

ASHEBORO CITY BOARD OF EDUCATION

April 14, 2011

7:30 p.m.

Asheboro High School

Professional Development Center

***6:00 p.m. – Policy Committee**

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

I. Opening

- A. Call to Order
- B. Invocation – Jane Redding
- C. Pledge of Allegiance – Juan Avilez, Balfour Elementary School
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Community Partner Spotlight – First Baptist Church
- B. Board Spotlight – Balfour Elementary: Integrating Clay Animation Projects into the Instructional Day

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 – March 10 and March 29, 2011
- B. Personnel
- C. Out-of-State Field Trip Request from DECA
- D. Out-of-State Field Trip Request from AHS Zoo School Journalism

V. Information, Reports and Recommendations

- A. AdvanceEd Accreditation Progress Report and Final Quality Assurance Review Report
- B. Asheboro City Schools Teacher Leadership Academy

VI. Action Items

- *A. Policy 1310/4002 – Parental Involvement
- *B. Policy 5210 – Distribution and Display of Non-School Material
- *C. Policy 7920 – Professional Personnel Reduction in Force
- *D. Charter Bus Approval

VII. Superintendent's Report/Calendar of Events

- A. Calendar of Events
- B. Points of Pride
- C. 2010-2011 Board Goals

VIII. Board Operations

- A. Important Dates: Budget Work Session – April 19, 2011 at 7:00 p.m.; Mayor’s Prayer Breakfast, May 5, 2011
- B. National School Boards Association’s Conference Update

IX. Adjournment

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

ASHEBORO CITY BOARD OF EDUCATION
April 14, 2011
7:30 p.m.
Asheboro High School
Professional Development Center

Addendum

- I. **Opening**

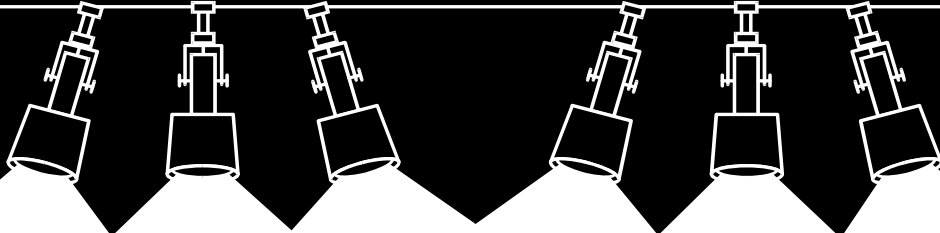
- IV. ***Consent Agenda**
 - B. Personnel

- 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.

April 14, 2011



Community Spotlight: We are pleased this evening to recognize four special ministries of First Baptist Church that impact the students of Asheboro City Schools: partnership with Asheboro High School, Coleridge after school tutoring benefiting students at Teachey, Pineview after school tutoring benefiting students at Balfour, and Vision Quest camp that targets students from single parent homes in grades 6-8 and mentors them through high school graduation.

Board Spotlight: Tonight we will hear from Balfour staff members who have worked with students to incorporate clay animation movies into the curriculum as culminating student projects. Students have used this venue to extend favorite stories, address math concepts, and explore new technology. Projects in first and fourth grade will be highlighted.

Special Recognition:

Minutes of the Asheboro City Board of Education
March 10, 2011
7:30 p.m.

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, Committee Chairman	Dr. Kelly Harris
Gidget Kidd	Phillip Cheek
Linda Cranford	

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

Committee Chairman Priest called the meeting to order and referred to Dr. Frick to begin the meeting. Dr. Frick indicated Dr. Frost would continue the discussion with the Committee from last month's meeting on Policy 5240 – Advertising in the Schools.

Dr. Frost began a review of the proposed new policy reminding members the proposed policy is recommended by the North Carolina School Boards Association and focuses on further developing regulation guidelines governing advertising in schools. Following a discussion and suggestions from committee and staff members, Dr. Frost indicated the administration would continue to gather additional information and provide feedback at the April meeting.

There being no further business, the meeting adjourned at 6:40 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, Committee Chair
Gidget Kidd
Derek Robbins

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

Mr. Blair reviewed the following with committee members: Public School Building Capital Fund ADM (Corporate Tax) Application, Public School Building Capital Fund – Lottery Application, Budget Amendments CO-03, LG-02 and CO-02. Dr. Frost and Mr. Blair also shared the most recent information related to Senate Bill 8, pre-kindergarten funding, and funding one district per county.

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

Board of Education Meeting

Opening

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

Gidget Kidd, Chairman	Kyle Lamb
Phillip Cheek	Jane Redding
Derek Robbins	Dr. Kelly Harris
Archie Priest, Jr.	Linda Cranford
Archie Smith, Jr., Attorney	

Board members absent were Steve Jones, Chris Yow, and Joyce Harrington.

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

Chairman Kidd called the meeting to order. Mr. Priest gave the invocation and members of the Asheboro High School Air Force Junior ROTC Color Guard led the pledge of allegiance.

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

Special Recognition and Presentations

Ms. Freemyer recognized McDonald's for their partnership with Asheboro City Schools. Ms. Karen Navarro accepted a certificate of appreciation.

Asheboro High School DECA advisor Shea Grosch, and DECA member Hanh Tang, highlighted the Asheboro High School DECA program. DECA members recently participated in the State DECA competition where 7 students qualified for national competition in Orlando, Florida.

Board members Linda Cranford, Joyce Harrington, Gidget Kidd, and Derek Robbins received certificates of recognition from the North Carolina School Boards Association for participating in 30 hours or more of school board training during the 2009-2010 academic year.

Public Comments

Chairman Kidd opened the floor to public comments. Mr. Lynn Lancaster, representing the Randolph Tea Party, appeared before the Board to present a Transparency Report Card for the purpose of describing how well Randolph County government bodies are complying with the North Carolina Public Records law and Open Meetings law.

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

Consent Agenda

The following Consent Agenda items were approved:

**Approval of Minutes* – February 10, 2011 and February 16, 2011

**Personnel*

Appointments

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Gearren, Benjamin	Asheboro High School/Instructional Assistant	2/17/11
Williams, Steven “Mark”	Balfour/English as a Second Language	2/14/11

Administrative Contract

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Smith, Jennifer C.	Central Office/Assistant Superintendent for Curriculum and Instruction	5/1/11 – 6/30/14
Butler, Michael “Chris”	Asheboro High School/Assistant Principal	3/21/11-6/30/12

**Surplus Property Bids (A copy of the bids will become a part of these minutes.)*

**Application for Public School Building Fund ADM (Corporate Tax) Fund (A copy of the application will become a part of these minutes.)*

**Application for Public School Capital Fund – North Carolina Lottery Fund (A copy of the application will become a part of these minutes.)*

**Out-of-State Field Trip Request for North Asheboro Middle School Jazz Band (A copy of the field trip request will become a part of these minutes.)*

**Budget Amendments CO-03 and LG-02 (A copy of the budget amendments will become a part of these minutes.)*

**Out-of-State Field Trip Request for the Polar Bear Team (A copy of the field trip request will become a part of these minutes.)*

Information, Reports, and Recommendations

The eighth grade team at North Asheboro Middle School, along with Principal Leigh Jones, shared progress they have made in implementing an intensive vocabulary/literacy initiative at North Asheboro Middle School. They are involved in the ExC-ELL program with the North Carolina Department of Public Instruction.

Mr. Jordi Roman, English as a Second Language lead teacher, along with teachers Dubraska Stines, Heather Carr, and instructional assistant Josimar Roman, presented information on the Heritage Language Academy, a Saturday morning academy at Loflin and Teachey that helps both students and parents bridge the gap between their heritage language and academic language at school and in the home.

Dr. Frick presented the following policies for 30-day review: Policy 1310/4002 – Parental Involvement, Policy 5210 – Distribution and Display of Non-School Material, and Policy 7920 – Professional Reduction in Force.

Action Items

Mr. Blair requested board approval of Budget Amendment CO-02 which transfers funds from the capital outlay fund balance for the purpose of purchasing a new activity bus. A motion was made by Mr. Lamb to approve the transfer, seconded by Mr. Robbins, and unanimously approved by the Board. (A copy of Budget Amendment CO-02 will become a part of these minutes.)

Superintendent’s Report/Calendar of Events

Ms. Freemyer highlighted *Points of Pride* as follows: Sixty-five students selected for All Randolph County Band and the Southern Accreditation of Colleges and Schools/Council on Accreditation and School Improvement (SACS/CASI) Quality Assurance Review Team visit.

Ms. Freemyer shared the Calendar of Events noting the following dates: Evening of Excellence, March 14; FAN workshop for 5th grade parents, March 28; Exceptional Children Transition Fair, March 29; Kindergarten Registration/Information Session, April 5; Expert Project Fair, April 13; and Senior Awards Night, June 1.

Board Operations

Chairman Kidd reminded board members of the Budget Work Session scheduled for March 29 at 7:00 p.m. in the Central Office Board Room and also the NSBA Annual Conference to be held April 9-11, 2011.

Adjournment

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

Chairman

Secretary

Minutes of the Asheboro City Board of Education
March 29, 2011
7:00 p.m.
Budget Work Session

The Asheboro City Board of Education met in a budget work session on Tuesday, March 29, 2011, in the Board Room of the Administration Building with the following members present:

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

The following member was absent: Joyce Harrington

Staff members present were: Dr. Diane Frost, Harold Blair, Dr. Tim Allgood, Dr. Dot Harper, Mike Mize, Jennifer Smith, Carla Freemyer, Dr. Brad Rice, Julie Pack, Dr. Hazel Frick, and Pam Johnson. Additional staff present was Kristen Rowland, Assistant Finance Officer.

Chairman Kidd turned the meeting over to Superintendent Frost. Dr. Frost shared the district, while developing the upcoming budget, has been looking at the big picture and taking a multi-year approach as well as preparing for a 10% reduction from the state. With this in mind, the system has continually taken steps to tighten up, reorganize, and redirect financial resources aligning with the strategic plan.

Mr. Blair reviewed the 2010-2011 budget accomplishments and provided budget considerations for 2011-2012.

Board members were reminded there would be another budget work session on April 19, 2011, 7:00 p.m., in the Board Room at the Administration Building with the intentions of presenting a proposed 2011-2012 budget for board approval.

Mr. Blair requested board members approve Budget Amendments S-02, F-02, and CO-04. Ms. Redding made a motion to approve the budget amendments as presented, seconded by Ms. Cranford, and unanimously approved by the Board. (A copy of the above budget amendments will become a part of these minutes.)

There being no further business, Mr. Lamb made a motion, seconded by Mr. Robbins, to adjourn the meeting at 7:55 p.m.

Chairman

Secretary

**Asheboro City Schools
Personnel Transactions
April 14, 2011**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Frank, Sarah	NAMS/Family & Consumer Science	3/24/11
Moore, Kathleen	CO/Executive Asst. to Superintendent	7/31/11

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Moore, Taylor	CO/Technician	3/16/11

**Asheboro City Schools
Personnel Transactions
April 14, 2011
Addendum**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
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***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Applegate, Tamara	AHS/Mathematics	8/17/11
Hicks, Amanda	NAMS/Mathematics/Science	8/17/11
Basson, Danielle	Substitute/\$69/day	4/11/11
Gawf, Lenore	Substitute/\$69/day	4/11/11
Henderson, Megan	Substitute/\$69/day	4/11/11
Hyatt, Jeremy	Substitute/\$69/day	4/11/11
Jordan, Elizabeth	Substitute/\$90/day	4/11/11
Kimrey, Jessica	Substitute/\$69/day	4/11/11
Morales, Lydia	Substitute/\$69/day	4/11/11
Mroczkowski, Phoebe	Substitute/\$69/day	4/11/11
Muse, Mary Jane	Substitute/\$69/day	4/11/11
Safrit, Wendy	Substitute/\$90/day	4/11/11
Thompson, Bryant	Substitute/\$69/day	4/11/11
Thurston, Kimberly	Substitute/\$69/day	4/11/11
Weaklend, Paul	Substitute/\$69/day	4/11/11

**Asheboro City Schools
Certified Appointments
April 14, 2011**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Applegate, Tamara	Wake Forest University B: Mathematics	Mathematics

Tammy Applegate is recommended to teach Mathematics at Asheboro High School. A resident of Asheboro, Mrs. Applegate worked for many years in the private sector in banking and insurance. She answered the call to teaching and earned her teacher licensure at UNC-Greensboro in 2009. Mrs. Applegate taught at North Asheboro Middle School in 2007-2008 and has taught at Randleman Middle School for the past three years. She is eager to return to Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Hicks, Amanda	UNC-Greensboro B: Middle Grades Education	Middle Grades Science and Mathematics

A native of East Bend in Yadkin County, Amanda Hicks is recommended to teach Science and Mathematics at North Asheboro Middle School. A North Carolina Teaching Fellow, Ms. Hicks will graduate in May from UNC-G after completing her student teaching internship at Northern Guilford Middle School in Guilford County Schools. She has worked during summers at a camp for children ages five through twelve and she has worked at UNC-G, leading study sessions in Chemistry.

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

Group Making Request: DECA School: AHS
Destination: Orlando, Florida Date of Trip: April 28 - May 5
Number of Students Involved: 6 Percent of Total Group: 85%

Reasons for Students Not Attending: Did not qualify

Transportation Method: Activity Bus Bus Charter Private Automobile Other (Amtrak Train to Orlando)
to Raleigh

If using a Charter Bus service, state name of Vendor here: _____

Number of Vehicles Needed (to be secured by the Central Office): 1 * To + From Raleigh Amtrak Station *

Number of Drivers Needed (to be secured by the Central Office): 1

Departure Time: Apr 28 6:00pm ^{to Raleigh} Return Time: May 5 8:30am ^{From Raleigh} Round Trip Miles (estimated): 140 miles on bus ^{Train info attached}

Estimated Cost to the Student: \$600 for hotel, registration, train

Purpose(s) of the Field Trip: International Competition

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.

Shea Setzer Grosch

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.

Shea Setzer Grosch Sponsor _____ Date _____

Approved: [Signature] Principal _____ Date 3/10/11

Approved: [Signature] Superintendent or Designee _____ Date 3/11/11

Transportation Scheduled: Brad Livi Transportation Supervisor _____ Date 3/14/11

Special Comments/ Response: [Signature] _____ Date 3/14/11

Amtrak information

To Orlando

April 28th

Depart Raleigh at 9:13 pm

Arrive in Orlando April 29th at 10:17am

91 Silver Star

To Raleigh

Depart Orlando May 4th at 7:24pm

Arrive in Raleigh May 5th at 8:43am

91 Silver Star

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

Group Making Request: AHS Zoo School Journalism School: Zoo School

Destination: Washington, DC Date of Trip: 5/27 - 5/30

Number of Students Involved: ~ 8 Percent of Total Group: 85%

Reasons for Students Not Attending: time conflicts

Transportation Method: Activity Bus Bus Charter Automobile Private Other (rental van or vehicle) ^{private}

If using a Charter Bus service, state name of Vendor here: _____

Number of Vehicles Needed (to be secured by the Central Office): 1

Number of Drivers Needed (to be secured by the Central Office): 1

Departure Time: _____ Return Time: _____ Round Trip Miles (estimated): 630

Estimated Cost to the Student: \$250.00

Purpose(s) of the Field Trip: to learn about the history of American journalism and history

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.

Rhonda Dillingham Barbara Lennon (?)
Tammy Lamason

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.

Rhonda Dillingham _____
Sponsor Date 3/24/11

Approved: Kempton Fite _____
Principal Date 3/28/11

Approved: Brad Kei _____
Superintendent or Designee Date 3/29/11

Transportation Scheduled: _____
Transportation Supervisor Date _____

Special Comments/ Response: _____

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

1126 South Park Street
Asheboro, North Carolina, United States 27203

**Dr. Diane L. Frost, Superintendent
Gidget Kidd, Chair, Asheboro City Schools
Dr. Joy Mockelmann, Chair, Quality Assurance Review Team**

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



North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and the Commission on International and Trans-Regional Accreditation (CITA) are accreditation divisions of AdvancED.

Quality Assurance Review Report

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About AdvancED and NCA CASI/SACS CASI

Background. Founded in 1895, the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and Schools (SACS CASI) accredit public and private schools and districts in 30 states, the Navajo Nation, Latin America, and the Department of Defense Schools worldwide.

In 2006, NCA CASI, SACS CASI, and the research and development arm of the accrediting associations, the National Study of School Evaluation, unified to form AdvancED. Dedicated to advancing excellence in education, AdvancED provides accreditation, research, and professional services to 23,000 schools in 65 countries, serving 15 million students.

NCA CASI and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI and SACS CASI have defined shared, research-based accreditation standards that cross state, regional, and national boundaries. Accompanying these standards is a unified accreditation process designed to help schools, school districts, and educational service agencies continuously improve.

The Accreditation Process. To earn and maintain accreditation from NCA CASI or SACS CASI, school districts and their schools must:

1) Meet the AdvancED Standards and Policies for Quality School Systems. School districts demonstrate adherence to the seven AdvancED standards and policies which describe the quality practices and conditions that research and best practice indicate are necessary for school districts to achieve quality student performance and organizational effectiveness.

2) Engage in continuous improvement. School districts and their schools implement a continuous improvement process that articulates the vision and purpose that the school district is pursuing (vision); maintains a rich and current description of students, their performance, school and district effectiveness, and the school community (profile); employs goals and interventions to improve student performance (plan); and documents and uses the results to inform what happens next (results).

3) Demonstrate quality assurance through internal and external review. School districts and schools engage in a planned process of ongoing internal review and self-assessment. In addition, school districts host an external quality assurance review team once every five years. The team evaluates the school district's adherence to the AdvancED quality standards, assesses the efficacy of the school district's improvement process and methods for quality assurance, and provides commendations and required actions to help the school district improve. The team provides an oral exit report to the school district and a written report detailing the team's required actions. The school district acts on the team's required actions and submits a progress report two years following the review.

NCA CASI and SACS CASI accreditation engages the entire school district community in a continuous process of self-evaluation and improvement. The overall aim is to help school districts and their schools maximize student success and improve organizational effectiveness

Introduction to the Quality Assurance Review

Purpose. The purpose of the Quality Assurance Review is to:

1. Evaluate the school district's adherence to the AdvancED quality standards and policies.
2. Assess the efficacy of the district's improvement process and methods for quality assurance.
3. Identify commendations and required actions to improve the district and its schools.
4. Make an accreditation recommendation for review by the national AdvancED Accreditation Commission.

A key aim of the Quality Assurance Review is to verify that the school district is operating with institutional integrity - that it is fulfilling its vision and mission for its students.

School District Preparation. To prepare for the Quality Assurance Review, the school district and the community complete the AdvancED Standards Assessment Report. The report engages the district in an in-depth self assessment of each of the seven AdvancED standards. The school district identifies and describes the evidence that demonstrates that it is meeting each standard. Through this internal review, the school district examines how its systems and processes contribute to student performance and school district effectiveness.

Summary of Team Activities. The Quality Assurance Review Team is led by an AdvancED certified District Lead Evaluator and comprised of professionals from outside the school district. The team reviews the findings of the school district's internal self-assessment, conducts interviews with representative groups of stakeholders, reviews student performance data and other documentation provided by the school district, and observes practices and daily operations. The team engages in professional deliberations to reach consensus on the school district's adherence to the standards for accreditation. The team provides an oral exit report and prepares a written Quality Assurance Review Team Report designed to help the school district and its schools improve.

The Quality Assurance Review Team Report. Following the visit, the review team completes the Quality Assurance Review report. After review by a nationally-trained reader, the report is submitted to the district. The report contains commendations and required actions for improvement.

Using the Report - Responding to the Required Actions. The school district uses the report to guide its improvement efforts. The school district is held accountable for addressing the required actions identified in the report. The AdvancED State Office is available to assist the school district in addressing the required actions. Following the Quality Assurance Review Team visit, the school district must submit a progress report detailing the actions and progress it has made on the team's required actions. The report is reviewed at the state and national level to ensure the school district is addressing the required actions.

Accreditation Recommendation. The Quality Assurance Review team uses the findings from the onsite visit to make an accreditation recommendation that is reviewed at the state level and by the national AdvancED Accreditation Commission. Accreditation is granted by the AdvancED Accreditation Commission and communicated to the school district following action from the commission.

Summary of Findings

A Quality Assurance Review Team representing the SACS CASI North Carolina State Office (SACS-CASI-NC), a division of AdvancED, visited Asheboro City School System on 02/13/2011 - 02/16/2011.

During the visit, members of the Quality Assurance Review Team interviewed 33 administrators, 68 teachers, 26 support staff, 57 parents and business partners, 33 students, and 8 Board of Education members for a total of 225 stakeholders. In addition to meeting with district personnel and stakeholders, the team visited 4 schools within the school district. During the school visits, team members interviewed school stakeholders, observed classrooms, and reviewed relevant school artifacts. The team also reviewed documents, student performance data, and other artifacts provided by the district. Specifically, the team examined the district's systems and processes in relation to the seven AdvancED standards:

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resource and Support Systems
6. Stakeholder Communications and Relationships
7. Commitment to Continuous Improvement

The AdvancED standards focus on systems with a school district and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school district, looking not only for adherence to individual standards, but also for how the school district and its schools function as a whole and embody the practices and characteristics of a quality school district.

Through its examination of the school district's adherence to the standards, the Quality Assurance Review Team prepared reports on each standard, highlighting strengths and suggestions for improvement specific to each standard. These reports can be found following this summary.

The Quality Assurance Review Team also examined the effectiveness of the district's methods for quality assurance. The team reviewed the district's practices and methods to monitor and document improvement, provide meaningful feedback and support across the district, ensure that AdvancED standards are met and strengthened, and regularly collect, use, and communicate results. The team's findings in this area can be found following the standard reports.

The team used the standard reports and quality assurance findings to identify common themes, significant accomplishments, and pressing needs facing the district. These became the basis for the overall commendations and required actions that are provided below. The commendations and required actions should serve as the focus for the district as it acts on the team's findings. They represent the areas that the team believes will have the greatest impact in helping the district further its improvement efforts. The standard reports and quality assurance findings can be used to help reinforce and enrich the district's understanding of the commendations and required actions.

Commendations

The Quality Assurance Review Team commends the Asheboro City School System for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **The entire district, including all stakeholders, has embraced the vision and purpose of the district.**

During interviews, stakeholders were able to clearly articulate the mission and vision of the school district. Furthermore, stakeholders expressed support for the vision.

Stakeholder acceptance and buy-in of the Asheboro City Schools' vision statement will result in a system where "every student graduates, and is globally competitive for career, college, and citizenship."

- **The strategic plan outlines the district's vision and purpose: it is then effectively utilized to guide the teaching and learning processes and strategic direction of schools, departments, and services.**

Evidence was presented that the strategic plan is focused on improved student achievement. Additional documentation was provided as evidence of the plan's use in the decision-making process.

The district's use of their strong strategic plan with the primary focus on improved student outcomes will result in academic growth for all students.

- **The district has an impressive commitment to preparing students for the 21st Century through a bold technology plan that includes cutting-edge interactive classroom technology, wireless access, and a high school one-to-one laptop initiative.**

Classroom observations and walkthroughs verify the positive impact of up-to-date technology on teaching and learning. Stakeholders express support and enthusiasm for these new tools.

Cutting edge technology, which is embraced by staff, will continue to have a positive impact on student engagement and achievement.

- **The superintendent and board have created a relationship among all stakeholders which is characterized by a mutual commitment to, and clear understanding of, respective roles and responsibilities that facilitates trust, respect, transparency, and integrity.**

Internal and external stakeholders recognize the exemplary work of the superintendent and board to provide proactive leadership to the district. Strong relationships have resulted in an atmosphere of transparency, trust, and respect.

The positive relationships that are evident in this district result in a nurturing, productive environment that fosters collaboration.

- **In the face of declining state, federal, and local funding, the district has leveraged impressive partnerships with private, public, and civic groups.**

When the Quality Assurance Review Team met and interviewed multiple community partners during the

visit, it was evident that they are providing valuable services and programs to the district.

The teamwork between the staff and partners is positively impacting student achievement by supplementing and continuing to provide services to all students and will continue to do so in the future.

Required Actions

In addition to the commendations, the Quality Assurance Review Team identified the following required actions for improvement. The team focused its required actions on those areas that, if addressed, will have the greatest impact on improving student performance and overall effectiveness of the school district. The Asheboro City School System will be held accountable for making progress on each of the required actions noted in this section. Following this review, the school district will be asked to submit a progress report on these required actions. The district should refer to the detail provided in the standard reports for guidance and greater depth on the required actions.

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

The Quality Assurance Review team did not see or hear about a process for ensuring consistent implementation of key initiatives across the district. Fidelity of instructional delivery will assure equity of program delivery to all students.

Monitoring of exemplary programs will result in increased student achievement for all subgroups.

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

Throughout the interview process, it was evident that all stakeholders recognize the need to close the achievement gap.

Researched-based, culturally-sensitive strategies for identified subgroups will close the achievement gap, increase the graduation rate, and prepare students for careers and college.

Review of AdvancED Standards for Quality Schools: The team reviewed the district's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school district should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school district.
3. Develop action plans to address the required actions made by the team. Include methods for monitoring progress toward the required actions.
4. Use the report to guide and strengthen the school district's efforts to improve student performance and district effectiveness.

5. Two years following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the required actions. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the required actions. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school district as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help school districts and their schools with continuous improvement.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for review and action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school district. Upon receiving its accreditation, the school district should celebrate its achievement with the community. Flags, door decals, diploma seals, and other related items can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school district, its schools, and community in an ongoing journey of continuous improvement. The next steps in this journey are to build on the commendations and address the required actions noted in this report. Doing so will enable the school district to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Standards for Accreditation

The primary requirement for accreditation is that the district demonstrates that it meets the seven standards for accreditation. The findings of the Quality Assurance Review Team regarding the standards for accreditation are summarized on the following pages.

The Quality Assurance Review Team divided into standard teams to review each standard and prepare a standards report summarizing the team's findings. These standard reports, along with the quality assurance findings that follow these reports, provided the basis for the team's identification of over-arching commendations and required actions presented earlier in this report. The reports submitted by each team are provided on the following pages for the district's review and use. Each report reflects its respective team's unique voice, perspective, and deliberations. The reports can be used to help enrich and deepen the district's understanding of the overall commendations and required actions.

Standard 1. Vision & Purpose

Standard: The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.

Description:

The district updated their strategic plan for 2010 2013. Previously, there was a five-year plan, and those interviewed indicated that the goals were achieved in a shorter time so it was determined that a three-year strategic plan was more suitable to the district. Stakeholder input was sought by the district leadership in a wide variety of ways, including "Coffee and Conversation" sessions throughout the community. District leadership demonstrated stakeholder support by updating the beliefs and core values to include higher expectations of students and more specific relevancy to teaching and learning. The strategic plan was vetted through all groups of stakeholders with statements of vision, mission, beliefs, and core values being the basis of the plan. Stakeholders are proud of their district and are knowledgeable about the vision statement and the district strategic plan. The vision is forward-thinking of what students will need to graduate and be globally competitive for careers, college, and citizenship.

The Quality Assurance Review Team observed mission and vision statements in multiple venues district wide. All stakeholders could describe what the vision meant to them and how it was the focus of the district's work. Goals and objectives of every plan throughout the district reflected the vision and mission.

Strengths - The team noted the following successful practices deserving of recognition:

- The school system is committed to a purpose that is shared system-wide.
- Stakeholders are supportive of the vision and are knowledgeable of its meaning.
- Goals and objectives guide the work of the system.
- A review process is in place to ensure that the vision and mission statements remain current.
- The district has stated expectations of student learning.
- Annual reviews of student performance data is considered during the revision process of the vision and mission statements.

Opportunities - The team offers the following opportunities for improvement in this standard area:

- Establish a process for program evaluation of goals and objectives of the district plans that reflect

the district's vision and mission.

Finding: Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Highly Functional," indicating that the Asheboro City School System has met the accreditation requirements for the "Vision & Purpose" standard.

Standard 2. Governance & Leadership

Standard: The system provides governance and leadership that promote student performance and system effectiveness.

Description:

Asheboro City Schools is governed by a board of education comprised of eleven members, all of whom are elected at-large. Board members are elected for six-year terms. The superintendent and cabinet supervise the total operation of the district to insure effectiveness and efficiency. The district organizational charts show lines of responsibility as well as specific duties for each administrator.

Interviews indicate that the board and staff operate in an atmosphere of mutual respect and trust. Additionally, the team found that the board members believe that their role is to set policies which will be interpreted and administered by the superintendent and staff. The board has established two standing subcommittees that meet monthly to discuss policy and finance.

The superintendent hosts an orientation session for perspective board members when they announce candidacy for the Board of Education. The board is one of the first in North Carolina to achieve Master Board III status from the North Carolina School Boards Association. According to interviews, the superintendent, cabinet, and board members are accessible and highly visible in the community. Internal and external stakeholders agreed that the board contributes to the overall effectiveness of the school district.

The website clearly describes the roles and responsibilities of the board that protect the leadership authority of the superintendent. The six identified roles and responsibilities of the board are to provide vision and direction for the school system, create policies in accordance with state law to establish standards, accountability and evaluation of essential operations of the district, prepare the budget for presentation to the county commissioners, hire, support and evaluate the superintendent, perform judicial functions and to advocate for the school district, staff, and especially students. Stakeholders confirm that these responsibilities are followed by the board members.

Internal and external stakeholders acknowledge the exemplary work of the superintendent and the financial office to provide proactive, creative solutions to the recent and impending budget cuts to public education.

An attorney is retained by the board. The attorney attends all regular meetings of the board. Administrators can seek legal counsel through the director of support services in the central office.

The district website is used as a tool to enhance transparency of the school district. Board policies, board minutes, student performance data, the annual report and other relevant data are easily available online. Parents interviewed were enthusiastic about the automated calling system for routine and emergency

notifications. The Quality Assurance Review Team did not find evidence of regular survey protocols that provided feedback to stakeholders. Additionally, the team did not see or hear about a systematic plan for the analysis and use of the data obtained from stakeholders.

Stakeholder collaborative networks are in place to support district programs and the strategic plan. The superintendent regularly meets with student, parent, and staff advisory councils. A parent advisory council for English as a Second Language students meets to discuss their needs and ways to better serve that student population.

The district maintains adequate insurance coverage to protect their physical and human resources. Key staff are bonded, workers are covered by workers' compensation, vehicles are insured, and the board is protected through the North Carolina School Boards Association.

Student performance data are systematically analyzed and reviewed. Multiple data points are examined throughout the year among the administrative and leadership staff. The superintendent meets at least two times per year with each principal to review data and the continuous improvement plan. The board and community are regularly updated on student performance and system effectiveness. The strategic plan provides the road map for all decisions regarding resource allocation, professional development, and human resources. The use of the strategic plan assures that decisions are aligned to meet organizational and student performance goals.

Internal and external stakeholders are provided opportunities to be involved in the decision-making process of the district and individual schools through face-to-face meetings, committees, councils, and student government.

Data from the North Carolina Teacher Working Conditions survey are analyzed and shared with stakeholders. Students and parents are regularly surveyed to assess their satisfaction with the district. Schools address the survey data in their annual continuous improvement report to the board.

The district has positively embraced the new North Carolina evaluation systems for teachers, principals, and superintendent. The district is excited that the new instruments are focused on a professional growth model.

Strengths - The team noted the following successful practices deserving of recognition:

- The board and the superintendent have a strong working relationship built on a clear understanding of their respective roles.
- School staff and community members made favorable comments about the strong support received from the board, superintendent and central office staff.
- The board is committed to their own high quality professional development and growth.
- Working relationships are built on mutual trust among board, superintendent, central office and building level administrators.

Opportunities - The team offers the following opportunities for improvement in this standard area:

- Establish a protocol to systematically survey all stakeholders and include a plan for the analysis and use of the data.
- Implement a systemic stakeholder survey process across the system.

Finding: Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the Asheboro City School System has met the accreditation

requirements for the "Governance & Leadership" standard.

Standard 3. Teaching & Learning

Standard: The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

Description:

The district accesses the North Carolina Accountability and Curriculum Reform Effort (ACRE) to guide curriculum and instruction. They also reference the North Carolina Department of Public Instruction (NCDPI) work on essential standards and common core standards which is the state K-12 curriculum in core content areas. A close watch on the NCDPI work to assist districts in transitioning to the new common core standards is guiding district decisions in textbook and materials selection. District staff members meet during summers to review student expectations in the curriculum and pacing guides. Throughout the school year, staff members have met in collaborative team meetings at each of the buildings to examine student data and develop interventions for students who have deficits in their learning. District elementary teachers meet twice a year by grade level to plan curriculum, discuss instruction, and develop common assessments. Middle and high school teachers meet together to share their curriculum and instructional strategies across vertical content teams.

System administrators meet monthly in collaborative groups with principals, assistant principals, and lead teachers to ensure that system-wide curricular and instructional decisions are horizontally and vertically aligned. The superintendent and assistant superintendent of curriculum and instruction often lead the monthly meetings where discussion is focused on student learning with delivery methods based on research and reflective of best practice.

Asheboro City Schools supports core values that lead to systematic review of a curriculum that challenges and meets the needs of each student. Demographics of the district have changed in the recent years to increase the need of expanding the capacity of all staff to better understand equitable delivery of instruction to a diverse student population. The Quality Assurance Review Team found evidence that suggests a need to locate and implement culturally-sensitive instructional strategies to the students with diverse educational backgrounds.

A wide variety of instructional initiatives are being made available to district students to provide intentional strategies that increase student learning opportunities to become more college and career-ready. Literacy across the curriculum is another focus. Program implementation is embraced by the staff to assure equitable learning opportunities. The QAR Team found evidence that the district needs to more closely monitor program delivery of instruction and measurements of its effectiveness. Interventions are provided for differentiated services to all students as determined by data analysis of formative assessments and teacher deliberations during collaborative team meetings.

The district recently implemented an initiative that placed a laptop computer in the hands of each high school student. This was the realization of a major district goal of making interactive technology available to students to increase access to 21st Century tools and skills. There is a smartboard in each classroom that has enhanced teacher effectiveness in the delivery of technology-embedded instruction. The additional technology has provided new dimensions of media and instructional materials for student learning.

Strengths - The team noted the following successful practices deserving of recognition:

- The Asheboro City School system provides a curriculum based on high expectations for student learning that offers opportunities for students to acquire requisite knowledge, skills, and attitudes.
- District/community partnerships and innovative course offerings provide individualized learning opportunities for students.
- There is a systemic emphasis on literacy across the curriculum.
- A dedicated time for intervention services, as determined by staff analysis of student data, is provided at the elementary and middle schools.
- Interactive technology applications offer students and staff access to 21st Century skills and tools.

Opportunities - The team offers the following opportunities for improvement in this standard area:

- Acquire research-based, culturally-sensitive strategies to close the achievement gap among identified subgroups that will support the district-wide goals.
- Monitor maintenance of effort and focus for improved student achievement.
- Verify program fidelity of implementation.

Finding: Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the Asheboro City School System has met the accreditation requirements for the "Teaching & Learning" standard.

Standard 4. Documenting & Using Results

Standard: The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.

Description:

Asheboro City Schools has established and implemented a comprehensive assessment system that mirrors the district's expectations for student learning. The Asheboro City Schools Statistical Profile 2010 arranges the data in an easily accessible format. It includes the strategic plan, average daily attendance and student membership projections for the coming years, ethnic make-up, ABC's of Public Education and Adequate Yearly Progress – No Child Left Behind (AYB-NCLB) summaries and status, and a variety of high school specific data. Staffing and financial data are also addressed. The statistical profile and yearly report are available on the district webpage.

The district ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning. Evidence indicates that the school board utilizes end of year data to formulate the Continuous Improvement Plan. In individual schools, data days are used in professional learning communities to plan for the next steps of the teaching process by collectively studying the data and planning accordingly. Elementary schools use Assessment Walls to organize and share data with students every six weeks enabling ownership by the student. The data are also used to determine interventions. Students in the middle and high schools did not demonstrate acquisition or tracking of their personal data. Most of them knew how they were doing in their classes, but the maintenance of various data points was not evident to the Quality Assurance Review Team.

Evidence affirmed that data are disaggregated and shared at all levels to enable data driven decisions for increased student growth. Data are reviewed in strategic planning using the Strengths, Weaknesses, Opportunities, and Trend (SWOT) analysis. Central office monitors the use of data by conferencing with principals at least twice a year to discuss concerns and progress. However, system-wide protocols to ensure that data inform and drive the decision-making process for improved instruction were not observed by the QAR Team.

Data are shared with stakeholders through several methods including the system website, the Statistical Profile, test scores sent to parents, and teacher-student conferences about data, and plans to improve as indicated by the information on the Assessment Wall. Reports are shared at school board meetings with the board, media, and public.

School level administrators confirmed that comparisons to schools with similar demographics were studied and visited to glean ideas for improvement. They expressed the desire to be able to compare trend data from comparable school systems to evaluate the district's student performance and system effectiveness.

Trend data from state ABC testing indicates gradual growth. AYP results vary from year to year and are affected by changing demographics. Benchmark assessments are utilized at the individual level to track growth and adapt instruction.

NCWise data management system maintains individual testing information that is available at the school level, the central office, and the state level.

Strengths - The team noted the following successful practices deserving of recognition:

- The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.
- Staff use data to make decisions, including analysis of results, to assist them in improving services to stakeholders, and to alter services within the district.
- The variety of district assessments presents a comprehensive picture of student achievement and organizational effectiveness.

Opportunities - The team offers the following opportunities for improvement in this standard area:

- Develop systemic and systematic protocols to ensure that data inform and drive the decision-making process regarding strategies for continuous improvement.
- Engage students in tracking their own data on performance using a variety of data points.
- Use comparison and trend data from comparable school systems to evaluate student performance and system effectiveness.

Finding: Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the Asheboro City School System has met the accreditation requirements for the "Documenting & Using Results" standard.

Standard 5. Resource & Support Systems

Standard: The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Description:

The District is made up of five elementary schools, two middle schools, one high school, and one preschool - family literacy center serving approximately 4636 students in grades K-12.

The school system consists of 667 professional and support staff members; 384 of those are highly qualified and dedicated teachers. A Leadership Academy is in place to prepare prospective principals, assistant principals, and lead teachers. This unique opportunity allows the school system to retain and mentor qualified professional staff to fulfill assigned roles and responsibilities within the school system. Interviews indicate that there is a partnership among the school system, Baldwin College, and the University of North Carolina at Greensboro to recruit and employ highly qualified teachers. The school system provides opportunities for the Exceptional Children (EC) teachers to become highly qualified in dual areas, EC and regular education. Outstanding first year teachers are recognized through the “Apple of Excellence” program. Stakeholders share the existence of a new comprehensive induction, support and mentoring program for teachers. In an effort to retain professional and support staff, the district encourages employees to seek advance degrees and provides support through a partial tuition reimbursement plan.

District administrators utilize their strategic plan as the guide to assign professional and support staff. Staff are assigned based on qualifications to insure compliance with all state and federal requirements.

Staff confirm that there is a true commitment for everyone to participate in professional development, with one goal in mind – build capacity of all. Schools have the autonomy to conduct building level professional development based on the individual needs as outlined in the continuous improvement plan. All professional development must focus on improved student outcomes.

The school system employs 384 teachers with 100% meeting the “highly qualified” federal standard. Evidence indicates that 44% of teachers have advanced degrees, and 15% of teachers have National Board certification. The superintendent has an earned doctorate and meets all requirements and qualifications of the state of North Carolina. The administrative and supervisory personnel have advanced degrees and meet all state requirements to hold assigned positions.

The district takes a proactive stance for fiscal matters. Evidence indicates that resources are maximized and used well within the allocations provided, and are aligned with the district’s strategic plan. Evidence and interviews indicate that Title I funds are used to purchase classroom libraries and that the schools are well equipped with literacy materials. While the district does not employ a grant writer, grants are sought and obtained by administrators in the central office. They were recently awarded a \$375,000 Golden Leaf grant for science enhancement. Financial records are audited each year, and the results from the audit reflect best practices and proper budgetary procedures.

Written documents verify the existence of district and school level crisis teams to include written security and crisis management plans. Interviews indicate that the district is seeking the first Department of Labor STAR safety status for a school district in North Carolina. Five school nurses are employed to serve the nine schools in the district. School Resource Officers are provided for the middle and high schools. Students report that they feel safe at school. Parents feel that schools are safe, supportive environments for

their students.

Evidence indicates that the district has effective safety and crisis plans that operate within the confines of the physical layout of each school. Appropriate training for the employment of the crisis management plan is conducted in each school.

A comprehensive Long Range Facility Plan outlines the extensive physical plant needs of the district. Observations and walkthroughs indicate that sites, facilities, and equipment are very well maintained, even though staff reported concerns for the aging facilities. The need for the county commissioners to consider updating or replacing existing buildings was reported to the QAR Team.

All classrooms within the District are equipped with interactive and up-to-date technology – Smart Boards, projectors, document cameras, and wireless connectivity. The district recently launched a bold initiative that places a laptop in the hands of each student in grades nine through twelve. Laptops are given to the student to use at school and home. Observations and walkthroughs at the high school found students utilizing the laptops to complete online and advanced placement courses, create and publish school projects, and conduct educational research.

Interviews indicate that each school has health and wellness initiatives that are aligned with the District's Strategic Plan. Over the past five years nurses have been hired to serve the health needs of the students in all nine school. Students interviewed indicate that they feel safe at school. A social worker is hired for each level, elementary, middle, and high. An attendance worker serves the district to assist with the goal to improve student attendance. The high school has four counselors. Each elementary and middle school has one counselor.

Interviews indicate that each school within the district has extremely active Parent Teacher Organizations (PTO), Parent Teacher Associations (PTA), and Parent and Community Advisory Councils. These organizations meet on a regular basis and use school-provided interpreters for the families who do not speak English as their primary language. Faith-based, community-based, youth associations, civic organizations, parent organizations, governmental agencies, higher education, and the North Carolina Zoo partnerships provide valuable resources to the district. The district provides student and parent support services through a variety of programs including:

- Family Alliance Network (FAN) parent academy;
- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) – support for students and families to help develop the skills necessary to go to college; and
- Advancement Via Individual Determination (AVID) – targets low income students; implemented in grades 7-10 (currently in year 4); support for rigorous college-prep courses; tutoring.

Strengths - The team noted the following successful practices deserving of recognition:

- The finance office and the superintendent are forward thinking and always planning ahead to minimize budgetary reduction impact to the district.
- The board supports staff through their tuition reimbursement incentive program for staff seeking advanced degrees.
- The district has actively pursued and established impressive partnerships with a range of private, public and civic groups to help them reach their vision to meet the needs of all students.
- GEAR-UP and AVID are exemplary programs to support high expectations and achievement of all students.

Opportunities - The team offers the following opportunities for improvement in this standard area:

- Address the facility needs of the district. The board and administration should continue to pursue funding sources to replace and upgrade existing buildings.

Finding: Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the Asheboro City School System has met the accreditation requirements for the "Resource & Support Systems" standard.

Standard 6. Stakeholder Communications & Relationships

Standard: The system fosters effective communications and relationships with and among its stakeholders.

Description:

The Asheboro City Schools District fosters collaboration with community stakeholders to support student learning. The review team heard from several constituents about the "Zoo School", a very popular program with the Asheboro High School students. Students are able to take classes at the local zoo and benefit from world-wide connections available through the zoo. A similar program where stakeholders in the community support student learning is the partnership between the St. Joseph Church and the Donna Loflin Elementary School where volunteers tutor elementary students on goals in their Pupil Education Plans. Another program is The Boys and Girls club that offers the "Power Hour" program. Additional student support programs by community partners were reported. Programs such as these allow the district to solicit the knowledge and skills of stakeholders to enhance the work of the system.

The district uses system-wide strategies to listen to, and communicate with, stakeholders. Parents are invited to come to several available "bag lunch" and "coffee talk" meetings to provide input for preparing the district three-year strategic plan. The "Report to the Community" is a document outlining all the educational goals listed in the strategic plan as well as testing information and many of the stakeholder organizations within the district. Members of the community also recognize the quality of information and articles provided by the education reporter for the local newspaper who provides positive accounts of events within the district.

The district communicates the expectations for student learning and goals for improvement to stakeholders. This is done by a variety of avenues including letters home to parents, progress and report cards, and the Celebration of Achievements. Communication with stakeholders at all levels is thorough and numerous as evidenced by automated phone calls on Sunday evening from the principal and central office calls to share system-wide information. District documents take into account the diversity of the population by including translated documents in Spanish. Similar information is shared in additional ways: Connection Newsletter (also available on-line and in Spanish), The Family Alliance Network, the Student Advisory Council, the President's Round Table, and Monday Musings. Nevertheless, communication efforts to all stakeholders is a continuing challenge.

Strengths - The team noted the following successful practices deserving of recognition:

- Parents receive communication in a variety of forms including written notes, newsletters, email, automated calling, local media, personal calls and conferences.
- The district attempts to make special accommodations for the diversity in the community by including translation for Hispanic families. Translators were used during the team's visit to one of the elementary schools so that those parents could contribute freely to the conversation.

Opportunities - The team offers the following opportunities for improvement in this standard area:

- In addition to Spanish, offer translation options to speakers of other languages.
- Engage various methods of stakeholder input and communication exchange with parents, community, and businesses.

Finding: Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the Asheboro City School System has met the accreditation requirements for the "Stakeholder Communications & Relationships" standard.

Standard 7. Commitment to Continuous Improvement

Standard: The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Description:

The Asheboro City Schools District engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing. The system maintains a rich and current description of students, their performance, system effectiveness, and the community. It employs goals and interventions to improve student performance for majority student groups, and documents and uses the results to inform future improvement efforts. The district engages stakeholders in the processes of continuous improvement. District representatives shared future goals of making sure that their monitoring systems do inform decision-makers that all components are in place to sustain improvement efforts and assure quality.

This process begins with the development of the district Strategic Plan. Parents are included in the strategic planning process by attending "Bag Lunch" and "Coffee Talk" meetings. After input from the community and evaluating data from areas of achievement, all information is assembled and used to direct the strategic plan. Once approved by the board of education, the strategic plan then drives the work of each of the individual schools as they develop their goal-oriented Continuous Improvement Plan with input from the school's leadership team and staff. These plans are designed to support the district plan.

Benchmark and other data within the district allow the schools to monitor the progress on their goals. The effectiveness of these goals at the school level will impact the district goals. In addition, the progress on the goals is posted on the district website and can be found with much of the data and information in the Statistical Profile.

At the school level, parents are also involved in every school's improvement team or Continuous Improvement Team as they provide input into the school improvement plan. These plans are a way to ensure that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels. While each school has its own vision statement on these plans, they are aligned to the district vision and the goals in the strategic plan.

In order to support the work of the school improvement plans, and ultimately the district goals, the district provides research-based professional development for system and school personnel to help them achieve the improvement goals necessary to support the plans. Professional Development (PD) is addressed in the Employee Handbook. PD is provided through such offerings as PD 360, online professional development, the NC Formative Assessment Learning Community's Online Network (NC FALCON), add-on licensure

courses, and webinars are available, to name a few.

The district monitors and communicates the results of improvement efforts to stakeholders by posting accomplishments on the school website under the Statistical Profile. By doing so, the district evaluates and documents the effectiveness and impact of its continuous process of improvement.

The district allocates and protects time for planning and engaging in continuous improvement efforts system-wide by providing time for the development of strategic plans and continuous improvement plans. Time is also protected at the school level for staff to engage in weekly discussions to address formative assessments and data in professional learning communities. The district provides direction and assistance to its schools and operational units to support their continuous improvement efforts in the form of staff such as instruction facilitators/lead teachers.

Strengths - The team noted the following successful practices deserving of recognition:

- Asheboro City Schools has made a concerted effort to develop a strategic plan that focuses on improvement in student achievement.
- The district is dedicated to providing ongoing embedded professional development (PD) focused on research-based practices and aligned to the strategic plan.

Opportunities - The team offers the following opportunities for improvement in this standard area:

- Include SMART goals that are Specific, Measurable, Attainable, Realistic, and Timely in your school level Continuous Improvement plans.
- Conduct a quarterly review of the plan to address supporting data, determine next steps, and modify the plan for each goal.

Finding: Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the Asheboro City School System has met the accreditation requirements for the "Commitment to Continuous Improvement" standard.

Quality Assurance Findings

The Quality Assurance Review Team examined the effectiveness of the district's methods for quality assurance. The team reviewed the district's practices and methods to monitor and document improvement, provide meaningful feedback and support across the district, ensure that AdvancED standards are met and strengthened, and regularly collect, use, and communicate results. The team provides the following findings in this area.

Description

Asheboro City Schools models a systemic atmosphere of mutual respect and trust. Evidence gathered throughout the district buildings, staff, stakeholders, and students demonstrated an understanding and appreciation of district accreditation. There is strong, visionary leadership that has developed a strategic plan that guides all decisions throughout the system. The strategic plan outlines the district's vision and purpose: it is then effectively utilized to guide the teaching and learning processes and strategic direction of schools, departments, and services. There is strong, visionary leadership as evidenced by a clear, well-articulated vision and a willingness to examine the district's current reality. Operational and instructional decisions are based on data. Professional development opportunities are made available for improvements in the teaching and learning process. The supportive nature of the administrators throughout the district advances the district's vision and initiatives as they continue to work collaboratively to develop the necessary processes, alignment, and measures needed to meet the AdvancED standards. The district has programs and processes in place to increase staff and student capacities to meet the expectations for high performance.

Protocols and managerial processes are in place to assist the system in its efforts to monitor, document, and communicate improvement goals. Informal and external audits have been used to ascertain strengths and challenges. These protocols and practices need to address the need of all students and all student groups. The district has adopted a continuous improvement planning process that provides each individual school a consistent framework by which to plan and document their individual team efforts. The state provides the guidance and guarantee of an aligned curriculum and assessment system. Parent support groups, open-door-policies at the schools, frequent reports from the Superintendent, the district website, and weekly phone communications are utilized by the district to gather and communicate district priorities, progress of improvement efforts, important announcements of events, and goals for student achievement to all stakeholder groups.

Evaluation processes used for all personnel are aligned to the district's goals and the state's requirements. The district has positively embraced the new state evaluation system for teachers, principals, and superintendent. The district reported that the new instruments are focused on a professional growth model.

A wide variety of instructional initiatives are being made available to district students to provide intentional strategies that increase student learning opportunities to become more college and career-ready. Literacy across the curriculum is a focus. The district ensures that student assessment data is used to make decisions for continuous improvement of teaching and learning. Evidence indicates that the School Board utilizes end of year data to formulate the Continuous Improvement Plan. Professional Learning Communities plan for next steps of the teaching process by collectively studying the data and planning accordingly.

Fidelity of program implementation is embraced by the staff to assure equitable learning opportunities are provided all students. Interventions are selected and aligned to the needs of students according to data analysis of

formative assessments. These interventions are delivered to students after staff deliberations during collaborative team meetings.

Strengths

- District stakeholders have embraced the vision and purpose of the district which provides a strong foundation for all decisions and a focus on student achievement and literacy.
- The strategic plan outlines the district's vision and purpose: it is then effectively utilized to guide the teaching and learning processes and strategic direction of schools, departments, and services.
- The superintendent and board have created a relationship among all stakeholders which is characterized by a mutual commitment to, and clear understanding of, respective roles and responsibilities that facilitates trust, respect, transparency, and integrity.

Opportunities

- Identify the expected performance for various subgroups.
- Support and monitor all student performance to ensure that components of the system are aligned with the strategic direction.
- Foster a culture of ongoing improvement, and implement support systems to sustain improvement efforts and quality assurance.
- Develop and implement a process for monitoring quality programs and processes.
- Maintain an information system that brings together people, processes, and systems to use and share in the communication of information and feedback. Documentation of student and staff performance will help stakeholders and district leadership understand the current status of student learning.

Schools Visited

The Quality Assurance Review team visited the following schools during the visit to the Asheboro City School System on 02/13/2011 - 02/16/2011.

Lindley Park Elementary School	312 Cliff Road	Asheboro	North Carolina	27203
Asheboro High School	1221 South Park Street	Asheboro	North Carolina	27203
Donna Lee Loflin Elementary School	405 S. Park Street	Asheboro	North Carolina	27203
North Asheboro Middle School	1861 N. Asheboro School Road	Asheboro	North Carolina	27203

Conclusion

The commendations and required actions in this report are designed to focus the school district on those areas that will have the greatest impact on student performance and system effectiveness. While powerful in potential, the commendations and required actions only have meaning when acted upon by the school district and its schools. The strength of this report lies in the school district's commitment to using the findings to continuously improve. The key is action. The school district is encouraged to use the report as a call to action, a tool to sustain momentum in the ongoing process of continuous improvement.

The team identified required actions for improvement that the school district will need to address. Following this review, the school district will be required to submit a progress report summarizing its progress toward addressing the team's required actions.

The Quality Assurance Review Team expresses appreciation to the district leadership, members of the professional staff, students, parents and other community representatives for hosting the review team. The team wishes the district and its students much success in the quest for excellence through SACS-CASI-NC accreditation with AdvancED.

Appendix

Quality Assurance Review Team Members

- Dr. Joy Mockelmann, CHAIR (Milestone Enterprises)
- Dr. Sonna Lyda, VICE_CHAIR
- Mr. William Long, MEMBER (Iredell Statesville Schools)
- Mrs. Linda Johnson, MEMBER (Uwharrie Middle School)
- Mrs. Kim Griffin, MEMBER (Clinton Public Schools)

AdvancED Standards for Quality School Systems

The AdvancED Standards for Quality School Systems are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for school districts to achieve quality student performance and organizational effectiveness. As school districts reach higher levels of implementation of the standards, they will have a greater capacity to support ever-increasing student performance and organizational effectiveness. Each of the seven standards listed below has corresponding indicators and impact statements which can be accessed at www.advanc-ed.org.

Vision and Purpose

The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.

Governance and Leadership

The system provides governance and leadership that promote student performance and system effectiveness.

Teaching and Learning

The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

Documenting and Using Results

The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.

Resource and Support Systems

The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Stakeholder Communications and Relationships

The system fosters effective communications and relationships with and among its stakeholders.

Commitment to Continuous Improvement

The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.



Accreditation Progress Report

Asheboro City School System

Dr. Diane L. Frost, Superintendent

1126 South Park Street
Asheboro, North Carolina, United States 27203

Prepared for the AdvancED Quality Assurance Review

Report Status : Open

Report Open Date : March 25, 2011

Report Due Date : May 1, 2013

Report Submitted Date : Unknown

Report Accepted Date : Unknown

Accreditation Progress Report

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DRAFT

1.0 About AdvancED and NCA CASI/SACS CASI

Background. Dedicated to advancing excellence in education worldwide, AdvancED provides accreditation, research, and professional services to 27,000 schools in 65 countries. AdvancED provides accreditation under the seals of the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).

The Accreditation Process.

To earn and maintain accreditation, district/systems must:

- 1. Meet the AdvancED Standards for Quality School Systems.**

District/Systems demonstrate adherence to the seven AdvancED standards which describe the quality practices and conditions that research and best practice indicate are necessary for school systems to achieve quality student performance and organizational effectiveness.

- 2. Engage in continuous improvement.**

District/Systems implement continuous improvement focused on improving student performance and school effectiveness.

- 3. Demonstrate quality assurance through internal and external review.**

District/Systems engage in a planned process of ongoing internal review and self-assessment. In addition, district/systems host an external Quality Assurance Review team once every five years. The team evaluates the district/system's adherence to the AdvancED quality standards, assesses the efficacy of the district/system's improvement process and methods for quality assurance, and provides commendations and required actions to help the district/system improve. The district/system acts on the team's required actions and submits an Accreditation Progress Report at prescribed intervals following the Quality Assurance Review.

The AdvancED accreditation process engages the entire school community in a continuous process of self-evaluation and improvement. The overall aim is to help district/systems be the best they can be on behalf of the students they serve.

2.0 Introduction to the Accreditation Progress Report

Purpose

The Accreditation Progress Report (APR) is a critical component of the AdvancED accreditation process. It engages the district/system in a detailed review and analysis of the steps it has taken to address the required actions made by the AdvancED Quality Assurance Review (QAR) team. Completing the report helps the district/system focus and reflect on its continuous improvement efforts.

It is the responsibility of the district/system to address each of the QAR report's required actions within the 5-year term accreditation. Deadlines for completion of the report are based on the district/system's accreditation status and must be met to maintain accreditation. Some district/systems may complete multiple reports during the 5-year term to demonstrate that they have fully addressed the required actions.

Structure of the Report

The APR is organized around the required actions in the district/system's QAR team report. The APR lists the required action from the report along with the rationale and evidence supporting the required action. The district/system then indicates the progress that it has made toward meeting the required action and provides a more detailed response describing the actions it has taken and the results obtained. The district/system provides a response for each of the QAR team required actions.

Following the district/system's response is the reviewer's response. Each APR is read by an AdvancED reader in the state or regional office who reviews the district/system's response to determine if the required action has been met. The reader provides his/her assessment of the progress the school has made and then offers comments to the district/system. If required actions remain in progress or not addressed, a new APR will be created with a new deadline for completion. As noted earlier, the district/system must address the required actions within the 5-year accreditation term.

Conclusion

The Accreditation Progress Report is a useful report for members of the district/system and broader community. It helps community members see and monitor the ongoing improvement efforts of their district/system. It demonstrates how the district/system uses its accreditation for the ongoing benefit of the students it serves.

3.0. Executive Summary

1.1. Based on the actions taken by your institution to address the required actions provided by the QAR team, what has been the impact on your institution's overall effectiveness?:

1.2. What would you consider to be challenges that still lie ahead and how do you plan to address those challenges?:

1.3. How will you use the insights gained from your accreditation activities to inform and enhance your quality assurance and school improvement efforts?:

DRAFT

Asheboro City School System hosted a Quality Assurance Review team on 02/13/2011 - 02/16/2011. Through interviews with district/system stakeholders, classroom observations, and a review of district/system documents and student performance results, the team developed a Quality Assurance Review (QAR) report detailing its findings from the visit. The full report can be viewed at www.advanc-ed.org.

The QAR report contained commendations and required actions for the district/system. The district/system is responsible for addressing each of the required actions in the report. At prescribed intervals based on the district/system's accreditation status, the district/system must complete an Accreditation Progress Report. Below, please find the required actions from the QAR report and the district/system's response to each required action. Following the district/system's response is the reviewer's progress response and comments.

4.0. Required Action 1

Source: QAR

Date: 2011-03-09

Required Action:

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

Evidence:

The Quality Assurance Review team did not see or hear about a process for ensuring consistent implementation of key initiatives across the district. Fidelity of instructional delivery will assure equity of program delivery to all students.

Rationale:

Monitoring of exemplary programs will result in increased student achievement for all subgroups.

4.1. District/System Response

Progress Status:

Response:

4.2. Reviewer Response

Progress Response:

**Comments for
Institution:**

5.0. Required Action 2

Source: QAR

Date: 2011-03-09

Required Action:

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

Evidence:

Throughout the interview process, it was evident that all stakeholders recognize the need to close the achievement gap.

Rationale:

Researched-based, culturally-sensitive strategies for identified subgroups will close the achievement gap, increase the graduation rate, and prepare students for careers and college.

5.1. District/System Response

Progress Status:

Response:

5.2. Reviewer Response

Progress Response:

**Comments for
Institution:**

Policy 1310/4002: Parental Involvement

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

This policy emphasizes the importance of the role of parents in their children's education. It outlines expectations for parent communication and conferences, and annual notifications that schools are required to provide parents. As part of the annual notification, parents receive information allowing them to withhold consent regarding the release of certain student directory information along with student participation in specific activities. In some situations, parental permission is required for their child to participate. Website notification must be provided when a school is identified for improvement so that parents will be aware of supplemental services and school choice.

The board recognizes the critical role of parents in the education of their children and in the schools. The board directs school administrators to develop programs that will promote and support parental involvement in student learning and achievement at school and at home and encourage successful progress toward graduation. Each parent is encouraged to learn about the educational program, the educational goals and objectives of the school system, and his or her own child's progress. The board also encourages parents to participate in activities designed by school personnel to involve them, such as parent conferences, in order to encourage effective communication.

The board directs each principal or designee to develop a parental involvement plan as a part of the school improvement plan. This plan must include, at a minimum, the board directives provided below. In addition, the plan must include ways to enhance parental involvement in the following areas:

1. meaningful two-way communication between home and school;
2. promotion of responsible parenting;
3. involvement of parents and guardians in student learning;
4. promotion of volunteering;
5. involvement of parents and guardians in school decisions that affect children and families;
6. parental training;
7. community collaboration; and
8. promotion of student health awareness.

This policy applies to the parents, legal guardians and legal custodians of students who are under 18 years old and are not married.

A. PARENT COMMUNICATION AND CONFERENCES

The board encourages school personnel to have regular contact with parents for commendation as well as for notification of concerns. Principals or designees shall plan for periodic communication with parents. Teachers are responsible for scheduling conferences with parents.

The principal or designee is responsible for identifying students at each school who are at risk for academic failure and who are not successfully progressing toward grade

promotion and graduation, beginning no later than the fourth grade. Additionally, no later than the end of the first quarter or after the teacher has had up to nine weeks of instructional time with a student, a personal education plan for academic achievement shall be developed for each student at risk of academic failure who is not performing at least at grade level. The principal or designee shall notify the student's parent of the student's personal education plan and provide the parent with a copy of the plan.

The board encourages the superintendent to work with local business leaders, including the local chambers of commerce, to encourage employers to adopt as part of their stated personnel policies time for employees who are parents or guardians to attend conferences with their child's teachers.

B. TITLE I PARENT CONSULTATION POLICY

The Title I program offers assistance to meet the special educational needs of educationally and economically disadvantaged children according to federal guidelines. The board encourages parents to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the program and the success of the children.

An annual meeting must be held for parents of all eligible Title I children to discuss the Title I-funded programs and activities. In addition to the annual meeting, the board encourages parents to confer with their child's Title I teacher on a regular basis.

Each year the principal or designee shall notify parents of limited English proficient children identified for participation in a Title I, Part A-funded language-instruction educational program of the following:

1. the reasons for the identification;
2. the level of English proficiency;
3. methods of instruction;
4. how the program will help the child;
5. if the child has a disability, how the language instruction educational programs meet the objectives of the child's individualized educational program (IEP); and
6. any other information necessary to effectively inform the parent of the program.

C. ANNUAL NOTIFICATION

Each principal or designee shall effectively notify parents each year of the following:

1. parental rights related to student records (policy 4700, Student Records);

2. parental rights related to student surveys (policy 4720, Surveys of Students);
3. the approximate dates of any non-emergency, invasive physical examination that is: (a) required as a condition of attendance, (b) administered and scheduled in advance by the school administration, and (c) not necessary to protect the immediate health and safety of students; and their right to opt their child out of any such examination;
4. the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use;
5. student behavior policies and school standards and rules (policies in the 4300 series);
6. the permissible use of seclusion and restraint in the schools (policy 4302, School Plan for Management of Student Behavior);
7. the Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225);
8. the Student and Parent Grievance Procedure (policy 1740/4010);
9. grading practices that will be followed at the school and, in the high schools, the method of computing the grade point averages that will be used for determining class rank (policy 3400, Evaluation of Student Progress; policy 3450, Class Rankings);
10. a description of the curriculum being offered (policy 3100, Curriculum Development);
11. performance standards of the board and school system (policies in the 3400 series);
12. a report containing aggregate information, including, but not limited to, student achievement (disaggregated by category), graduation rates, performance of the school system and teacher qualifications;
13. the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child;
14. if the student has been assigned or has been taught for at least four consecutive weeks by a teacher who is not "highly qualified" as defined in the No Child Left Behind Act;

15. the results of the LEA's yearly progress review of each school;
16. if a Title I school is identified for improvement, an explanation of students' transfer rights and other information required by 34 C.F.R. 200.37;
17. if a Title I school is identified for improvement and fails to make adequate yearly progress by the end of the first full year after being so identified, the availability of supplemental services in accordance with 34 C.F.R. 200.37;
18. sports and extracurricular activities available for students (policy 3620, Extracurricular Activities and Student Organizations);
19. supportive services available to students, including guidance, counseling, and health services (policy 3540, Comprehensive Health Education Program; policy 3610, Counseling Program);
20. information about meningococcal meningitis and influenza, including the causes, symptoms and vaccines, how the diseases are spread, and places where parents and guardians may obtain additional information and vaccinations for their children;
21. for students in Grades 5 through 12, information about cervical cancer, cervical dysplasia, and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children;
22. how to reach school officials in emergency situations during non-school hours;
23. the school's written parental policy, parents' right to be involved in their child's school and opportunities for parents to be involved in the school;
24. information about and an application form for free and reduced price meals and/or free milk;
25. for parents of children with disabilities, procedural safeguards;
26. information on the availability of the asbestos management plan and planned or in-progress inspections, re-inspections, response actions and post-response actions, including periodic re-inspection and surveillance activities; and
27. that the school system does not discriminate on the basis of race, color, national origin, sex, disability or age.

D. OPPORTUNITIES TO WITHHOLD CONSENT/OPT OUT

As a part of the annual notification described above, parents will be effectively notified that they may opt out of any of the following.

1. Release of student directory information about their child for school purposes or to outside organizations (policy 4700, Student Records).
2. Student's participation in curricula related to (a) prevention of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS); (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education, as provided in policy 3540. A copy of the materials that will be used in these curricula will be available in the school media center during the school year and at other times that the media center is available to the public. To meet any review periods required by law, materials also may be made available for review in the central office.
3. Student's participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders). (Exception: parental notification and permission are not required for: (a) short-duration academic, career, personal or social guidance and counseling and crisis intervention that is needed to maintain order, discipline or a productive learning environment; (b) student-initiated individual or group counseling targeted at a student's specific concerns or needs; and (c) counseling if child abuse or neglect is suspected (policy 4240/7312, Child Abuse – Reports and Investigations).)
4. Student's participation in non-Department of Education-funded surveys concerning protected topics (policy 4720, Surveys of Students).

Any parent or legal guardian who wishes to opt out/withhold consent must do so in writing after receiving notice. Otherwise, consent to the programs or activities is presumed. After the annual notification, the school is not required to provide further notice to the parent or legal guardian as to the manner in which student directory information is used, the curriculum is provided, or guidance programs are made available.

E. PARENTAL PERMISSION REQUIRED

Written parental permission is required prior to the following activities:

1. the administration of medications to students by employees of the school system (policy 6125, Administering Medicines to Students);
2. the release of student records that are not considered directory information, unless the release is allowed or required by law (policy 4700, Student Records);

3. off-campus trips;
4. students' participation in high-impact or high-risk sports or extracurricular activities, such as football or mountain climbing (policy 4220, Student Insurance Program);
5. all decisions or actions as required by the IDEA with regard to providing special education or related services to students with disabilities (policy 3520, Special Education Programs/Rights of Students with Disabilities);
6. certain health services, as required by law;
7. students' participation in programs or services that provide information about where to obtain contraceptives or abortion referral services;
8. students' participation in surveys funded by the Department of Education that are conducted concerning protected topics (policy 4720, Surveys of Students); and
9. disclosure of students' free and reduced price lunch eligibility status.

F. WEBSITE NOTIFICATION

When a school is identified for improvement, the school system will display on its website the following information in a timely manner to ensure that parents have current information regarding supplemental services and public school choice:

1. beginning with data from the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in public school choice;
2. for the current school year, a list of available schools to which students eligible to participate in public school choice may transfer;
3. beginning with data from the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in supplemental educational services; and
4. for the current school year, a list of supplemental educational services providers approved by the state to serve the school system and the locations where services are provided.

Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; 34 C.F.R. 200.37, -200.39; G.S. 90-21.1; 115C-47(34), -47(47), -47(51), -81(e1), -105.41, -307(c), -375.4; State Board of Education Policy FCB-A-000

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Student and Parent Grievance Procedure (policy 1740/4010), Curriculum Development (policy 3100), Student Performance Policies (3400 series), Special Education Programs/Rights of Students with Disabilities (policy 3520), Comprehensive Health Education Program (policy 3540), Counseling Program (policy 3610), Extracurricular Activities and Student Organizations (policy 3620), School Improvement Choice Transfer (policy 4153), Student Insurance Program (policy 4220), Child Abuse – Reports and Investigations (policy 4240/7312), Student Behavior Policies (4300 series), Student Records (policy 4700), Surveys of Students (policy 4720), Registered Sex Offenders (policy 5022), Administering Medicines to Students (policy 6125), Free and Reduced Price Food Services (policy 6225)

Adopted:

Policy 5210: Distribution and Display of Non-School Material

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

Because the primary focus of Asheboro City Schools is on students and the educational program, the distribution and display of non-school materials must be monitored and limited so as to prevent intrusions upon instructional time. This policy applies to requests made by students, school-related groups, governmental agencies, educational institutions, and non-profit entities. It also outlines procedures for submission and review of materials, along with approval or disapproval guidelines.

DISTRIBUTION AND DISPLAY OF NON-SCHOOL MATERIAL

Policy Code:

5210

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

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

A. DISTRIBUTION AND DISPLAY BY STUDENTS

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

B. DISTRIBUTION AND DISPLAY BY NON-STUDENTS

1. Distribution and display of “school-sponsored or curriculum-related publications and materials” as defined in Section E are permitted during the school day, on school grounds and at school activities.
2. Distribution and display of publications and materials from school-related groups that have received prior approval of the principal ~~or superintendent or designee~~ pursuant to the standards in Section C below and the standards for review of the decision in Section D below are permitted at reasonable times and places as designated by the principal ~~or superintendent or designee~~. The term “school-related group” is defined in Section E.
3. The following agencies and organizations are permitted to distribute or display educational information or information about programs and activities of interest to students:
 - a. local, state and federal government agencies and departments;

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

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

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

C. DISTRIBUTION AND DISPLAY STANDARDS FOR NON-SCHOOL MATERIALS

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

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

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

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

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

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

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

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

E. DEFINITIONS

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

1. Obscene

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

2. Libelous Statement

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

3. Non-School Material

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

4. Material and Substantial Disruption

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

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

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

6. School-Related Group

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

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

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

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

Adopted:

Policy 7920: Professional Personnel Reduction in Force

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

This policy outlines requirements for reducing the number of licensed, professional employees of the school district when conditions exist that require such action. Grounds for reduction in force include system reorganization, declining enrollment, and financial exigency. First, the superintendent works with the Board to determine if a reduction is needed. Then the Board considers established criteria to identify employees to be included in the reduction. The procedure for termination is also contained within this policy. When career teachers are dismissed, they may be considered for reemployment at a later time. The Board may also choose not to renew the contracts of certain groups of teachers as specified in Section F.

**PROFESSIONAL
PERSONNEL REDUCTION IN FORCE**

Policy Code: **7920**

The purpose of this policy is to establish an orderly procedure for reducing the number of licensed, professional employees of the school system.

A. GROUNDS FOR REDUCTION IN FORCE

A reduction in force may be implemented when the board determines that any of the following circumstances have resulted in the need to decrease the number of positions of professional personnel.

1. System Reorganization

System reorganization is defined as (a) the closing, consolidation or reorganization of schools, school buildings or facilities; (b) the elimination, curtailment or reorganization of a curriculum offering, program or school operation; or (c) the merger of two or more school systems.

2. Declining Enrollment

Declining enrollment exists (a) when the enrollment or projected enrollment for the next succeeding school year causes a decrease in the number of teaching or administrative positions allocated by the State or any other funding source; or (b) when the enrollment or projected enrollment of a curriculum offering or program for the next succeeding school year is inadequate to justify continuation of the course or program.

3. Financial Exigency

Financial exigency means (a) any significant decline in the board's financial resources that compels a reduction in the school system's current operational budget; (b) any significant decrease or elimination in funding for a particular program; or (c) any insufficiency in funding that would render the board unable to continue existing programs at current levels.

B. PRELIMINARY DETERMINATION

1. The superintendent will determine whether or not a reduction in force is necessary, appropriate or in the best interests of the school system.

2. When the superintendent believes that grounds exist for a reduction in force, the superintendent will present a recommendation to the board of education. The recommendation will include:
 - a. the grounds for reduction in force;
 - b. the number or estimated number of licensed employees positions to be reduced by area(s) of licenses and/or program responsibility; and
 - c. the background information, data and rationale for the recommendation.
3. The board of education will review the superintendent's recommendation and will determine whether to reduce the number of licensed employees or to reduce their terms of employment.
4. If the board, after exploring, considering and discussing a variety of ways to avoid a reduction in force, determines that the number of licensed employees is to be reduced, the superintendent will recommend to the board which individuals are to be dismissed, demoted or reduced to part-time employment, based on the criteria set forth below.

C. CRITERIA

The primary consideration in any reduction in force will be the maintenance of a sound and balanced educational program that is consistent with the functions and responsibilities of the school system. The board will consider the following factors in determining which employees will be included in the reduction in force:

1. performance ratings;
2. areas of licensure;
3. highly qualified status;
4. program enrollment;
5. service in extra duty positions and ability to fill such positions;
6. length of service, with higher priority given to service in this school system;
7. degree level; and
8. recommendations and advice from the superintendent.

Among these factors primary consideration will be given to criteria (1) and (8) above.

D. PROCEDURE FOR TERMINATION

The board will consider the superintendent's recommendation and may, by resolution, order dismissal or demotion of an individual or reduce an individual to part-time employment. All requirements of G.S. 115C-325 will be met, including time limits and procedures for notice and opportunity for a hearing, when any career teacher (as defined in G.S. 115C-325) is terminated, demoted or reduced to part-time employment due to reduction in force or any probationary teacher (as defined in G.S. 115C-325) is terminated, demoted or reduced to part-time employment during the term of the contract due to a reduction in force.

E. TERMINATION/REEMPLOYMENT OF A CAREER EMPLOYEE

When a career teacher is dismissed in accordance with this policy, his or her name will be placed on a list of available employees to be maintained by the board. Career teachers whose names are placed on such a list will have a priority to be considered as candidates for ~~on~~ all positions for which they are qualified which become available in the school system for the three consecutive years succeeding their dismissal. If the school system offers the dismissed teacher a position for which the teacher is licensed and the position is refused, the teacher's name will be removed from the priority list.

F. NONRENEWAL OF AN EMPLOYEE

The board, upon recommendation of the superintendent, may refuse to renew the contract of a probationary teacher or to reemploy any teacher who is not under contract for any cause it deems sufficient (see policies 7410, Career Status, and 7950, Probationary Teachers: Nonrenewal). The non-renewal of a probationary teacher contract or non-reemployment of any teacher who is not under contract is not considered a "termination" under this policy. As a result, the procedures set forth in this policy will not be required to be followed before the board's decision not to renew or reemploy such employee.

Legal Reference: G.S. 115C-325

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

Updated: April 8, 1999, August 13, 2009

Administrative Procedure: None



Asheboro City Schools

...the subject is excellence

Support Services

Director: Dr. Brad Rice

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After completing proper paperwork requirements and a successful site inspection on 3/25/11, Asheboro City Schools Support Services would like to recommend Coach America to be added to our approved list of Charter Bus Companies.

School/Location	Date	Event	Time
AHS/PAC	Tuesday, April 12, 2011	Greensboro Symphony (4th and 5th grade students)	9:45am
GBT	Wednesday, April 13, 2011	Expert Project Fair	3:00-6:00pm
Lindley Park	Thursday, April 14, 2011	DARE Graduation	1:15pm
Balfour	Thursday, April 14, 2011	Spring Fling	evening/time TBD
PDC	Thursday, April 14, 2011	Board of Education Meeting	7:30pm
Lindley Park	Friday, April 15, 2011	Spring Fling	evening/time TBD
NAMS Theatre	Friday, April 15, 2011	Elementary Honor Chorus	7:00pm
1st Presbyterian Church	Monday, April 18, 2011	SAMS Spring Chorus Concert	6:30pm
CO Board Room	Tuesday, April 19, 2011	BOE Budget Work Session	7:00pm
	Thursday, April 21, 2011	Snow Make Up Day	
	April 28 and 29, 2011	Snow Make Up Days	
UNCG	Sunday, May 01, 2011	Piedmont Young Writers celebration	2:00-4:00pm
AHS/PAC	May 5 -6 -7, 2011	PSP present - <i>To Kill a Mockingbird</i>	7:00pm
SAMS	Friday, May 06, 2011	SAMS Got Talent (talent show)	7:00pm
PDC	Monday, May 09, 2011	Board of Education Training	5:30pm
Lindley Park	Tuesday, May 10, 2011	PTO/Kindergarten Play	evening/time TBD
AHS/PAC	Tuesday, May 10, 2011	Middle School Band Concert	7:30pm
Loflin	Thursday, May 12, 2011	CARE Graduation	1:00pm
PDC	Thursday, May 12, 2011	Board of Education Meeting	7:30pm
AHS/PAC	Thursday, May 12, 2011	AHS Chamber Music Night	7:30pm
Lindley Park	Friday, May 13, 2011	CARE Graduation	1:00pm
McCrary	Friday, May 13, 2011	Spring Fling	
Greensboro Marriott	Saturday, May 14, 2011	Prom	
Pinewood	Thursday, May 19, 2011	Teacher of the Year Banquet	6:30pm
AHS/PAC	Thursday, May 19, 2011	AHS Chorus Concert	7:30pm
Loflin	Saturday, May 21, 2011	PTA Spaghetti Dinner	4:00-7:00pm
AHS/PAC	Saturday, May 21, 2011	Showcase	7:00pm
AHS/PAC	Tuesday, May 24, 2011	AHS Jazz Band Concert	7:30pm

AHS	Wednesday, May 25, 2011	Senior Boards	5:30pm
AHS/PAC	Thursday, May 26, 2011	AHS Band Concert	7:30pm
AHS/PAC	Friday, May 27, 2011	Academic Awards Day	9:30am
AHS	Friday, May 27, 2011	Aloha Day	12:30pm
AHS/PAC	Wednesday, June 01, 2011	Senior Awards Night	7:00pm
Loflin	Thursday, June 02, 2011	Banquet of Excellence	6:00pm
Balfour	Friday, June 03, 2011	Kindergarten Celebration	1:00pm
AHS/PAC	Sunday, June 05, 2011	Baccalaureate	7:00pm
The Exchange	Monday, June 06, 2011	Meeting with Randolph Tea Party	6:30pm
Lindley Park	Wednesday, June 08, 2011	5th Grade Graduation	time TBD
SAMS	Thursday, June 09, 2011	Academic Awards Day	9:00am
Loflin	Thursday, June 09, 2011	3-5 Awards Program	8:15am
Loflin	Thursday, June 09, 2011	K-2 Awards Program	10:30am
Balfour	Thursday, June 09, 2011	5th Grade Awards	1:00pm
PDC	Thursday, June 09, 2011	Board of Education Meeting	7:30pm
Lindley Park	Friday, June 10, 2011	Talent Show	8:15am
Loflin	Friday, June 10, 2011	5th Grade Graduation	9:00am
SAMS	Friday, June 10, 2011	Athletic Awards	11:00am
Lee J Stone Stadium	Friday, June 10, 2011	Graduation	7:00pm
AHS/PAC	Monday, June 13, 2011	Retirement and Service Award Breakfast	7:30am
PDC	Thursday, June 30, 2011	Board of Education Retreat	5:30pm



Points of Pride

April 14, 2011



Student Achievements:

- AHS Zoo School - Polar Bear project team, top 4 in nation
- Six students place in middle school Regional Science Fair
- Dave Beitzel, concerto competition winner/All State Jazz Ensemble
- AHS Bands and Chorus - earn superior ratings at "contest"
- Youth Art Month celebration
- Middle School Band Concert
- 4 AHS students selected to Governor's School
- AHS Student Council elected Central District Chair for 2011-2012

Staff Recognitions:

- Evening of Excellence held in honor of National Board Certified Teachers
- Kathy Landis and Barry Barber, SAMS, presented at NC Technology Conference
- Sarah Beth Robbins, AHS, presented at Atlantic Coast Business Marketing & Information Technology Conference
- Human Race Teams, DLL and NAMS
- Cheryl Varner, AHS, Claes Nobel Educator of Distinction by National Honor Society of High School Scholars
- Kristen McClosky, ACS Jaycees Outstanding Young Educator

Parent Involvement:

- 5th grade parent FAN meeting - Preparing for the transition to middle school
- Teachey playground dedication
- Report Card pick up
- Family Reading Night held at McCrary, Teachey and Loflin
- Technology Night held at Lindley Park
- Lunch and Learn for parents held at Lindley Park
- Golden Leaf parent meeting

Events bringing community into our schools:

- Band concerts (high school and middle school)
- AHS Blood Drive
- EC Transition Fair
- AHS Children's Theatre
- Regional Math Fair
- 2011-2012 Kindergarten Orientation
- Career Day and NC Festival at NAMS

Asheboro City Schools Strategic Plan Milestones

2010-2011

Board of Education Meeting Update

April 14, 2011

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

1. Every student graduates college and career ready.

- Graduation rate for 5-year cohort will improve from 76.9% to 80%.

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

- Implement 1:1 transformation in grades 9-12.
- Increase access to technology for students in grades 4-8.
- Demonstrate student projects.

Students at Balfour School will demonstrate how they are integrating clay animation projects into the instructional day using technology.

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

- Continue planning for future Health Sciences Small Learning Community in partnership with Randolph Community College and Randolph County Schools.

4. Increase the number of students reading on grade level by Grade 3 from 51.3% to 58%.

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

- Use DPI individual growth model to determine percent of students demonstrating academic growth in reading and mathematics in grades 3-8.
- Develop systematic process to monitor student progress in reading using the Scholastic Reading Inventory (lexile level) and in mathematics using the Scholastic Mathematics Inventory (quantile level).

Each elementary school is monitoring the reading comprehension progress of their students in grades 2-5 with quarterly assessments using the Scholastic Reading Inventory. The inventory is a computer-based reading assessment that provides data on students' reading levels and growth. Dr. Harper and I visited all schools in mid-March to review this data with school administrators and discuss strategies for continued improvement.

6. Implement innovative after school enrichment and intervention programs.

- Identify needs at elementary and middle schools.

- Involve partners such as Arts Guild, Asheboro City Parks and Recreation, Randolph County Cooperative Extension.

7. Establish a rigorous and relevant CTE program.

- Develop CTE strategic plan.

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

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

- Provide ongoing professional development support in grades 6-12 mathematics.
- Provide ongoing professional development support in using technology to enhance learning.
- Develop and implement preK-12 literacy framework.

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

- Continue to use and refine formative assessments (NC FALCON), including performance assessments.
- Introduce student-led conferences.
- Implement RTI (Response to Instruction) in grades preK-8.

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.

- **Implement Teacher Leadership Academy.**

On Thursday, April 7, we held our final session with our first Asheboro City Schools Teacher Leadership Academy. The 26 teachers in this year's academy participated in 8 day-long sessions to learn about themselves as leaders, school cultures that support high student achievement, the change process, the code of ethics for educators, and best practices in instruction. Each teacher team presented a final school-based project using what they have learned in the Leadership Academy.

The application period for teachers to apply for next year's academy is currently open. Our goal is that eventually all teachers in Asheboro City Schools will participate in the leadership academy to further enhance their leadership skills and improve professional practice. Teacher leadership is one of the five standards for teachers in the new teacher evaluation system.

- Implement new teacher evaluation system.

- Teachers will participate, plan, and lead professional learning communities (collaborative conversations).

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

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

- All schools will complete Level 1 Positive Behavior Support Training and score > 80 on the school inventory.

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

- Increase the number of students with mentors through Communities in Schools.
- Every student has a caring adult among the staff and every student's passion is known by the caring adult.

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

- Enter Healthier U.S. School Challenge.
- Provide nutrition education to parents.

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

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

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

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

- Research plans and procedures and develop policies for 2011-2012 implementation.

We are preparing for implementation of the DPI Parent Assist Module (PAM) in the fall. We expect that parents will have access to demographic, attendance, and grade information through this web-based parent portal. We are assessing current practices and will need to develop expectations and guidelines so that this information is consistently available to parents.

2. Increase communication and outreach to parents.

- Use electronic paperless communication for newsletters, etc.
- Implement use of social media.
- Increase number of home visits.

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

- Partner with High Point University for Master's in School Administration cohort.
- Continue partnerships with UNCG (TESOL and dual licensure for elementary and exceptional education teacher candidates)
- Continue partnership with UNC-Pembroke to offer gifted education licensure courses
- Continue student teacher partnership with Baldwin Wallace

Dr. Allgood and Jennifer Smith visited the campus of Baldwin Wallace the last week of March during their recruiting trip to Ohio. They were invited to speak to a class of students at Baldwin Wallace on what it is like to teach in North Carolina.

- Continue iSchool partnership with UNCG for online courses for high school juniors and seniors
- Continue RCC partnership for Huskins, College Transfer, and Learn and Earn courses for AHS students
- Hold winter Board Retreat at High Point University; explore possible partnerships

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

- Research and communicate community hot spots.
- Hold at least 2 community FAN workshops.

A VERY large turnout came to the FAN workshop on Monday evening, March 28, for parents of rising 6th graders. They received a lot of great information about what to expect when their child enters middle school next year.

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

1. Implement long range facilities plan.

- Continue to work with Randolph County Board of Commissioners to fund ECDC replacement.