the Calendar of Events highlighting important dates to remember: The Superintendent's Holiday Luncheon, December 17, 2008; the next Board of Education meeting, January 8, 2009; the Legislative Breakfast, January 15, 2009; and the Board Appreciation Luncheon, January 22, 2009.

Dr. Frost shared *Points of Pride* for Asheboro City Schools.

Board Operations

Superintendent Frost indicated the Board of Education would be reorganizing and the floor was opened to nominations for chairman. Mr. Priest made a motion, seconded by Mr. Lamb, to nominate Ms. Kidd as chairman. Motion passed unanimously. Chairman Kidd opened the floor to nominations for vice chairman. Mr. Lamb made a motion to nominate Mr. Priest with Ms. Redding seconding the motion. Motion passed unanimously.

An invocation schedule for 2009 was presented to board members.

Adjournment

There being no further business, a motion was made by Mr. Robbins and seconded by Mr. Cheek, to adjourn at 9:20 p.m. The motion passed unanimously.

Chairman

Secretary

**Asheboro City Schools
Personnel Transactions
January 8, 2008
Addendum**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
McDowell, Chris	AHS/Teacher Assistant	12/31/08
Tarver, Rosalind	GBT/Kindergarten	02/06/09

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Smith, Chameeka	AHS/Technology Education	1/5/09
Thomas, Tony	SAMS/Custodian (part-time)	1/7/09
Perdue, Karen	GBT/Teacher Assistant (part-time)	1/7/09
Kingston, Chris	AHS/Teacher Assistant	1/21/09
Smith, Megan	DLL/Gifted Education	2/1/09
Gallimore, Bridget	Substitute/\$69.00 per day	12/15/08
Haga, Dennis	Substitute/\$69.00 per day	1/06/09
Brewer, Greg	Substitute/\$69.00 per day	1/06/09
Anderson, Daniel	Substitute/\$69.00 per day	1/06/09
Anderson, Tiffany	Substitute/\$69.00 per day	1/06/09
Clayton, Ronald	Substitute/\$69.00 per day	1/06/09
Craven, Kevin	Substitute/\$69.00 per day	1/06/09
Crews, Bryon	Substitute/\$69.00 per day	1/06/09
Federhart, Caitlin	Substitute/\$69.00 per day	1/06/09
Fields, Angela	Substitute/\$69.00 per day	1/06/09
Phelps, Amanda	Substitute/\$69.00 per day	1/06/09
Poindexter, Vickie	Substitute/\$69.00 per day	1/06/09
Luther, Casey	Substitute/\$69.00 per day	2/1/09

**Asheboro City Schools
Certified Appointments
January 8, 2009
Addendum**

NAME

Smith, Chameeka

COLLEGE/DEGREE

NC A & T State University
B: Occupational Health and Safety
M: Vocational Industrial Education

LICENSURE

Technology Education

Chameeka Smith is recommended to be a teacher in the Nova Academy at Asheboro High School. Ms. Smith has teaching experience at Davidson Community College and in a program offered jointly by Danville (VA) Public Schools and the Danville Redevelopment Housing Authority. In this program she taught adult learners and young adults who had dropped out of high school. In addition, she is an adjunct instructor in the online education program at Virginia Commonwealth University.

Teacher Turnover January 2009

2007-2008 Teacher Turnover Percentages

Asheboro City Schools	14.7%
North Carolina	13.9%
United States	16.8%
(National Commission on Teaching and America's Future)	
US – all professions (estimate)	23%
(Department of Labor Bureau of Statistics)	
13,432 (of 96,966) statewide left their systems	
06-07 rate for North Carolina	12.31%
(rise of 1.5% in 07-08)	
Statewide Range	
Graham County	4.6%
Weldon City	41.6%

2007-2008 Teacher Turnover by Educational Region

1)	14.9%	Northeast
2)	14.6%	Southeast
3)	14.4%	North Central
4)	15.7%	Sandhills
5)	14.0%	Piedmont
6)	13.3%	Southwest
7)	12.10%	Northwest
8)	11.44%	Far West

2007-2008 Reasons for Leaving

	<u>NC</u>
1) Resigned to teach elsewhere	22.0%
2) Retired	16.3%
3) Resigned – family relocation	12.2%

Top 3 reasons in this order – 5 consecutive years

	<u>ACS</u>
1) Resigned to teach elsewhere	41.6%
2) Resigned – family relocation	20.8%
3) Retired	14.6%

16 teachers to other NC LEA's; 10 of them to Randolph County
4 teachers to other states; All 4 to "home state"

Teacher Turnover – Surrounding LEA’s

<u>LEA</u>	<u>07-08%</u>	<u>5-yr. avg.%</u>
Alamance-Burlington	15.2	17.0
Chatham County	11.0	13.2
Davidson County	11.1	10.4
Forsyth – Winston-Salem	12.1	9.9
Guilford County	15.7	13.2
Lexington City	20.3	19.7
Montgomery County	17.5	11.7
Moore County	15.8	13.5
Randolph County	13.6	12.5
Thomasville City	23.7	21.0
Asheboro City	14.7	13.4

Categories of Teacher Turnover – NCDPI

Remained/Remaining in Education

- Resigned to teach in another NC LEA or charter school
- Moved to non-teaching position in education

Turnover that Might be Reduced

- Retired with reduced benefits
- Resigned to teach in a non-public school in NC
- Resigned to teach in another state
- Resigned – dissatisfied with teaching
- Resigned – career change
- Resigned – unknown reasons

Turnover Initiated by LEA

- Non-renewals
- Dismissals

Turnover Beyond Control

- Retired with full benefits
- Resigned – health reasons
- Resigned – family responsibilities
- Resigned – family relocation

2007-08 Turnover – Category %	NC	ACS
Remained/Remaining in Education	27.0	39.6
Turnover that Might be Reduced	24.1	10.4
Turnover Initiated by LEA	7.5	2.1
Turnover Beyond Control	41.2	47.9

Policy 2330: Board Meeting Agenda

As recommended to the Board Policy Committee, December 11, 2008

This policy establishes the procedure for creating a proposed agenda for each school board meeting. While taking into account that agenda items must be submitted to the chairperson and superintendent at least six working days before the meetings, an addition to the existing policy was made stating that “a board member may request to have an item placed on the agenda with notification of no less than 48 hours prior to the meeting date.” All other information remains the same.

The chairperson and the superintendent will prepare a proposed agenda for each board meeting. A request to have an item of business placed on the agenda must be received at least six working days before the meetings. (See also board policy 2310 Public Participation at Board Meetings, regarding agenda requests by individuals or groups.) However, a board member may request to have an item placed on the agenda with notification of no less than 48 hours prior to the meeting date. A reasonable attempt to notify board members of the additional agenda item will be made within the 48 hour time period.

The agenda for meetings shall include a consent agenda that lists items to be passed with a single motion and vote without discussion. Items may be placed on the consent agenda by the superintendent with the approval of the chairperson or by unanimous vote of a board committee at a committee meeting. Any item on the consent agenda may be removed by request of any board member or the superintendent at the meeting, prior to adoption of the agenda. Those items shall be placed on the action/discussion agenda for consideration by the board, or referred to a committee.

The first substantive order of business at the board meeting shall be the adoption of the agenda. The agenda, as adopted, will constitute the order of business for the meeting. At the meeting, the board may, by a majority vote, add an item that is not on the agenda. Any new policy or budgetary items presented as an addendum to the published agenda is not subject to action at the same meeting.

Each board member will receive a copy of the agenda four days prior to the meeting, and it will be available for public inspection and/or distribution when it is distributed to the board members.

Legal References: G.S. 115C-36

Cross References: Duties of Officers (policy 2210), Public Participation at Board Meetings (policy 2310), Advance Delivery of Meeting Materials (policy 2335)

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

Revised: December 11, 2003, January 12, 2006

Administrative Procedure: None

Policy 5030: Community Use of Facilities

As recommended to the Board Policy Committee, December 11, 2008

Based on the goals of the Community Schools Act, this policy contains updates to the use of school facilities by non-profit community groups. Furthermore, it contains a description of facilities available for use along with a list of applicable rules and an expectation that groups will accept certain responsibilities as noted when using a school facility.

A. GENERAL PRINCIPLES

The board endorses ~~community use of facilities for purposes that contribute to the school program, community affairs, or~~ the goals of the Community Schools Act. The use of school facilities by community groups should be consistent with the goals and objectives of the board and school district and must not conflict with the educational program.

Priority for facility use will be given to community groups whose mission is similar or complimentary to that of the school district. For-profit groups are not permitted to use school facilities.

Use of school facilities will not be approved for activities that do any of the following:

- violate federal, state or local laws;
- violate board of education policies or regulations;
- advocate imminent violence;
- damage or have the potential to damage school buildings, grounds or equipment; or
- conflict with school activities

The district may sponsor non-profit community groups that serve the essential mission of the school district and help it meet its goals. Sponsorship decisions will be made on a case-by-case basis. The district shall not sponsor community groups that discriminate on the basis of the proscribed criteria in Policy 1710, Prohibition against Discrimination and Harassment, including Bullying and Hazing. A decision to sponsor a community group is in the sole discretion of the superintendent.

Although for-profit groups are generally not permitted to use school facilities, local dance-instruction studios have historically utilized our facilities for the purpose of staging dance recitals. Recognizing the board's long-standing relationship with these studios and their reliance on the availability of our facilities for the presentation of their artistic performances, the board deems it appropriate to exempt them from the prohibition against for-profit group use of our facilities. The mission of dance-instruction studios is similar and complementary to that of the school district, each has used our facilities for many years without incident, and the board feels it is in the best interest of the community to allow their continued utilization of our facilities for dance recital purposes upon payment of rental, utility, custodial and supervisory fees, as applicable.

B. PRIORITY IN USE/FEE STRUCTURE

School-sponsored groups (such as school athletic events, school drama and choral productions) and meetings of student organizations, including organizations permitted to meet under the Equal Access Act, shall have first priority in the use of school facilities.

Priority in the use of school facilities and the fee structure for such groups will be in accordance with the following user categories:—Fees shall be applied uniformly to all groups within a particular user category. Upon approval of the facility use, all users will be required to submit the fees in advance.

1. School sponsored groups, including student organizations; and one-time meetings for local governmental agencies supported by tax funds of the community (Asheboro City Council, Randolph Board of County Commissioners).
Fees: None
2. School related groups (organizations formed to support the school in some manner, such as the PTA, PTO, teachers' and principals' organizations and booster clubs)
Fees: Fees for providing use of cafeteria kitchens will be charged to cover costs. The principal may require custodial or other supervisory services at a fee. Custodial or other supervisory services may be charged.
3. Local government and youth organizations (includes but is not limited to scouts, 4-H)
Fees: Utility Rental fees for the use of facilities may be charged. Custodial, kitchen, and or supervisory fees will be charged.
4. All other non-profit groups (all groups not included in the other categories)
Fees: Rental, utility, custodial, kitchen and supervisory fees will be charged.

The superintendent ~~annually~~ will submit changes in the amount or method of calculating fees to be charged in accordance with this fee structure to the board for approval. The fee schedule will be made available for inspection at the superintendent's office as well as the office at each school or other facility.

C. REQUESTS FOR USE OF FACILITIES

Any eligible individual or group that wishes to use a school facility must submit a request to the principal of the school that contains the desired facility. The request must be submitted using a written application, which will be available in the principal's office. An application for use of a school facility shall be filed at least two (2) weeks prior to the date of intended use.

D. FACILITIES AVAILABLE FOR USE

The board permits eligible individuals or groups to use certain facilities in schools.

The following types of facilities are available for use at schools: auditoriums, theaters, and multi-purpose rooms; dining areas and kitchens; designated classrooms; designated

gymnasiums; media centers; and playgrounds. Costs for using designated facilities will be calculated in accordance with the fee structure adopted by the board.

Other school facilities may be used only in exceptional circumstances based on a justified need and as approved by the superintendent or his/her designee. The superintendent is authorized to determine the fees for the use of facilities in such circumstances.

E. RULES GOVERNING USE OF SCHOOL FACILITIES

The superintendent will develop regulations consistent with this policy. Such regulations will address the application process, supervision of groups using facilities, care of facilities, prohibited conduct and other issues deemed appropriate by the superintendent. A copy of such regulations will be furnished to all applicants at the time they receive the facilities use application form. In addition to any regulations established by the superintendent, users of school facilities must comply with the following rules:

1. Groups and individuals that use school facilities must comply with all federal, state and local laws and any additional rules required by the board, superintendent or his/her designee, or the principal.
2. Users must comply with the requirements of the Americans with Disabilities Act (ADA) (particularly Subchapter III pertaining to Public Accommodations and Services Operated by Private Entities) and the federal regulations that have been adopted for the implementation of the ADA.
3. Users must comply with board policy and legal requirements regarding the use of tobacco products in school facilities and on school grounds (see policy 5026/7250), Smoking and Tobacco Products.
4. Users shall not consume or possess alcohol or drugs on school grounds (see policy 5025) Prohibition of Alcoholic Beverages.
5. Users shall not possess weapons or explosives while on school grounds (see policy 5027/7275, Weapons and explosives Prohibited).
6. Users are responsible for the supervision of the activity they sponsor including the maintenance of order and the safety and supervision of all people present.
7. Any violation by a user of the provisions of this policy or any applicable regulations will be grounds for the suspension of the user's privilege to use school facilities for such period of time deemed appropriate by the principal, subject to the review of the superintendent and board of education.

F. DAMAGES AND Liability Insurance

Users of school facilities are responsible for all damages to school facilities, property or equipment that occurs while the facility is being used by the group regardless of who causes the damage. Users also are responsible for the conduct of all persons involved in the users; activities while on school property.

All users groups except school-sponsored groups must furnish a certificate of insurance for general liability coverage with a total limit coverage of \$1,000,000 per occurrence. ~~for each claim made with the Asheboro City Schools named as additional insured. Alternatively, the superintendent or designee may require the user group to execute a waiver of liability which states that no liability will attach to the board of education, individually or collectively, for personal injury or personal property damage by reason of use of the school property.~~

D.G. TERM AND ACCEPTANCE OF LEASE

The superintendent is authorized to enter into agreements with community groups for the lease of school property for terms of one year or less. All such leases must be reviewed and approved in advance by the board attorney. The superintendent will inform the board of the execution of any lease at its next regularly scheduled meeting. Leases may be renewed following the same process.

Absent unusual circumstances, leases will not be granted for a term longer than one year. A lease for more than one year must be approved in advance by the board. ~~In no event will leases for longer than one year be entered into with "local government and youth organizations" or "other non-profit groups" as defined above.~~

H. REVIEW OF DECISIONS CONCERNING USE OF SCHOOL FACILITIES

Any person or organization may request a review of any decision made by staff pursuant to this policy in accordance with policy 1740/4010, Parent and Student Grievance Procedure.

Legal References: Equal Access Act, 20 U.S.C.A. §§ 4071-4074; Americans with Disabilities Act, 42 U.S.C. 12101 et seq. and 1281, et seq., 28 C.F.R. part 36; Community Schools Act, G.S. 115C, art. 13; 115C-524(b)

Cross References: Prohibition Against Discrimination and Harassment including Bullying and Hazing (1710/4021/7230), Parent and Student Grievance Procedure (1740/4010), Prohibition of

Alcoholic Beverages (5025), Smoking and Tobacco Products (policy 5026/7250), Weapons and Explosives Prohibited (5027/7275)

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

Revised:

Administrative Procedure: ~~None~~

Policy 7410: Career Status

As recommended to the Board Policy Committee, December 11, 2008

This policy recognizes that an effective teaching staff is critical to school district operations and to creating an optimal learning environment where students can succeed. As noted, career status is reserved for individuals of proven ability who strive for excellence. Overall, it outlines the procedure for the granting and denial of career status. Two additions as noted were made to the existing policy.

- Upon acceptance of employment with Asheboro City Schools, a teacher that has returned to teaching after leaving the profession or has changed school districts will be required to serve a one-year probationary period except where the school board determines that a shorter probationary period is acceptable.
- The board will vote on the granting of career status and will notify the teacher of its decision in writing by June 15.

The board recognizes that an effective staff is critical to the smooth operations of the school district and to creating a learning environment where students can succeed. The board further believes that students will not excel in performance unless those who most directly affect students, including school administrators, teachers and other licensed professionals, excel in their performance.

Career status with this district should be reserved for individuals of proven ability who strive for excellence. The superintendent must be able to substantiate any recommendation for career status with evaluation data, as described in board policy 7810. Career status will not be granted unless the board is satisfied that the probationary employee has met the standards established by the board. Career status may be denied on any legally permissible basis following statutorily prescribed procedures.

A teacher who has obtained career status in any North Carolina public school district, and either changes school districts or returns to teaching after leaving the profession, will be required to serve a one-year probationary period, except where the board determines that a shorter probationary period is more appropriate to meet the needs of the district.

At least 30 days prior to the board meeting in which career status will be considered, the superintendent will submit to the board a list of the names of any teachers who are eligible for career status. The superintendent also will make the list available to teachers and the public. Any teacher who believes he or she should be included on the list but whose name does not appear on the list should notify the superintendent immediately, but must notify the superintendent no later than six days before the board meeting. The board shall vote on whether to grant career status to a teacher and shall give the teacher written notice of the decision by June 15.

An employee who has obtained career status with the school district is expected to continue to strive for excellence, meet all performance standards established by the board, and pursue professional development as provided in board policy 1610/7800. Any employee who is unable or unwilling to meet reasonable standards of the board may be subject to demotion or dismissal, as provided in board policy 7930.

Legal References: G.S. 115C-47(18), -325

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

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

Updated: April 8, 1999

Administrative Procedure: None

Policy 7430: Substitute Teachers

As recommended to the Board Policy Committee, December 11, 2008

This policy provides a description of the employment of substitute teachers and a clarification of when teacher assistants may be utilized as substitute teachers. An addition has been made to the existing policy establishing that all applicants for substitute teaching positions are subject to board policy 7100, Recruitment and Selection of Personnel, and administrative procedures.”

GENERAL EMPLOYMENT OF SUBSTITUTES

The school district will employ substitute teachers as deemed appropriate by the administration and in accordance with State Board policies. The board recognizes the importance of employing licensed teachers as substitutes and will give first priority to substitutes who hold or have held any teaching license, and second priority to those who have completed ~~Effective Teacher Training~~ or comparable professional development courses. Teaching experience also will be considered.

~~A criminal history check will be conducted on~~ All applicants for substitute teaching positions are subject to ~~in accordance with~~ board policy 7100, Recruitment and Selection of Personnel, and administrative procedures.

TEACHER ASSISTANTS AS SUBSTITUTES

A teacher assistant may serve as a substitute teacher in the classroom(s) in which the assistant is regularly assigned and will be paid additional compensation according to state policies.

Legal References: G.S. 115C-12, -36, -47, -332, 16 NCAC 6C.0313, 16 NCAC 6C.0403

Cross References: Recruitment and Selection of Personnel (policy 7100)

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

Administrative Procedure: None

Policy 3470/4305: Alternative Learning Programs/Schools

As recommended to the Board Policy Committee, November 13, 2008

This policy outlines an alternative learning plan to meet the academic and behavioral needs of students that have not been successful in a regular education setting. Upon study and review, necessary revisions and additions have been made that include the following:

- In addition to the development of an alternative learning program, an implementation expectation has been added.
- The responsibilities of the referring school staff have been clarified to place emphasis on the analysis of all available data prior to developing and implementing support services and intervention strategies for the individual student.

**ALTERNATIVE
LEARNING PROGRAMS/ SCHOOLS
3470/4305**

Policy Code:

A. PURPOSES

The board is committed to the goal of providing a safe, orderly and inviting learning environment at each school. The educational program and the behavior management plan developed at each school, as well as numerous other strategies identified in board policies, are intended to create such an environment and help each student be a contributing and successful member of the school.

Alternative learning programs or schools are provided as an option for when a student's behavior management or academic performance needs cannot be met in a regular education setting. The purposes of the alternative learning program or school are to (1) intervene and address problems that prevent a student from successfully achieving in the regular educational setting; (2) reduce the risk of the student dropping out of school by directing resources to helping the student resolve issues affecting performance at school; (3) return the student to the regular educational setting as soon as practical with the skills necessary to succeed in that environment; and (4) preserve a safe, orderly and inviting learning environment at the regular educational setting.

B. ALTERNATIVE LEARNING PROGRAMS/SCHOOLS

The alternative learning program or school should be developed and implemented to reflect the purposes as described above. The educational program is expected to meet all board policy and state requirements. In addition, the educational program and supporting services should be designed to facilitate the transition of the student back into the regular educational setting.

Staff of the alternative learning program or school should receive training to assist them in successfully meeting their requirements.

The alternative learning program or school are required to develop and implement a behavior management plan, ~~a school improvement plan~~ an academic student learning plan, and a parental involvement plan in accordance with board policy. ~~In addition, a conflict resolution plan, as provided in board policy 3431, Conflict Resolution, must be included in the school improvement plan.~~ In developing and implementing these plans, the board encourages the principal and staff to review successful alternative education programs and use resources made available by the superintendent.

The superintendent and board will review these plans in accordance with board policy. While providing flexibility at the school level to develop the plans, the superintendent and board will only approve plans that are reasonably likely to meet the purpose of the alternative learning program or school.

Beginning with the 2006-07 school year, prior to the implementation of a new alternative learning program or school, the board will develop an implementation proposal that is consistent with the State Board of Education standards for alternative learning programs. The board will then submit the proposal to the State Board for its review. Upon review by the State Board, the board will consider any recommendations to modify the proposal made by the State Board before implementing the alternative learning program or school. The board will also review on a regular basis whether the school district's alternative learning programs and schools comply with State Board standards.

C. TRANSFER TO ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS

Students generally are assigned to a school based upon attendance area. However, as provided by law, the board may assign any student to a school outside the attendance area in order for the student to attend a specialized school or for any reason the board, in its sole discretion, deems sufficient.

Students may be transferred to the alternative learning program or school on a voluntary or involuntary basis or as an alternative to long-term out-of-school suspension or expulsion. The processes for transfer are provided below.

1. Responsibilities of Referring School Staff

In addition to any other procedures required by this policy, prior to referring a student to the alternative learning program or school, the principal of the referring school must:

- a. Document the procedures that were used to identify the student as being at risk of academic failure or as being disruptive or disorderly;
- b. Provide the reasons for referring the student to an alternative learning program or school; and
- c. Provide to the alternative learning program or school all relevant student records, including anecdotal information and the student's current intervention plan.

2. Responsibilities of Alternative Learning Program/School Staff

In addition to any other procedures required by this policy, once a student is placed in an alternative learning program or school, the appropriate staff of the alternative learning program or school must meet to review the records and other documentation forwarded by the referring school. Based upon the student's records, input from the referring school, and any input provided by the parent(s) concerning the student's needs, the alternative learning program or school staff is to ~~determine what~~ develop and implement academic support services and behavior intervention strategies ~~are recommended~~ as appropriate for the individual students.

3. Voluntary Referral

The board encourages parental involvement in decisions regarding the child's education and in identifying effective options for addressing concerns regarding the child's behavior and/or academic performance.

Voluntary transfers are encouraged whenever possible. A voluntary transfer is an agreement by the parent or guardian and principal that the transfer is an appropriate option for the particular student. After agreement has been reached, the principal of the regular educational setting and the coordinator of the alternative learning program or school will arrange the process and time for the transfer. The principal of the regular educational setting will notify the superintendent of the transfer.

4. Referral as Option to Long-Term Suspensions, 365 Days Suspensions and Expulsion

A student may be given the option or may be required to attend alternative learning program or school for violation of board policies, school standards or rules that could result in a long-term suspension, 365 days suspension or expulsion.

Board policies will be followed for any student who may have engaged in behavior that could result in long-term suspension, 365 days suspension or expulsion. Alternative learning program or school may be considered as an option for a portion or the full duration of the period of suspension or expulsion. The alternative learning program or school may be an option to a long-term suspension or 365 days suspension if approved by the superintendent. In order to consider the alternative learning program or school as an option to expulsion, the superintendent must make a recommendation and the board must choose to approve the alternative learning program or school as a modification to the expulsion.

At any stage in the proceedings, a parent may request that alternative learning program or school be considered as an option to long-term suspension or expulsion. The superintendent will maintain records as required by board policy 4345, Student Discipline Records.

Once approved, the student may be transferred to the alternative learning program or school. If the alternative learning program or school does not have the capacity to accept the student immediately, the student may be suspended from school until the alternative learning program or school can accept the student.

5. Involuntary Referral

A student may be required to be transferred from the regular educational setting to the alternative learning program or school under any of the following circumstances:

- a. the student presents a clear threat to the safety of other students or personnel;
- b. the student is a significant disruption to the educational environment at the regular educational setting;
- c. the student is at risk of dropping out or not meeting standards for promotion and additional or different resources from what is available at the regular educational setting are needed to address the issue; or
- d. the student has been charged with a felony or a crime that allegedly endangered the safety of others and it is reasonably foreseeable that the educational environment at the regular educational setting will be significantly disrupted if the student remains.

Prior to an involuntary transfer, the principal of the referring school will document efforts to assist the student in the regular educational setting. The principal must also document the student's behavior and academic performance. A voluntary transfer is preferable to an involuntary transfer. Therefore, the school should meet with the parents to try to reach consensus on resolution of the performance or behavior issues.

If an agreement is not reached and a basis for involuntary transfer exists, the principal may recommend transfer to the alternative learning program or school to the superintendent, or designee. The principal must provide in writing (1) an explanation of the student's behavior or academic performance which is at issue, (2) documentation or a summary of the documentation of the efforts to assist the student, and (3) other existing circumstances

which support an involuntary transfer.

A copy of the recommendation and report will be provided to the parents by certified mail or in person. The parent may request an informal meeting with the superintendent, or designee, to discuss the transfer. The superintendent, or designee, may determine who can be present at the meeting.

If the superintendent, or designee, approves the transfer, the principal of the regular educational setting and the coordinator of the alternative school are to make all necessary arrangements.

The parent may appeal the superintendent's decisions to the board. The board will hear the appeal in closed session. The board will follow its procedures as provided in policy 2500, Hearings Before the Board. During the period of the appeal, the student may be transferred to the alternative learning program or school.

D. TRANSITION FROM ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS

In most instances, the goal of the alternative learning program or school will be to return the student to the regular educational setting as soon as practicable with the skills necessary to succeed in that environment. The alternative learning program or school and regular educational setting will work together to help create successful transition for the student.

If the student is not returned to the regular educational setting, the alternative learning program or school will assist in the transition of the student to other educational settings, including any other programs offered by the school district, community colleges or vocational schools.

E. ASSIGNMENT OF PROFESSIONAL STAFF TO ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS

In assigning professional staff to the alternative learning program or school, the superintendent will consider the experience and evaluation ratings of professional staff. As district resources allow, the superintendent shall strive to avoid assigning to the alternative school less experienced professional staff and professional staff who have received an evaluation rating of "less than above standard" within the last three years.

F. EVALUATION OF ALTERNATIVE LEARNING PROGRAMS/SCHOOLS

1. Information To Be Reported

Each year, the board will evaluate the alternative learning program or school based upon the report provided by the superintendent and any other information the board wishes to consider. In addition to data required by board policy 3430, School Improvement Plans, the alternative learning program or school must report the following information annually to the board:

- a. referral patterns from the schools, including age, race, gender and method of transfer (voluntary, alternative to suspension or expulsion, or involuntary);
- b. drop out rates;
- c. how long students stay at the school and where they go when they leave the school (including the regular educational setting, community college/technical schools or drop out);
- d. training and development of professional employees assigned to the alternative learning program or school;
- e. a list of services or programs in which the alternative learning program or school coordinates with other governmental agencies; and
- f. any other measures the superintendent requires.

To assist the board with evaluating the alternative learning program or school, the local safe schools plan also must include measures as to the effectiveness of the alternative learning program or school.

2. Items To Be Considered

In addition to any other outcomes the board deems important, the board will determine whether:

- a. a diverse group of students is referred to the alternative learning program or school;
- b. the alternative learning program or school complies with State Board of Education standards;
- c. the alternative learning program or school incorporates best practices for improving student academic performance and reducing disruptive behavior;
- d. staff at the alternative learning program or school is well-trained and are provided appropriate staff development;
- e. the alternative learning program or school is organized to provide coordinated services;
- f. students at the alternative learning program or school receive high quality and rigorous academic instruction; and

- g. the alternative learning program or school assists students with transition back to the regular education setting or to other educational settings.

Legal Reference: G.S. 115C-47(32a), 105.48, -276(r), -288, -367, -391

Cross Reference: Hearings Before the Board (policy 2500), School Improvement Plans (policy 3430), Conflict Resolution (policy 3431), Parental Involvement (policy 1310/4002), School Plan for Management of Student Behavior (policy 4302), Theft, Trespass and Damage to Property (policy 4330), Assaults, Threats and Harassment (policy 4331), Weapons, Bomb Threats and Clear Threats to Safety (policy 4333), Student Discipline Records (policy 4345), Long-Term Suspension, 365 Days Suspension, Expulsion (policy 4353), Assignments/Reassignments/Transfers (policy 7440)

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

Updated: May 11, 2000, February 8, 2007

Administrative Procedure: None

Policy 5022: Registered Sex Offenders

As recommended to the Board Policy Committee, November 13, 2008

This is a new policy that in accordance with G.S. 14-208.18 bans registered sex offenders from school property. It outlines restrictions for individuals that are required to register under the Sex Offender and Public Protection Program and have been convicted of any sexually violent offense or any other offense where the victim was under the age of 16. Further, it establishes requirements for enforcement and exceptions that can legally be made under certain circumstances.

REGISTERED SEX OFFENDERS

The board is committed to the safety of students and other persons on school property. In order to maintain a safe school environment, the superintendent and all school personnel shall enforce the provisions of this policy at all times.

A. REGISTERED SEX OFFENDERS BANNED FROM ALL SCHOOL PROPERTY

In accordance with G.S. 14-208.18, all persons who (1) are required to register under the Sex Offender and Public Protection Program AND (2) have been convicted of any sexually violent offense or any offense in which the victim was under the age of 16 years at the time of the offense are expressly forbidden to knowingly be present on any property owned or operated by the school system, including school buildings, athletic fields, playgrounds, parking lots, school buses, activity buses or other property of any kind for any reason, including attendance at sporting events or other school-related functions, whether before, during or after school hours. In addition, sex offenders subject to G.S. 14-208.18 may not attend or be present at any student function or field trip on or off school property that is (1) school-sponsored or (2) otherwise under the official supervision or control of school personnel. This policy applies to all covered sex offenders regardless of their relationship to or affiliation with a student in the school system.

B. PERSONS PROHIBITED FROM SCHOOL PROPERTY

The superintendent or designee shall consult with the board attorney and create and maintain a list of the criminal offenses that subject a person to the requirements of Section A above.

C. ENFORCEMENT

All school personnel must immediately report to a school administrator the presence or suspected presence of a known or suspected registered sex offender on school property. School administrators and other supervisory personnel shall report to the superintendent and law enforcement when they reasonably believe that a registered sex offender is or has been on school property or at a school event.

School administrators also shall notify the superintendent or designee of any known student or parent or guardian of a student at their school who is suspected to be a registered sex offender.

D. EXCEPTIONS

A person who is banned from school property under G.S. 14-208.18 may be on school property only under the following circumstances.

1. Students

Students who are subject to G.S. 14-208.18 may be on school property only in accordance with policy 4260, Student Sex Offenders.

2. Voters

Voters who are subject to G.S. 14-208.18 and are eligible to vote may be present on school property for the sole purpose of voting if the school property is being used as a voting place. The voter must notify the principal of the school that he or she is registered under the Registry Program and the voter must remain at all times in the portion of the school being used as the polling place. The voter must leave school grounds immediately after voting.

3. Parents or Guardians

a. An individual who is subject to this policy and is the parent or guardian of a student enrolled in school may be on school property only for the following reasons:

- 1) to attend a scheduled conference with school personnel to discuss the child's academic or social progress; or
- 2) at the request of the principal or designee, for any reason relating to the welfare or transportation of his or her child.

b. For each visit authorized by the principal in accordance with subsection (a) above, the parent or guardian must provide the principal with prior written notice of his or her registration on the Sex Offender Registry and notice of his or her presence at school. Notice of his or her presence at school includes the nature and specific times of the visit.

c. For each visit authorized by subsection (a) above, the parent or guardian must arrange to meet a staff member at the edge of school property, check in at the principal's office upon arrival and departure, and remain under the direct supervision of school personnel at all times. If school personnel are not available to supervise the parent or guardian during any visit, then the parent or guardian will not be permitted to enter or remain on school property.

d. For each visit authorized by subsection (a) above, the parent or guardian must comply with all reasonable rules and restrictions placed upon him or her by the principal, including restrictions on the date, time, location and length of meeting.

E. CONTRACTUAL PERSONNEL

In order to ensure compliance with this policy, each contract executed by the board must include a provision that requires the other party to the contract to conduct an annual check of the State Sex Offender and Public Protection Program and the State Sexually Violent Predator Registration Program on all employees who may be sent to perform tasks on or deliver products to school property. Persons who are subject to Section A of this policy may not be sent onto school property for any reason.

In addition, each time the board enters into any contract or agreement for contracted services that involve direct interaction with children, the contract must include a provision that requires the other party to the contract to conduct an annual check of the National Sex Offender Registry on all contracted employees who may have direct contact with children.

No contractor or employee of a contractor registered with the State Sex Offender and Public Protection Program, the State Sexually Violent Predator Program or the National Sex Offender Registry may have direct interaction with children. This provision applies to contracts with a single individual.

Legal References: G.S. 14-208.18, -25A; 115C-332, -332.1

Cross References: School Safety (policy 1510/4200/7270), Student Sex Offenders (policy 4260), Visitors to Schools (policy 5020), Recruitment and Selection of Personnel (policy 7100)

Adopted:

Policy 4260: Student Sex Offenders

As recommended to the Board Policy Committee, November 13, 2008

This is a new policy that in accordance with G.S. 14-208.18 states that a student sex offender may be present on school property only to the extent necessary to receive educational services. In section B, it establishes certain points to be considered by school officials when determining when and how educational services will be provided for student sex offenders.

STUDENT SEX OFFENDERS

The board is committed to the safety of students, employees and other persons on school property. In order to create and maintain a safe school environment and comply with G.S. 14-208.18, the board establishes the following policy provisions.

A. STUDENT SEX OFFENDER ON SCHOOL PROPERTY

Except to the extent the student is permitted to be on school property to receive educational services, a student who is enrolled in the school system and is a registered sex offender subject to policy 5022, Registered Sex Offenders, is expressly forbidden (1) to knowingly be present on any property owned or operated by the school system, including school buildings, athletic fields, playgrounds, parking lots, buses or other property, and (2) to attend school-sponsored or school-related activities.

A student subject to policy 5022, Registered Sex Offenders, who is receiving educational services on school grounds must comply with the requirement that he or she be supervised by school personnel at all times.

B. EDUCATIONAL SERVICES FOR STUDENT SEX OFFENDERS

1. If permitted by the board, a student who is subject to Section A of this policy and is eligible to attend public school under G.S. 115C-378 may be present on school property subject to any conditions and restrictions imposed by the board.
2. The board will hold a hearing to determine whether to expel the student or provide the student with educational services. The decision to expel the student will be based on the standard established by G.S. 115C-391(d)(2).
3. Prior to expelling a student pursuant to G.S. 115C-391(d)(2), the board will consider whether there is an alternative program offered by the school system that may provide educational services to the student.
4. If the board of education determines that a student will be provided educational services on school property, the student must be under the supervision of school personnel at all times.
5. If a student subject to this policy violates the conditions and restrictions placed upon the student by the board, school administrators and the board will follow established student discipline procedures and impose an appropriate disciplinary measure, up to and including expulsion.
6. If a student subject to this policy is a child with disabilities, he or she will be provided educational services in compliance with federal and state law.

Legal References: Americans With Disabilities Act, 42 U.S.C. 12132, 28 C.F.R. Part 35; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. Part 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 14-208.18, -25A; 115C, art. 9; 115C-378, -391

Cross References: School Safety (policy 1510/4200/7270), Alternative Learning Programs/Schools (policy 3470/4305), Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333), Long-Term Suspension, 365 Day Suspension, Expulsion (policy 4353), Registered Sex Offenders (policy 5022)

Adopted:

Proposed AHS Courses: 2009-10

Sports and Entertainment Marketing II

Course Number: 6671

Credit: I

Grade Level: 11-12

Pathway: Business Technologies

This course is designed for students interested in an advanced study of sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry: Business management, career development options, client relations, ethics, events management, facilities management, legal issues and contracts, promotion, and sponsorships. Skills in communications, human relations, mathematics, psychology, and technical writing are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education, paid/unpaid internships, or school-based enterprises. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

Prerequisite: [Sports and Entertainment Marketing I](#)

Travel, Tourism, and Recreation Marketing

Course Number: 6645

Credit: I

Grade Level: 11-12

Pathway: Business Technologies

This course is designed to provide a foundation for students interested in a career in travel, tourism, and recreation marketing. Emphasis is placed on the hospitality/tourism industry, customer relations, travel destinations, tourism promotion, economics, and career development. Skills in mathematics, psychology, geography, and communications are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education or paid/unpaid internships. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

Prerequisite: [Marketing](#)

Advancement Via Individual Determination (AVID)

Course Number: To Be Determined

Credit: 1 Unit

Grade Level: 9; Fall and Spring

AVID is a ninth grade elective course to prepare students in the academic middle for four-year college eligibility. Core components of the elective class include exposure to the AVID methodologies and tutorial sessions, which support students as they enroll in rigorous courses of study at AHS. AVID's teaching strategies and curriculum can be used not only in the AVID elective class, but by subject-area teachers school wide. Students must apply and interview for selection into the AVID elective class.

Pre-requisite: [Application/Interview Process](#)

AP Chemistry (AHS Zoo School)

Course Number: 30517Y

Credit: 2

Grade Level: 11-12; Fall and Spring

This course will be offered in 2009-2010, and will be offered on an alternating-year schedule with AP Biology

AP Chemistry is a two-semester course that is the equivalent of an introductory or first year college level chemistry course that is provided to capable students in a high school environment. A strong background in mathematics is recommended since AP Chemistry involves numerical problem solving and word problem analysis both in the content course and the laboratory.

The goal of AP Chemistry is to provide the student a foundation of knowledge on which to rationalize, summarize and predict the structure and properties of materials that make up chemistry. The course is lab-oriented with special emphasis on quantitative and qualitative methods of analysis. Students are encouraged to think independently and become an active part of the learning process. Students work homework problems for the class; this initiates discussion, questions, and awareness that various methods can be used for problem solving. Throughout the course, free response questions from previous AP exams are used as homework and class work problems.

Exposure to lab design, set-up, and proper chemical safety prepares a high school student to enter the collegiate world with practical knowledge of science and intellectual tools for understanding the nature of science.

Prerequisite: Chemistry, Algebra 2, Instructor Approval

Teacher Cadet-Honors

Credit: 1 Unit

Grade Level: 12

Prerequisites: Teacher Recommendation

The North Carolina Teacher Cadet Program is an innovative semester-block activity-based curriculum for high school juniors and seniors. The course is designed to promote a better understanding and create interest in those students who may consider teaching as a profession. It is an honors program that details many components of the education environment and involves students in content, application, observations and teaching in preschool, elementary, middle school, and high school settings. In addition to preparing students for a potential career in education, it also provides support to students applying for teaching scholarships (Teaching Fellows, Prospective Teacher, etc.) Along with related activities and portfolios, the course covers five units of study: the learner, the school, the teacher and training, history and government, and professional growth.

Course for Course Credit

Students completing the following courses at Asheboro High School and who meet the requirements of this document will receive additional credit for course(s) at RCC.

Criteria To Award College Credit

The following criteria will be used to award Randolph Community College Credit for Asheboro High School courses:

1. Grade of B or higher in the course and
2. A scale score equivalent to a raw score of 80 or higher on the standardized CTE post-assessment

Note: In order to receive articulated credit, students must enroll at Randolph Community College within two years of their high school graduation date. For further information or clarification, see your high school counselor.

**For articulated credit the student must verify skills by submitting to the automotive department chair NATEF Electrical Task List signed by the High School Instructor for AUT 161 credit.*

+ Upon acceptance to college, the student will submit a portfolio to department head for review and consideration for articulated credit.

Additional Criteria for Articulation

CIS 110 (Introduction to computers) is a prerequisite course for CIS 215 and can be satisfied with credit by passing a proficiency exam.

2009-2010

THE COOPERATIVE PROGRAMS

RANDOLPH COMMUNITY COLLEGE & ASHEBORO HIGH

AHS Course #	AHS Course Name	RCC Course #	Course Name	Semester	Days	Times	RCC Credit	AHS Credit
FACS				ART & DESIGN				
321	FACS Advanced Studies* or	DES 135	Prin. & Elements of Design I	Fall	Mon, Wed.	2:00-5:00	4	1
316	FACS Advanced Studies*(B & C Path only)	EDU 153	Health, Safety & Nutrition	Spring	Tues, Thurs	2:30-4:00	3	1
321	Housing and Interiors II* and	DES 135	Prin. & Elements of Design I and	Fall	Mon.-Wed.	2:00-5:00	4	0
321	Housing and Interiors II* (Int Design) or	DES 125	Graphic Presentation I or	Spring	Tues, Thurs	2:00-5:00	2	1
326	Housing and Interiors II* (Graphic Design)	GRD 121	Drawing Fundamentals	Spring	Mon, Wed.	2:00-4:00	2	1
BUSINESS				BUSINESS TECHNOLOGY				
320	Accounting I	ACC 120	Prin. Of Financial Accounting	Fall	Mon, Wed	2:00-4:30	4	1
319	Accounting II*	ACC 121	Prin. Of Managerial Accounting	Spring	Mon, Wed	2:00-4:30	4	1
456	Networking I	NET 125	Networking Basics	Fall	Mon, Wed	2:00-4:30	3	1
457	Networking II*	NET 126	Routing Basics	Spring	Mon, Wed	2:00-4:30	3	1
	Applies towards Office Systems Certificate	OST 131	Keyboarding	Fall	Mon, Wed	2:30-4:00	2	0
	Applies towards Office Systems Certificate	OST 134	Text Entry and Formatting	Spring	Tues, Thurs	2:30-4:30	3	0
HEALTH SCIENCES				HEALTH OCCUPATIONS				
318	Health Science Advanced Studies*	HUM 120	Cultural Studies or	Fall	On-line		3	1
		HUM 110	Technology & Society	Spring	On-line		3	1

	FACS			HUMAN SERVICES				
317	Early Childhood Education II* and	EDU 131	Child, Family, & Community and	Fall	Tues, Thurs	2:30-4:00	3	1
316	Early Childhood Education II*	EDU 153	Health, Safety & Nutrition	Spring	Tues, Thurs	2:30-4:00	3	1
	TRADE & INDUSTRIAL			MECHANICAL & INDUSTRIAL				
315	T & I Advanced Studies* or	AUB 121	Nonstructural Damage	Fall	Tues, Thurs	2:30-5:00	3	1
537	Collision Repair I and	AUB 121	Nonstructural Damage	Fall	Tues, Thurs	2:30-5:00	3	1
538	Collision Repair II*	AUB 134	Autobody MIG Welding	Spring	Mon, Wed	2:30-5:00	3	1
310	Auto Services Technology I	AUT 161	Basic Automotive Technology	Spring	Mon-Fri	8:00-9:30	5	1
311	Auto Services Technology II* and	AUT 151	Brake Systems (Must take Lab to earn AHS credit.) and	Fall	Mon, Wed.	2:30-4:30	3	1
311	Auto Services Technology II* and	AUT 151A	Brake Systems Lab and	Fall	Tues, Thurs	2:30-4:30	1	0
311	Auto Services Technology II*	AUT 141	Suspension & Steering (Must take lab)	Spring	Mon, Wed	2:30-4:30	3	1
311	Auto Services Technology II*	AUT 114A	Suspension & Steering Sys. Lab	Spring	Tues, Thurs	2:30-4:30	1	0
369	Electrical Trades I	ELC 113	Basic Wiring	Fall	Mon, Wed Tues, Thurs	3:00-4:30 2:30-4:30	4	1
370	Electrical Trades II*	ELC 115	Industrial Wiring	Spring	Mon-Thurs	2:30-4:30	4	2
313	Metals Manufacturing I	MAC 122	CNC Turning	Fall	Mon, Wed	2:30-4:30	2	1
371	Metals Manufacturing II* and	BPR 111	Blueprint Reading and	Fall	Tues, Thurs	2:30-4:00	2	0
371	Metals Manufacturing II*	MAC 124	CNC Milling	Spring	Mon, Wed	2:30-4:30	2	2
COLLEGE TRANSFER								
150		CJC 111	Criminal Justice	Fall	Tues, Thurs	2:30-4:00	3	1
160		HIS 121	Western Civilization I	Fall	Mon, Wed	2:30-4:00	3	1
190		MUS 110	Music Appreciation	Fall	Tues, Thurs	2:30-4:00	3	1
156		PSY 150	General Psychology	Fall	Mon, Wed	2:30-4:00	3	1
191		ART 111	Art Appreciation	Fall	Online		3	1
153		ECO 251	Prin. Of Microeconomics	Fall	Online		3	1
459		HUM 120	Cultural Studies	Fall	Online		3	1
157		SOC 210	Intro. To Sociology	Fall	Online		3	1
152		CJC 121	Law Enforcement Operations	Spring	Tues, Thurs	2:30-4:00	3	1
067		ENG 111	Expository Writing	Spring	Mon, Wed	2:30-4:15	3	1
268		HUM 110	Technology & Society	Spring	Online		3	1
355		ANT 210	General Anthropology	Spring	Online		3	1
379		DRA 111	Theatre Appreciation	Spring	Online		3	1
148		ECO 252	Prin. Of Macroeconomics	Spring	Online		3	1
156		PSY 150	General Psychology	Spring	Online		3	1

School/Location	Date	Event	Time
AHS	Wednesday, January 07, 2009	Senior Project Night	5:30pm
PDC	Thursday, January 08, 2009	Board of Education Meeting	7:30PM
PDC	Thursday, January 15, 2009	Legislative Breakfast	8:00am
CWM	Thursday, January 22, 2009	Board Appreciation Luncheon	12noon
SAMS	Monday, January 26, 2009	Unified Dress Parent Information Meeting	7:00pm
SAMS	Tuesday, January 27, 2009	Unified Dress Parent Information Meeting	12noon
NAMS	Tuesday, January 27, 2009	Unified Dress Parent Information Meeting	6:00pm
NAMS	Wednesday, January 28, 2009	Middle School Science Fair	12:30pm
NAMS	Tuesday, February 03, 2009	Unified Dress Parent Information Meeting	11:30am
Pinehurst	February 6-8, 2009	BOE winter retreat	
PDC	Monday, February 09, 2009	FAN workshop - Preparing Financially for College	6:30pm
PDC	Tuesday, February 10, 2009	FAN workshop - Preparing Financially for College	12noon
PDC	Thursday, February 12, 2009	Board of Education Meeting	7:30pm
CO	Monday, February 16, 2009	PTO/PTA President's Round Table	6:30pm
PDC	Tuesday, February 17, 2009	District Spelling Bee	7:00pm
Asheboro Country Club	Monday, February 23, 2009	Evening of Excellence - NBCT Recognition Dinner	6:30pm
Moring Arts Center	Wednesday, March 11, 2009	Youth Art Month Reception	4:30-6:00pm
PDC	Thursday, March 12, 2009	Board of Education Meeting	7:30pm
PAC	Thursday, March 19, 2009	AHS Band Concert	7:30pm
NAMS	Friday, March 27, 2009	Elementary Choir Festival Concert	7:00pm
PDC	Monday, March 30, 2009	FAN workshop - Helping your child explore careers	6:30pm
PDC	Tuesday, March 31, 2009	FAN workshop - Helping your child explore careers	12noon



Asheboro City Schools

...the subject is excellence

Office of the Superintendent

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Asheboro City Board of Education January 8, 2009

Committee Assignments

2009

Finance

Jane Redding, Chair
Phillip Cheek
Chris Yow
Kyle Lamb
Joyce Harrington

Policy

Derek Robbins, Chair
Linda Cranford
Kelly Harris
Steve Jones

Legislative

Steve Jones, Chair
Linda Cranford
Derek Robbins
Phillip Cheek
Joyce Harrington

Board Action Groups

2009

Asheboro

Linda Cranford
Kyle Lamb
Derek Robbins

Blue

Steve Jones
Kelly Harris
Jane Redding

Comets

Joyce Harrington
Phillip Cheek
Chris Yow

School Assignments 2008-2009

AHS

SAMS

NAMS

Balfour

CWM

DLL

GBT

LP

ECDC

ALL

Kelly Harris, Linda Cranford, Phillip Cheek, Derek Robbins, Jane Redding

Archie Priest, Chris Yow, Joyce Harrington, Gidget Kidd, Kyle Lamb

Kelly Harris, Chris Yow

Steve Jones, Phillip Cheek

Archie Priest, Jane Redding

Derek Robbins, Kyle Lamb

Steve Jones, Joyce Harrington

Linda Cranford

DRAFT AGENDA FOR WINTER BOARD RETREAT

Friday, February 6

6:30pm Dinner

Saturday, February 7

7:30-8:15am Breakfast

8:15-8:30am Welcome and Overview

8:30-9:45am Unified Dress—Carla Freemyer and Brad Rice

9:45-10:15am Communities in Schools—Carla Freemyer

10:15-10:30am Break

10:30-12:00 Old Balfour School Assessment and Long Range Facilities Plan Update—John Sinnett, John Hitch, Mike Mize, and Harold Blair

12:00-1:00pm Lunch

1:00-2:30pm Updates:

- New writing assessment—Jennifer Smith and Janice Kite
- Reading assessments, RTI, and Reading Foundations—Janice Kite, Gail Hicks, Hazel Frick
- Math update, calculator initiative, etc.—Wendy Rich

2:30-2:45pm Break

2:45-4:00pm Updates:

- IMPACT model projects—Dot Harper and Marty Williams
- CTE strategic plan—Curt Lorimer
- “Future Ready” and Graduation Project—Dot Harper

4:00-6:30pm Leisure time

6:30pm Dinner

Sunday, February 8

7:30-8:15am Breakfast

8:15-8:30am Welcome and Overview

8:30-10:00am Updates:

- Crisis protocols—Brad Rice
- New teacher evaluation program—Tim Allgood
- Parent academy; FAN—Carla Freemyer

10:00-10:15am Break

10:15-11:45am Board/Superintendent Dialogue

12:00 Lunch