

**ASHEBORO CITY BOARD OF EDUCATION**

**June 9, 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 and Pledge of Allegiance – Derek Robbins
- \*C. Approval of Agenda

**II. Special Recognition and Presentations**

- A. Community Spotlight - CenturyLink
- B. Board Spotlight – Outdoor Learning at the Early Childhood Development Center

**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 – May 9 and 12, 2011
- B. Personnel

**V. Information, Reports and Recommendations**

- A. NOVA Academy Update
- B. Policy 1510/4200/7270 - School Safety
- C. Policy 2121 - Board Member Conflict of Interest

**VI. Action Items**

- \*A. Policy 3101 – Concurrent Enrollment and Other Curriculum Expansions
- \*B. Policy 4100 – Age Requirements for Initial Entry
- \*C. Policy 5240 – Advertising in the Schools
- \*D. Personnel Recommendations - Career Status
- \*E. 2011-2012 Career and Technical Education Local Plan
- \*F. Graduation Guarantee

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

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

**VIII. Board Operations**

**A.** Superintendent's Evaluation

**B.** Important Dates to remember:

- June 10 (Friday), 7:00pm, Graduation
- June 13 (Monday), 7:30am, Retirement Breakfast
- June 13 (Monday), 6:00pm, Public Hearing on the Budget
- June 27 (Monday), 6:00pm, Commissioners adopt Budget
- June 30 (Thursday), 5:30pm, Board of Education Retreat

**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**  
June 9, 2011  
7:30 p.m.  
Asheboro High School  
Professional Development Center

**Addendum**

I. **Opening**

IV. **\*Consent Agenda**

- B. Personnel
- C. 2011-2012 Payroll Calendar
- D. 2011-2012 Interim Budget
- E. Budget Amendment S-03
- F. Budget amendment F-03

VI. **Actions Items**

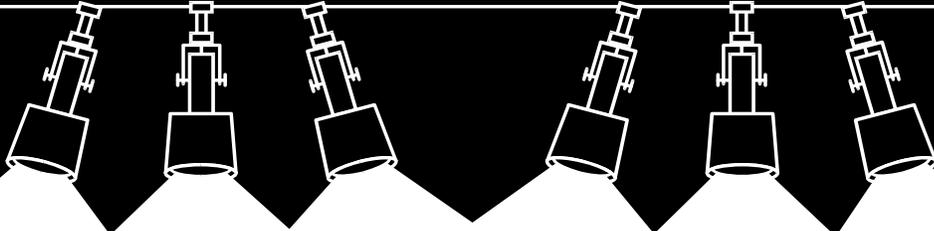
- \*G. 2011-2012 Lunch Price Adjustment

IX. **Adjournment**

**Mission Statement**

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

**June 9, 2011**



**Community Spotlight:** We are please tonight to recognize CenturyLink for their support of Asheboro City Schools and our students. In 2003, CenturyLink (formerly EMBARQ and Sprint) established the Superintendent's Award to recognize outstanding academic achievement. Recipients of this award must have maintained an unweighted grade point average of 4.0 for their entire high school career. With us this evening is Carson Robinson, District Operations Manager for Western North Carolina and Charles Watson, Asheboro Area Manager.

**Board Spotlight:** Tonight we will learn about the new, grant funded, Outdoor Learning Environment at the Early Childhood Development Center. This Outdoor Learning Environment helps make the transition from "playground" to "an important extension of the classroom" possible for our pre-k students.

**Special Recognition:**

**Minutes of the Asheboro City Board of Education**  
**May 9, 2011**  
**Board Training Session**  
**5:30 p.m.**

The Asheboro City Board of Education met in a training session on Monday, May 9, 2011, in the Professional Development Center with the following members present:

Gidget Kidd, Chairman	Linda Cranford
Phillip Cheek	Steve Jones
Joyce Harrington	Archie Priest
Kyle Lamb	Derek Robbins
Chris Yow	Jane Redding

Board member absent was Dr. Kelly Harris.

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

Chairman Kidd opened the meeting and extended a welcome to meeting participants. Ms. Kidd recognized Dr. Frost who led the agenda.

Dr. Frost indicated that Julie Pack, Jennifer Smith, and Wendy Rich would be providing an overview of 21<sup>st</sup> Century Skills & Common Core State Standards and Mathematical Practices of the Common Core State Standards.

Ms. Pack provided information on what students must learn in the 21st Century classroom to be competitive and how teachers must teach students in order for them to lead productive lives in the 21<sup>st</sup> Century.

Ms. Smith shared information on the common core state standards and board members held a discussion on what Asheboro City Schools will need to do to implement the new standards.

Ms. Rich reported on the mathematical practices of the common core state standards and board members and staff participated in an activity to help them better understand how teachers will be teaching math in the 21<sup>st</sup> Century classroom.

There being no further business, the meeting adjourned at 8:30 p.m.

\_\_\_\_\_  
Chairman

\_\_\_\_\_  
Secretary

**Minutes of the Asheboro City Board of Education**  
**May 12, 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	Jane Redding
Phillip Cheek	Linda Cranford

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

Committee Chairman Priest called the meeting to order and referred to Dr. Frick to begin the meeting. Dr. Frick reviewed Policy 2121, Board Member Conflict of Interest. Additional information has been provided and recommended by the School Boards Association involving board members and conflict of interest while serving on a board. The Committee agreed to send the policy to the full Board for 30-day review at its June meeting.

Dr. Allgood reviewed the School Boards Association's Policy 1510/4200/7270, School Safety, indicating Asheboro City Schools is already abiding by most of the directives in the proposed policy. The Committee agreed to replace Asheboro City School's policy with the School Boards Association's policy in order to be in compliance with state law. The Committee will take the policy to the full Board for 30-day review at its June meeting.

The Committee was informed of upcoming policies for review and the possibility of beginning a full review of another policy series.

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

**Finance Committee**

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

Kyle Lamb, Committee Chairman	Chris Yow
Joyce Harrington	Jane Redding
Gidget Kidd	

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

Mr. Blair presented information on the new summer feeding program that will be available to the community this summer. It will provide free breakfast and lunch to anyone under the age of 18. The program will begin July 11 and end August 12.

Mr. Blair shared information on new federal regulations regarding child nutrition lunch prices for paying students. The regulations have been adopted but not finalized, and in their current form will

require school districts to charge a minimum amount to paying students for lunch. If the district does not meet the minimum amount the district must raise the lunch price for paying students by at least five cents every year until they reach the minimum. Asheboro City Schools does not meet the minimum amount.

Dr. Frost informed members that laptops for fourth through eighth graders have been received. Mr. Blair provided information about the recent IMPACT audit conducted by the Office of State Budget and Management, and Dr. Frost updated members on several legislative topics.

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
Steve Jones	Jane Redding
Phillip Cheek	Dr. Kelly Harris
Archie Priest, Jr.	Linda Cranford
Chris Yow	Joyce Harrington

Archie Smith, Jr., Attorney

Board member absent was Derek Robbins.

Staff members present were Dr. Diane Frost, Jennifer Smith, Harold Blair, Dr. Hazel Frick, Dr. Tim Allgood, Pam Johnson, and Carla Freemyer.

Chairman Kidd called the meeting to order. Mr. Yow gave the invocation and Elijah Little, a Teachey Elementary student, led the Pledge of Allegiance.

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

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

Ms. Freemyer recognized the Asheboro Jaycees for their long time support of the Asheboro City Schools' students through their scholarship program and their support of teachers through their Outstanding Young Educator award.

Assistant principal, Sherry Ficquette, and Kevin Craven, teacher assistant, shared information regarding their Teachey Titans' reading club for males in grades 3-5. The main theme of the program is "doing good makes us all superheroes."

Chairman Kidd and Superintendent Frost introduced and recognized the 2012 Teacher of the Year school level winners including: Pam Hyatt, Balfour Elementary; Denee Hinshaw, Charles W. McCrary; Sarah Beth Campbell, Donna L. Loflin; Stacey Federhart, Early Childhood Development Center; Chris Burian, Lindley Park; Sharon Caviness, Guy B. Teachey; Betsy Hammond, South Asheboro Middle School; Kerri Lamb, North Asheboro Middle School; and Lynn Fisher, Asheboro High School.

Assistant Superintendent, Jennifer Smith, presented Elisabeth Bernhardt, math teacher at Loflin Elementary, with a certificate recognizing her selection as Asheboro City Schools' North Carolina Council of Teachers of Mathematics Math Teacher of the Year.

Ms. Smith recognized this year's Apple of Excellence award recipient, Rebekah Hanson, fifth grade teacher at Balfour Elementary. The Apple of Excellence award is presented annually in special recognition of outstanding performance by a beginning teacher.

**Public Comments**

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

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

**Consent Agenda**

The following Consent Agenda items were approved:

*\*Approval of Minutes – April 14 and 19, 2011*

*\*Personnel*

**Resignations/Retirements/Separations**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Date</u></b>
Bates, Lois	Teachey/Instructional Assistant	6/14/11
Callaway, Janice	Loflin/Kindergarten	6/14/11
Church, Mary Anne	Asheboro High/Family & Consumer Science	6/14/11
Davis, Lois	North Asheboro Middle/Special Education	6/14/11
Dunn, Linda	North Asheboro Middle/Mathematics Coach	6/14/11
Hart, William	Asheboro High/Technology	6/14/11
Haywood, Hope	McCrary/Reading	6/14/11
Helsabeck, Graham	Asheboro High/English as a Second Language	6/14/11
Jordan, Elizabeth	North Asheboro Middle/Custodian	7/31/11
Kesler, Beth	Teachey/Instructional Assistant	6/14/11
Morrison, Gwendolyn	Loflin/Second Grade	6/14/11
Qualls, Lisa	South Asheboro Middle/Music	6/14/11
Ford, Jenee	Balfour/Second Grade	6/14/11
Tong, Aaron	North Asheboro Middle/Social Studies	6/14/11
Tong, Nicole	Balfour Elementary/Third Grade	6/14/11

**Leave of Absence**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Date</u></b>
Domally, Nikia	Asheboro High/Spanish	8/17/11-6/30/13

**Information, Reports, and Recommendations**

Dr. Tim Allgood shared new additional rights for teachers receiving nonrenewal notices and informed board members teachers eligible for career status were being presented for consideration with final approval being requested at the June meeting.

**Teachers Eligible for Career Status Consideration – June 2011**

<b><u>Name</u></b>	<b><u>Subject Area</u></b>
<b><u>Balfour School</u></b> Leonard, Emily	1 <sup>st</sup> Grade

**Charles W. McCrary School**

Hartong, Jessica

3<sup>rd</sup> Grade

Hogan, Christin

Kindergarten

**Donna Lee Loflin School**

Hicks, Nicholl

1<sup>st</sup> Grade

Taylor, Summer

Special Education

**Guy B. Teachey School**

Falkowski, Wendy

Speech Language

Foscue, Tracey

4<sup>th</sup> Grade

Frost, Sharon

Inst. Facilitator

Gilmer, Heather

1<sup>st</sup> Grade

Hinson, Michelle

1<sup>st</sup> Grade

Mandara, Kelly

3<sup>rd</sup> Grade

**Lindley Park School**

Ellis, Ashley

1<sup>st</sup> Grade

Wood, Stephanie

5<sup>th</sup> Grade

**Early Childhood Development Center**

Slate, Amy

Pre-kindergarten

**North Asheboro Middle School**

Brooks, Krista

ESL

O' Briant, Lynda

Business Education

Richey, Melanie

Mathematics

**South Asheboro Middle School**

Arroyo, Joe

Physical Education

Nulty-Brown, Jennifer

Special Education

**Asheboro High School**

Barnes, Joanna

Career/Technical

Grosch, Shea

Marketing Education

Henderson, Charles

Physical Education

Humphrey, Leigh

Special Education

McInnis, Jennifer

Spanish

Palma, Melisa

Spanish

Pledger, Eric

Technology

Walker, William

Mathematics

Tom Quinn, Child Nutrition Director, reported on a summer feeding program (Seamless Summer Option) that will be offered July 11 through August 12. The program will be held at Loflin Elementary with free breakfast and lunch for approximately 150 children 18 years old and under. He also indicated that students attending summer academy will be fed through the program with no cost to the student or district.

Pam Johnson shared an overall review of Asheboro City Schools' Continuous Improvement Performance Plan for 2009-2010 comparing Asheboro City Schools with the state on certain indicators. Ms. Johnson also reported on strategies in progress to enhance certain areas.

Dr. Hazel Frick presented the following policies for 30-day review: Policy 3101 – Concurrent Enrollment and Other Curriculum Expansions: Asheboro City Schools' policy will be replaced with the North Carolina School Boards Association's policy. Overall, the proposed policy supports Policy 3100--curriculum development and the Board's encouragement of expanded curriculum development. Policy 4100 – Age Requirements for Initial Entry: The policy has been updated to incorporate an amendment to General Statute 115C-364(a) that pertains to early admission of children of parents on

military deployment. Added to the policy is a statement of requirements that must be met in order for children of military parents to be admitted earlier than is ordinarily allowed. Policy 5240 – Advertising in the Schools: This is a new policy that governs requests to advertise products or services on school grounds through school publications and electronic media by individuals and non-profit organizations.

### **Action Items**

Dr. Frost shared the North Carolina School Boards Association has requested that all 115 LEA's adopt a resolution opposing House Bill 344, Tax Credits for Children with Disabilities. The bill would provide parents of exceptional children enrolled in nonpublic schools with a refundable tax credit of up to \$6,000 per school year for special education and related services expenses. Dr. Frost shared one of the most critical issues is that private schools are not required to provide special education services to children with special needs. By a vote of 9 to 1, with Mr. Jones voting no, the Board approved the request to adopt the resolution. (A copy of the resolution will become a part of these minutes.)

### **Superintendent's Report/Calendar of Events**

Ms. Freemyer shared the Calendar of Events noting the following dates: Teacher of the Year banquet, May 19, 2011 and the Retirement and Service Award breakfast, June 13, 2011.

Ms. Freemyer highlighted *Points of Pride* as follows: DECA students participating in the International Conference with one student placing in the top 10; Asheboro High School Zoo School's Polar Bear Project team, placing second in the nation; Dr. Tim Allgood being named Asheboro Association of Educational Office Professionals' Administrator of the Year; "To Kill A Mockingbird," Asheboro High Schools' PSP production; North Asheboro Middle School's "Jazz it Up" fundraiser; and Balfour Elementary School's "Joining Hearts of Japan."

Dr. Frost shared laptops have been arriving for the elementary and middle school students, Julie Pack is putting together a team to assist in applying for the next GEAR UP grant, and the Senate is considering cutting public education another \$106,000,000.

### **Board Operations**

Chairman Kidd reminded board members of the following important dates: June 1, Lobbying Day in Raleigh, June 1, 7:00 p.m., Senior Awards Night; June 5, 7:00 p.m., Baccalaureate; and June 10, 7:00 p.m., Graduation.

### **Adjournment**

There being no further business, a motion was made by Mr. Lamb, seconded by Ms. Cranford, and unanimously approved by the Board, to adjourn at 8:55 p.m.

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Chairman

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Secretary

**Professional and Certified Personnel  
Recommendations for the 2011-2012 Academic Year  
Asheboro City Board of Education  
June 9, 2011**

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

<b><u>Name</u></b>	<b><u>Subject Area</u></b>
<b><u>Balfour School</u></b>	
Bartlett, Sarah	1 <sup>st</sup> Grade
Belpasso, Ashley	Special Education
Cook, Elizabeth	Kindergarten
Dillion, Stacy	5 <sup>th</sup> Grade
Hanson, Rebekah	5 <sup>th</sup> Grade
Hollaway, Lesley	3 <sup>rd</sup> Grade
Howell, Myra	2 <sup>nd</sup> Grade
Hyatt, Pamela	4 <sup>th</sup> Grade
Kilby, Kelley	Kindergarten
Kiser, Alisha	Kindergarten
Larson, Matthew	Physical Education
McCann, Ashley	Kindergarten
Speer, Jennifer	2 <sup>nd</sup> Grade
Tonkin, Sarah	4 <sup>th</sup> Grade
<b><u>Charles W. McCrary School</u></b>	
Brown, Ashley	ESL
Chalifoux, Kristin	5 <sup>th</sup> Grade
Chriscoe, Charity	3 <sup>rd</sup> Grade
Espada, Michelle	5 <sup>th</sup> Grade
Hogan, Christin	Kindergarten
Johnson, Kristin	4 <sup>th</sup> Grade
Lanier, Sarah	5 <sup>th</sup> Grade
Lawrence-Smith, Venise	Pre-kindergarten
Norris, Sammie	2 <sup>nd</sup> Grade
Payne, Laura	Music
Soto, Emily	3 <sup>rd</sup> Grade
Taylor, Marian	4 <sup>th</sup> Grade

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### **Donna Lee Loflin School**

Cabiness, Donna  
Carr, Heather  
Joyce, Meghan  
Kern, Ella  
Smith, Ashley  
Taylor, Summer  
Wenger, Erin  
Wolfe, Meredith

Guidance  
5<sup>th</sup> Grade  
3<sup>rd</sup> Grade  
2<sup>nd</sup> Grade  
1<sup>st</sup> Grade  
Special Education  
1<sup>st</sup> Grade  
5<sup>th</sup> Grade

### **Early Childhood Development Center**

Federhart, Stacey  
Kidd, Amy

Pre-K  
Audiologist

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

Baird, Lauren  
Beck, Margaret  
Brickner, Lindsay  
Dreyer, Emily  
Havens, Ashley  
Isley, Phillip  
Lloyd, Shelby  
McBride, Julia  
Nixon, Denise  
Prichard, Pamela  
Prohoniak, Melanie  
Skoglund, Melissa  
Spangler, Elizabeth  
Stines, Dubraska  
Wells, Stephanie  
Wilkie, Dana

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

### **Lindley Park School**

Aguero, Carolina  
Burden, David  
Harris, Sheri  
Harvey, Katie  
Rush, Caroline  
Skeen, Jodi  
Smith, Helen

ESL  
4<sup>th</sup> Grade  
3<sup>rd</sup> Grade  
Kindergarten  
5<sup>th</sup> Grade  
Speech Language  
1<sup>st</sup> Grade

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### **North Asheboro Middle School**

Chandler, Natasha  
Coates, Megan  
Collins, Chandra  
Gibbs, Ryan  
Lore, Makenzie  
Matthews, Teresa  
Robb, Heather  
Yungeberg, Allison

Mathematics  
Mathematics  
Language Arts  
Language Arts  
LA/SS  
Business Education  
Special Education  
Language Arts

### **South Asheboro Middle School**

Beck, Donna  
Cagle, Frank  
Clarett, Adriane  
Cope, Jaimie  
Curry, Melissa  
Everett, Elizabeth  
Hernandez, Nicole  
Hynd, Michael  
Landis-Mullins, Kathleen  
Murray, April  
Nelis, Heather  
Renne, Michael  
Runnfeldt, Kristen  
Salamone, Jennifer  
Thomas, Helena

ESL  
Mathematics  
Science  
Art  
Language Arts  
Language Arts  
LA/SS  
LA/SS  
Science/SS  
Spanish  
Physical Education  
Business Education  
Mathematics  
Mathematics  
Mathematics

### **Asheboro High School**

Aldrich, Kimberly  
Dozier, Angela  
Fitch, Cameron  
Hoover, Jennifer  
Luck, Margaret  
Mimm, Ann  
Owens, Jonathan  
Seabrease, Zack  
Stanich, Martin  
Tune, D'Vea  
Washington, Rhonda  
Watkins, Donnie

Social Studies  
English  
Special Education  
English  
Special Education  
Mathematics  
Special Education  
Science  
ESL  
Guidance  
Science  
Physical Education

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

<b><u>Name</u></b>	<b><u>Subject Area</u></b>
<b><u>Balfour School</u></b> Williams, Steven	ESL
<b><u>Charles W. McCrary School</u></b> Watts, Amber Wyatt, Kimberly	Pre-Kindergarten Art
<b><u>Donna Lee Loflin School</u></b> Gavin, Roberta	Media
<b><u>South Asheboro Middle School</u></b> Dawson, Julia Kingston, Christopher	Media Special Education
<b><u>Asheboro High School</u></b> Church, Leigh Ann Dillion, Jonathan Heckethorn, Ben Lewis, Kimberly Patterson, Matthew Phillips, John Smith, Chameeka Thompson, Amanda	FACS English Social Studies Health Occupations Special Education Mathematics Business Special Education

**C.\* Resignations/Retirements/Separations**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Effective Date</u></b>
Boone, Marie	LP/5 <sup>th</sup> Grade	6/14/11
Brooks, Vanessa	NAMS/Language Arts	6/14/11
Bunting, Lisa	BAL/2 <sup>nd</sup> Grade	6/14/11
Craven, Ricky	CO/Maintenance	6/3/11
Deming, Amy	BAL/3 <sup>rd</sup> Grade	6/14/11
Mandara, Kelly	GBT/3 <sup>rd</sup> Grade	6/14/11
Mason, Avis	DLL/Pre-Kindergarten	6/14/11

**D.\* Appointments**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Effective Date</u></b>
Nichols, Patsy	CO/Executive Assistant to Superintendent	7/25/11
Roberts, Laura	TBD/Speech Language	8/17/11

**E.\* Administrative Contracts**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Effective Date</u></b>
Crooks, Penny	AHS/Assistant Principal	7/1/11 – 6/30/15
Owens, Paula	CWM/Assistant Principal	7/1/11 – 6/30/15
White, Holly	ECDC/Pre-School Coordinator	7/1/11 – 6/30/15

**Asheboro City Schools  
Personnel Transactions  
June 9, 2011  
Addendum**

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

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<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Brickner, Lindsay	GBT/1 <sup>st</sup> Grade	6/14/11
Hamm, Jennifer	BAL/Kindergarten	6/14/11

**\*B. APPOINTMENTS**

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<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Yates, Andrea	TBD/Speech Language	TBD

**Asheboro City Schools  
Certified Appointments  
June 9, 2011**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Roberts, Laura	East Carolina University B: Speech and Hearing Sciences M: Speech Language A: Speech Language	Speech Language

A "Blue Comet" graduate of Asheboro High School, Laura Dough Roberts is recommended to serve as a speech language pathologist in our schools. After graduating from AHS in 2003, Mrs. Roberts earned several degrees at East Carolina University. She has been employed at Randolph Hospital since 2009, working in the acute and outpatient settings with patients from birth through geriatric. Welcome home, Laura Roberts!

**Asheboro City Schools  
Certified Appointments  
June 9, 2011**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Yates, Andrea	Salem College B: English and History Appalachian State University M: Speech Language Pathology	Speech Language

A "Blue Comet" is recommended to be a speech language pathologist in our district. Andrea Yates graduated from Asheboro High School in 2005 and completed her Bachelor's degree at Salem College. In August she will complete a Master's program in speech language pathology at Appalachian, where she has taught as a graduate assistant. She is completing a varied internship that includes work in an elementary school, a corrections facility, and Randolph Hospital.

# ASHEBORO CITY SCHOOLS

2011-2012

## SCHEDULED PAY DATES

MID-MONTH PAYROLL HOURLY PAID EMPLOYEES		END OF MONTH PAYROLL SALARIED EMPLOYEES	
		July	29
		<b>August</b>	31
September	12	<b>September</b>	30
October	12	<b>October</b>	31
November	10	<b>November</b>	30
December	12	<b>December</b>	30
January	12	<b>January</b>	31
February	10	<b>February</b>	29
March	12	<b>March</b>	30
April	12	<b>April</b>	30
May	11	<b>May</b>	31
June	12	June	29

**NOTE: MONTHS IN BOLD ARE PAY DATES FOR 10 MONTH EMPLOYEES.**

## **Asheboro City Schools 2011 - 2012 Interim Budget**

The Board approved the 2011-2012 budget request which was submitted to the Randolph County Board of Commissioners.

In accordance with G.S.115C-434, we recommend that the Board approve an amount equal to the 2010-2011 ending budget as an Interim Budget for 2011-2012.

**Budget Amendment  
Asheboro City Schools Administrative Unit  
State Public School Fund**

The Asheboro City Board of Education at a regular meeting on the 9th day of June, 2011, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2011.

<u>REVENUE</u>		
1.3100.000	State Allocation	\$ <u>1,931.00</u>
		\$ <u><u>1,931.00</u></u>
 <u>EXPENDITURE</u>		
1.5400.003	School Leadership - Office Support	1,750.00
1.6400.015	Technology Support - School Technology Fund	181.00
		<u>1,931.00</u>
		\$ <u><u>1,931.00</u></u>
Total Appropriation in Current Budget		\$ 25,547,076.00
Total Increase/Decrease of above amendment		<u>1,931.00</u>
Total Appropriation in Current Amended Budget		\$ <u><u>25,549,007.00</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 9th day of June, 2011.

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Chairman, Board of Education

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Secretary

**Budget Amendment  
Asheboro City Schools Administrative Unit  
Federal Funds**

The Asheboro City Board of Education at a regular meeting on the 9th day of June, 2011, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2011.

Revenue

3.3600.050	Title I	317.00
3.3600.103	Improving Teacher Quality	300.86
3.3600.104	Language Acquisition	306.00
3.3600.107	Educational Technology	(500.00)
3.3600.119	IDEA Targeted Assistance for Preschool	10,000.00
3.3600.142	ARRA - Title I School Improvement	486.00
3.3600.156	ARRA – Race To The Top	1,056,506.00
		<u>\$ 1,067,415.86</u>

Expenditure

3.5330.050	Remedial and Supplemental K-12 Services	317.00
3.5110.103	Regular Curricular Services	300.86
3.5270.104	Limited English Proficiency Services	306.00
3.5110.107	Regular Curricular Services	(500.00)
3.5230.119	Pre-K Children w/ Disabilities Curricular Services	10,000.00
3.5330.142	Remedial and Supplemental K-12 Services	486.00
3.5110.156	Regular Curricular Services	1,056,506.00
		<u>\$ 1,067,415.86</u>

Total Appropriation in Current Budget	\$ 11,118,204.26
Total Increase/Decrease of above amendment	<u>1,067,415.86</u>
Total Appropriation in Current Amended Budget	<u>\$ 12,185,620.12</u>

Passed by majority vote of the Board of Education of Asheboro City on the 9th day of June, 2011.

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Chairman, Board of Education

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Secretary

## Nova Academy

How do we measure the success of the programs?

- The success of the program is measured by the number of students served and/or given an opportunity to graduate with a high school diploma, services offered by the Nova Academy and graduates from the program. Currently the Nova Academy has served a total of 53 students. Below is the breakdown of our students:

2009	2009-2010 (first full year)	2010-2011	Summary
12 students served	22 students served	24 students served	53 Students served
8 Graduates	9 graduates	2 early graduates 15 graduates (Tentative June 10, 2011)	34 graduates (Tentative June 10, 2011)
2 Returned in the fall of 2009	7 dropped out	1 potential graduate 3 dropped out 2 returning Fall 2011 1 Returned to main campus	12 dropped out
2 dropped out	2 moved		
	1 Transferred		
	1 Medical Condition		
	1 Homebound		
	1 returning summer or fall graduate		

### 2010-2011 School Year

- GEAR-UP Grant Recipient (Field trip to North Carolina A&T State University)
- 15 Spring Semester Senior Project Presentations
- 2 Fall Semester Senior Project Presentations
- 2 sophomores moved to senior status this year
- Appeared in April 18, 2011 issue of Monday Musing and the Ash Hi Chat (AHS Newspaper)
- Nova Academy Awards Recipient: Mr. Lquan Miller
- Online Social Network

Policy 1510/4200/7270: School Safety

**As recommended to the Board Policy Committee, May 12, 2011**

This policy emphasizes the importance of a safe school environment where children can succeed. School officials are responsible for taking reasonable precautions and following established safety measures to create and maintain safe schools. Updates have been added to further detail expectations related to supervision of students and visitors, reporting of potential hazards, and establishing processes to address safety concerns and emergencies.

# Replaces ACS Version

## **SCHOOL SAFETY**

*Policy Code: 1510/4200/7270*

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Safe schools are critical to creating a learning environment in which students can succeed. Staff and students share the responsibility for taking reasonable precautions and following established safety measures to create and maintain safe schools. The following safety measures must be implemented at each school.

### **A. SUPERVISION OF STUDENTS**

Students must be reasonably supervised while in the care and custody of the school system. This supervision must occur throughout school hours, including during class, between classes, on the playground, and during recess or lunch periods; during authorized school field trips; and on school buses. Reasonable precautions should be taken to protect the safety of students on school grounds and on buses before, during and after school.

Students who are subject to policy 4260, Student Sex Offenders, and are receiving educational services on school property must be supervised by school personnel at all times.

### **B. SUPERVISION OF VISITORS**

School administrators shall strictly enforce policies 5015, School Volunteers, and 5020, Visitors to the Schools.

### **C. SAFETY OF SCHOOL BUILDINGS AND GROUNDS**

The superintendent and each building principal shall comply with all duties set out for their respective positions in G.S. 115C-288(d) and G.S. 115C-525 to minimize fire hazards. The principal is required to inspect school buildings, playgrounds and equipment for health, fire and safety hazards on a regular basis, as required by law, and to notify the superintendent immediately of unsanitary conditions or repairs needed to meet safety standards.

Any employee who observes any potential hazards must notify the principal or the employee's supervisor immediately.

All warning systems must meet building and equipment codes required by law and must be properly maintained. When necessary, proper signs indicating potential hazards or recommended safety precautions must be posted.

### **D. ESTABLISHING PROCESSES TO ADDRESS POTENTIAL SAFETY CONCERNS AND EMERGENCIES**

#### **1. Safe School Plans**

Pursuant to G.S. 115C-105.47, each school must have a safe school plan that establishes procedures for addressing school safety. The safe school plan should be incorporated into the school improvement plan (see policy 3430, School Improvement Plan).

The safe school plan must include a component designed to train appropriate school personnel in the management of disruptive or dangerous student behavior. The plan also must include procedures to evaluate the effectiveness of this training in preventing or addressing disruptive or dangerous student behavior. Implementation of this training component will be subject to the availability of funds appropriated for this purpose.

2. School Rules

The principal or designee shall develop rules to help prevent accidents in school buildings, on school buses and on school grounds.

3. Training for Staff and Students

Staff training must include detailed instruction on how to respond to a variety of emergency situations. In addition, staff should be able to recognize and respond to behavior, information and related indicators that warn of impending problems.

School personnel must teach and review with students (1) safety procedures, including fire safety procedures; (2) precautions for handling chemicals or potentially dangerous equipment; and (3) appropriate responses to threats to school safety.

4. Safety Equipment

School employees shall provide students with safety equipment as required by law and shall enforce school rules pertaining to wearing safety equipment. School employees shall wear and use appropriate safety equipment as required for the safe performance of their specific job assignments.

5. Planning for Emergencies and Conducting Fire Drills and Other Emergency Drills

The superintendent shall develop system-wide plans and procedures to address emergency situations. As appropriate, the superintendent shall consult with local law enforcement agencies and emergency responders to plan for and conduct emergency drills. The superintendent must provide local law enforcement and emergency management agencies with copies of floor plans of all school buildings and site plans showing campus boundaries and access points.

Principals, with the assistance of both law enforcement and emergency responders

as appropriate, shall conduct fire drills as required by law and shall conduct other emergency drills in accordance with school system emergency plans and procedures.

6. Reporting Suspicious Behavior

Students should notify any staff member of any acts of violence, harassment or bullying or any other unusual or suspicious behavior that may endanger safety. Ongoing student education efforts will aim at minimizing any fear, peer pressure, embarrassment or other impediments to students reporting potential problems.

Maintaining a safe school environment that is conducive to learning requires staff to be proactive in dealing with violence, harassment and bullying. Staff members must report immediately to the principal any information reported by a student or their own observations of unusual or suspicious behavior or acts of violence, harassment or bullying.

Every principal is required to investigate and act upon any report of such behavior, including, when appropriate, reporting criminal activities to law enforcement, the State Board and the superintendent or designee (see policies 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying, 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure, and 4335, Criminal Behavior).

7. Potential Threats of Registered Sex Offenders

The principal of each school shall register with the North Carolina Sex Offender and Public Protection Registry to receive e-mail notification when a registered sex offender moves within a one-mile radius of the school.

8. Student Behavior Standards

Students are expected to meet behavior standards set forth in board policies.

Legal References: G.S. 14-208.18; 115C-36, -47, -81.4, -105.47, -166, -288, -307, -391, -391.1, -521, -524, -525; State Board of Education Policies HRS-A-000, TCS-P-005

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), School Improvement Plan (policy 3430), Student Sex Offenders (policy 4260), Student Behavior policies (4300 series), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Weapons and Explosives Prohibited (policy 5027/7275), Public Records – Retention, Release and Disposition (policy 5070/7350), Relationship with Law Enforcement (policy 5120), Occupational Exposure to Hazardous Chemicals in Science Laboratories (policy 7265), Staff Responsibilities (policy 7300), Security of Facilities (policy 9220)

Other Resources: *Practical Information on Crisis Planning: A Guide for Schools and Communities*, U.S. Department of Education Office of Safe and Drug-Free Schools (January 2007); *Keeping North Carolina Schools Safe and Secure*, A Report to Governor Mike Easley from Attorney General Roy Cooper and Secretary of Crime Control and Public Safety Bryan Beatty (November 2006)

Adopted:

## Policy 2121: Board Member Conflict of Interest

**As recommended to the Board Policy Committee, May 12, 2011**

This policy explains that board members will not allow any personal or business interest to interfere with their duties as public officials. Details intended to enhance the understanding of the policy have been added. Included are definitions of making, administering, and overseeing the performance of a contract along with a statement of expectations that board members must follow. Further, conditions where board members might be thought to derive direct benefit from a contract have been clarified.

All board members are subject to the criminal laws related to conflicts of interest in public office, including strict restrictions against having a pecuniary interest in any business of the board. In addition, board members will not let any personal or business interest interfere with his or her duties as a public official, including ethical duties as specified in the Code of Ethics for School Board Members, policy 2120.

A member of the board will not do any of the following:

1. obtain a direct benefit from a contract that he or she is involved in making or administering on behalf of the board, unless an exception is allowed pursuant to G.S. 14-234 or other law;
2. influence or attempt to influence anyone who is involved in making or administering a contract on behalf of the board; or
3. solicit or receive any gift, favor, reward, service or promise of reward, including a promise of future employment, in exchange for recommending, influencing or attempting to influence the award of a contract.

A board member is involved in administering a contract if he or she oversees the performance of the contract or has authority to interpret or make decisions regarding the contract. A board member is involved in making a contract if he or she participates in the development of the specifications or terms of the contract or participates in the preparation or award of the contract.

A board member derives a direct benefit from a contract if the board member or his or her spouse does any of the following: (1) has more than a 10 percent ownership or other interest in an entity that is a party to the contract; (2) derives any income or commission directly from the contract; or (3) acquires property under the contract. An exception is allowed for employment contracts between the board of education and the spouse of a board member. However, the board member involved will not deliberate or vote on the contract or attempt to influence any other person who is involved in making or administering the contract.

Legal References: G.S. 14-234; 133-32

Cross References: Code of Ethics for School Board Members (policy 2120), Employee Conflict of Interest (policy 7730)

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

Revised:

## Policy 3101: Concurrent Enrollment and Other Curriculum Expansions

**As recommended to the Board Policy Committee, April 14, 2011**

The NCSBA version of this policy is recommended to replace existing policy 3101: Correspondence and Independent Study Course Credits in order to include a broader scope of opportunities for students to enroll in classes taught at the university or community college level, and to take distance learning or on-line courses. Within the policy are general requirements to be followed along with regulations related to specific programs where courses may be offered. Overall, the new policy supports Policy 3100: Curriculum Development and the board's encouragement of expanded curriculum development.

# SBA Version to Replace ACS Version

## CONCURRENT ENROLLMENT AND OTHER CURRICULUM EXPANSIONS

*Policy Code:*

**3101**

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In support of policy 3100, Curriculum Development, and the board's encouragement of expanded curriculum development, the board adopts the following requirements for students enrolled in the school system who also wish to enroll in classes taught by a college, university, community college or other approved entity, or to take distance learning, on-line, correspondence or independent study courses.

### **A. GENERAL REQUIREMENTS**

1. The superintendent shall develop procedures and requirements for awarding high school credit toward graduation for such courses. Credit toward graduation will be granted only for courses that are consistent with the policies and standards of the school system and State Board requirements, including the requirements of State Board of Education Policy GCS-M-001, which defines "Course for Credit."
2. The principal must approve the course in advance. Prior to granting approval, the principal shall determine whether the course is eligible for credit toward graduation in accordance with the procedures and requirements developed by the superintendent.
3. The parent or guardian of the student must give permission for the student to take the course, and the student must complete any forms required by the school system.
4. A current member of the high school faculty must supervise a student enrolled in an on-line, dual enrollment or correspondence course or in independent study work. The level of supervision will vary depending on the option and may range from coordinating registration to providing instructional support.
5. Each course provider must be accredited by the Southern Association of Colleges and Schools or its regional equivalent. This requirement does not apply to courses approved for credit by the NC Virtual Public School.
6. Enrollment of a student in a course is the responsibility of the student and the student's parent or guardian. Except as provided elsewhere in this policy, all special fees and charges and any special transportation needs are the responsibility of the student and his or her parent or guardian.
7. For a student to receive credit toward high school graduation, the school at which the course is offered must provide such essential information as is generally included in official transcripts of school records. This information must include:
  - a. a description of the content and subject matter covered by the course;

- b. the number of clock hours of instruction in the course; and
- c. the student's achievement or performance level in the course.

In addition, a syllabus that includes course goals, course objectives, course activities and grade requirements must be provided.

8. In the case of independent study credit, the designated teacher shall provide the above information.
9. The student also must meet any other requirements established by the superintendent.
10. Credit will not be awarded for school bus driving or for office, teacher or laboratory assistance.

**B. NORTH CAROLINA VIRTUAL PUBLIC SCHOOL; LEARN AND EARN ONLINE COURSES (E-LEARNING)**

The superintendent shall develop additional procedures and requirements consistent with State Board requirements and this policy for students enrolling in the North Carolina Virtual Public School or in Learn and Earn Online Courses available through the University of North Carolina system and/or community colleges. The superintendent shall design the processes and procedures for enrollment and management of e-learning to foster an environment where students can be successful. To the extent that these e-learning courses are made available, they will be provided at no cost to the student or the student's parent or guardian.

E-learning courses must meet State Board requirements to qualify for course credit. Enrollment in an e-learning "for credit course" will count toward satisfying the local board's requirements related to minimum instructional days, seat time policies, student attendance and athletic and/or extracurricular obligations.

A student enrolling in Learn and Earn Online courses through a community college to earn college credit must:

1. be enrolled in a North Carolina school or have completed all high school graduation requirements in a North Carolina school throughout the duration of the online course;
2. be enrolled in grade 9, 10, 11 or 12; and
3. meet the prerequisites, co-requisites and course admission requirements at the time of enrollment.

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A student who meets the community college's curriculum program requirements effective at the time of his or her enrollment may be awarded a certificate, diploma and/or degree upon completion of that program.

**C. LEARN AND EARN EARLY COLLEGE PROGRAM**

The board supports the Learn and Earn Early College High School Initiative, which is intended to create rigorous and relevant high school options that provide students with the opportunity and assistance to earn an associate degree or two years of transferable college credit by the conclusion of their last year in high school. The superintendent shall ensure that the program targets high school students who are at risk of dropping out of school before attaining a high school diploma or who would benefit from accelerated academic instruction, or other student populations targeted by the State Board for such programs.

Students attending the Learn and Earn Early College Program do not pay tuition, fees, transportation or other costs incidental to the program, except as may be required of other students attending public schools in the system.

The superintendent shall develop procedures consistent with this policy and the terms of the agreement governing operation of the program. Such procedures must include eligibility requirements and requirements for earning high school course credits.

**D. OTHER CONCURRENT (OR DUAL) ENROLLMENT IN POST-SECONDARY INSTITUTIONS**

In addition to the general requirements in Section A of this policy, students may enroll concurrently in appropriate courses in a post-secondary institution of higher education (college, university or community college) and the local high school under these conditions:

1. Student Eligibility

- a. Students must be at least 16 years of age at the time of enrollment.
- b. Students must be recommended by their high school principal and, for students enrolled in a community college, approved by the president of the college.
- c. Students must meet the same prerequisite and course admission requirements as adult students.
- d. Students may enroll only in courses that are not available at the student's school of attendance and not offered at another school within the school system.
- e. ~~The principal must certify that the student will be taking the equivalent of~~

~~one half of a full time schedule and is making appropriate progress toward graduation. For courses offered in the summer, students must have taken the equivalent of one half of a full time schedule during the preceding year and must be making appropriate progress toward graduation. For purposes of this policy, adequate progress toward graduation means that the student has passed the minimum number of credits required each year to meet graduation requirements.~~

2. Course Credit

- a. College credit will be awarded to high school students upon successful completion of each course in accordance with the policies and requirements of the college.
- b. High school credit will be awarded in accordance with the procedures and requirements developed by the superintendent.

3. Expenses

Students are responsible for the payment of tuition, fees, transportation and other costs incidental to their enrollment in a post-secondary institution, except to the extent that state law waives tuition for certain categories of students or classes taken at a community college. Textbooks, materials, fees, supply costs or other charges not classified as tuition for courses taken at a community college are the responsibility of the student.

**E. COURSES OFFERED THROUGH COOPERATIVE AGREEMENT WITH COMMUNITY COLLEGE (HUSKINS BILL PROGRAM COURSES)**

The superintendent is authorized to enter annually into a cooperative agreement with the local community college to allow high school students to enroll in college-level courses as part of their regular high school course of study. Such agreements must comply with the requirements of the State Board of Education and the North Carolina State Board of Community Colleges.

1. Student Eligibility

- a. To participate, a student must be in grade 9, 10, 11 or 12 and be recommended for enrollment by the principal of the high school.
- b. Students must meet the same prerequisite and course admission requirements as adult college students.

2. Course Credit

- a. The award of college credit to high school students upon successful

completion of each course will be in accordance with the policies and requirements of the local community college.

- b. High school credit will be awarded in accordance with the procedures and requirements developed by the superintendent.
- c. Credits received for Huskins Program courses will be counted in the grade point average at the high school and will be included in class rank calculations.

3. Expenses

High school students are exempt from paying tuition for Huskins Program courses taken through the local community college. The school system will provide textbooks, materials, fees and supply costs.

4. Course Eligibility

- a. The superintendent shall authorize appropriate staff to work with the local community college to determine Huskins Program course offerings. Course offerings may be limited based on the availability of funding.
- b. Students may enroll only in courses that are not otherwise available in any high school in the school system. Huskins Program courses may not duplicate or substitute for any high school courses currently offered in the system.
- c. Developmental courses will not be offered.

5. Students with Special Needs

The school system and the local community college will collaboratively determine the accommodations to be provided by each entity to a student with special needs.

**F. COMMUNITY COLLEGE ENROLLMENT OF INTELLECTUALLY GIFTED AND MATURE STUDENTS UNDER 16 YEARS OF AGE**

Intellectually gifted students under the age of 16 may enroll in a community college under the following conditions:

1. Student Eligibility

- a. The student must be identified as intellectually gifted and having the maturity to justify admission to the community college;

- b. the student must receive written recommendation and approval from the assistant superintendent of curriculum and instruction;
  - c. the student must meet course prerequisites and state-designated criteria for aptitude and achievement test scores; and
  - d. the community college president must approve the student's enrollment.
2. Expenses

Students enrolled under this section must pay required tuition and fees as well as transportation and any other costs incidental to their enrollment.
3. Credit

Credits awarded will not be counted toward the required credits for high school graduation as defined by the North Carolina State Board of Education.
4. Other
  - a. Students are not eligible to enroll in occupational extension courses.
  - b. When on the community college campus, students under the age of 15 must be accompanied at all times by a parent, a guardian or an adult to whom the parent or guardian has consented and has designated in writing.

The superintendent shall develop procedures consistent with this policy and State Board policies. Such procedures must include any additional eligibility requirements and requirements for earning course credits.

Legal References: G.S. 115C-36, -47, -81; 115D-1.1, -1.2, -5(b), -20(4); 16 N.C.A.C. 6D .0503; 23 N.C.A.C. 2C .0305; State Board of Education Policies GCS-F-016, GCS-L-004, GCS-M-001, GCS-N-004, GCS-T-000

Cross References: Curriculum Development (policy 3100), School Calendar and Time for Learning (policy 3300), Extracurricular Activities and Student Organizations (policy 3620), Attendance (policy 4400)

Adopted:

Policy 4100: Age Requirements for Initial Entry

**As recommended to the Board Policy Committee, April 15, 2011**

This policy has been updated to incorporate an amendment to General Statute 115C-364(a) that pertains to early admission of children of parents on military deployment. Added to the policy is a statement of requirements that must be met in order for children of military parents to be admitted earlier than is ordinarily allowed.

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

**A. ENTITLEMENT TO INITIAL ENTRY**

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

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

**B. DISCRETIONARY ENROLLMENTS**

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

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

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

**C. GRADE LEVEL OF INITIAL ENTRY**

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

**D. EVIDENCE OF AGE**

The principal may require the parent or guardian of any child presented for admission for the first time to furnish a certified copy of the child's birth certificate or other satisfactory evidence of the child's date of birth. However, for a student who is considered homeless, the inability to provide documentation shall not prohibit or cause a delay in enrollment of the student. The homeless liaison will work with the student, parent/guardian, school personnel and other agencies to obtain necessary enrollment records or information in a timely manner.

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

Cross References: Homeless Students (policy 4125)

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

Administrative Procedure: None

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

## Policy 5240: Advertising in the Schools

**As recommended to the Board Policy Committee, April 14, 2011**

This is a new policy that governs requests to advertise products or services on school grounds or through school publications and electronic media by individuals, non-profit organizations not included in Policy 5210: Distribution and Display of Non-School Materials, and for-profit organizations and businesses. The policy also provides the following information: 1. An explanation of types of advertising; commercial or promotional materials; and other materials and items that are prohibited, 2. Specific governing regulations, and 3. A process for making a request to advertise or promote products and services. After discussion and feedback from district and school-level staff, the policy committee recommends the inclusion of this new policy in the Asheboro City Schools Board Policy.

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, advertising for and promotion of commercial products and services are discouraged during the instructional day. ~~School officials~~ Superintendent or designee shall screen and approve the distribution and display of advertising materials and messages publicized through school media or displayed on school property and at school events.

**A. APPLICABILITY OF POLICY**

This policy is intended to govern requests to advertise products or services on school grounds or through school publications and electronic media by

1. individuals;
2. non-profit organizations not otherwise permitted to distribute or display materials or messages by policy 5210, Distribution and Display of Non-School Material; and
3. for-profit organizations and businesses.

**B. PROHIBITED ADVERTISEMENT AND PROMOTIONAL ACTIVITIES**

The board of education prohibits advertising, commercial or promotional messages, and other items and materials that (1) are vulgar, indecent or obscene; (2) contain libelous statements, personal attacks or abusive language such as language defaming a person's character, race, religion, ethnic origin, gender, family status, or disability; (3) cause or clearly threaten to cause a material and substantial disruption of a school activity; (4) encourage the commission of unlawful acts or the violation of lawful school regulations; (5) are inappropriate considering the age of the students in the school; (6) include information that is inaccurate, misleading or false; or (7) advertise any product or service not permitted to minors by law.

**C. SCHOOL FORUMS**

Although permitting some advertising within the school system, the board does not intend to create a public forum or to open school facilities, including its electronic media, print publications, or school facilities, for unlimited access by outsiders and advertising by the general public.

**D. REGULATIONS GOVERNING ADVERTISING IN THE SCHOOLS**

The superintendent shall develop regulations governing advertising in the schools subject to Section B above and in accordance with the following guidelines.

1. Advertising is permitted in school publications such as yearbooks, school

- newspapers, ~~newsletters~~, and event programs. ~~School officials~~ The superintendent or designee may permit the publication of commercial advertisements for a reasonable fee or an in-kind contribution that advertises or promotes an outside organization's products, programs or services.
2. ~~School officials~~ The superintendent or designee may sell, for a reasonable fee or an in-kind contribution, commercial advertisement space on stadium, athletic and/or gymnasium billboards, banners, or signage for advertisements or promotions of an outside organization's products, services, programs or activities.
  3. ~~School officials~~ The superintendent or designee may permit boards, displays or banners that acknowledge donations or sponsors of a school or the school system.
  4. ~~School officials~~ The superintendent or designee may shall prohibit allow advertising through the school system ~~employee and student e-mail system and the school system website~~ for promotional incentives for employees only.
  5. Fund-raising and incentive efforts involving advertising by the school PTAs/PTOs or booster clubs solely for the benefit of the schools may be conducted with prior approval of the school principal. Activities involving advertising shall not infringe upon instructional time.
  6. Advertising in school publications, in school media, in school facilities and on school property shall be limited to an advertiser's (a) name, brand name, and/or trade name; (b) logo; (c) location or place of business and contact information. ~~(d) slogans that identify the advertiser but do not promote it; and (e) products, programs or services in a value neutral description.~~
  7. ~~School officials~~ The superintendent or designee have discretion to determine whether to use commercially sponsored materials or materials containing commercial advertising in school instructional programs and activities.
  8. Collection of student data for marketing purposes is governed by Section B of policy 4720, Surveys of Students.
  9. ~~School officials~~ The superintendent or designee may accept donations of equipment and supplies that contain advertising messages. However, such donations must comply with the requirements of policy 8220, Gifts and Bequests.

#### **E. PROTECTION OF STUDENT PRIVACY**

Neither the school system nor the school administrators at any school shall require students to provide marketing information to vendors either through the provision of personal information or through marketing surveys. In addition, neither the school system nor any school administrator shall enter into any contract for products or services, including electronic media services, in which students are asked to reveal personal

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information for collection by the providers of such services. For the purposes of this section, personal information includes, but is not limited to, the student's name, telephone number, e-mail address and home address.

#### **F. PROCESS TO REQUEST TO ADVERTISE**

Any entity or individual interested in advertising or promoting products and services pursuant to this policy or school system regulations must submit a request to the principal (for advertising specific to an individual school) or to the superintendent's designee (for system-wide advertising). The principal or superintendent's designee may approve advertising that complies with board policies and regulations and respond within 30 working days.

If the principal or superintendent's designee denies a request for approval to advertise a product or service, the entity seeking to advertise may submit a request for the superintendent to review the decision made by the principal or the superintendent's designee within five working days. The superintendent shall review the request and make a decision within 10 working days of receiving the request for review. As needed, the superintendent shall consult with the board attorney concerning a request to advertise.

Any request denied by the superintendent may be appealed to the board of education if the right to an appeal is mandated by G.S. 115C-45(c). A decision as to whether an appeal is mandated by G.S. 115C-45(c) shall be made in consultation with the board attorney. If an appeal is not mandated by G.S. 115C-45(c), the board, in its sole discretion, may decide whether or not to review the superintendent's decision.

Legal References: 115C-36, -45(c), -98

Cross References: Surveys of Students (policy 4720), Distribution and Display of Non-School Material (policy 5210), Gifts and Bequests (policy 8220)

Adopted:

**Professional and Certified Personnel  
2011-2012 Academic Year  
Asheboro City Board of Education  
June 9, 2011**

**Teachers Eligible for Career Status Consideration – June 2011**

<b><u>Name</u></b>	<b><u>Subject Area</u></b>
<b><u>Balfour School</u></b> Leonard, Emily	1 <sup>st</sup> Grade
<b><u>Charles W. McCrary School</u></b> Hartong, Jessica Hogan, Christin	3 <sup>rd</sup> Grade Kindergarten
<b><u>Donna Lee Loflin School</u></b> Hicks, Nicholl Taylor, Summer	1 <sup>st</sup> Grade Special Education
<b><u>Guy B. Teachey School</u></b> Falkowski, Wendy Foscue, Tracey Frost, Sharon Gilmer, Heather Hinson, Michelle	Speech Language 4 <sup>th</sup> Grade Inst. Facilitator 1 <sup>st</sup> Grade 1 <sup>st</sup> Grade
<b><u>Lindley Park School</u></b> Ellis, Ashley Wood, Stephanie	1 <sup>st</sup> Grade 5 <sup>th</sup> Grade
<b><u>Early Childhood Development Center</u></b> Slate, Amy	Pre-kindergarten
<b><u>North Asheboro Middle School</u></b> Brooks, Krista O' Briant, Lynda Richey, Melanie	ESL Business Education Mathematics

**Page 2**

**South Asheboro Middle School**

Arroyo, Joe

Nulty-Brown, Jennifer

Physical Education

Special Education

**Asheboro High School**

Barnes, Joanna

Grosch, Shea

Henderson, Charles

Humphrey, Leigh

McInnis, Jennifer

Palma, Melisa

Pledger, Eric

Walker, William

Career/Technical

Marketing Education

Physical Education

Special Education

Spanish

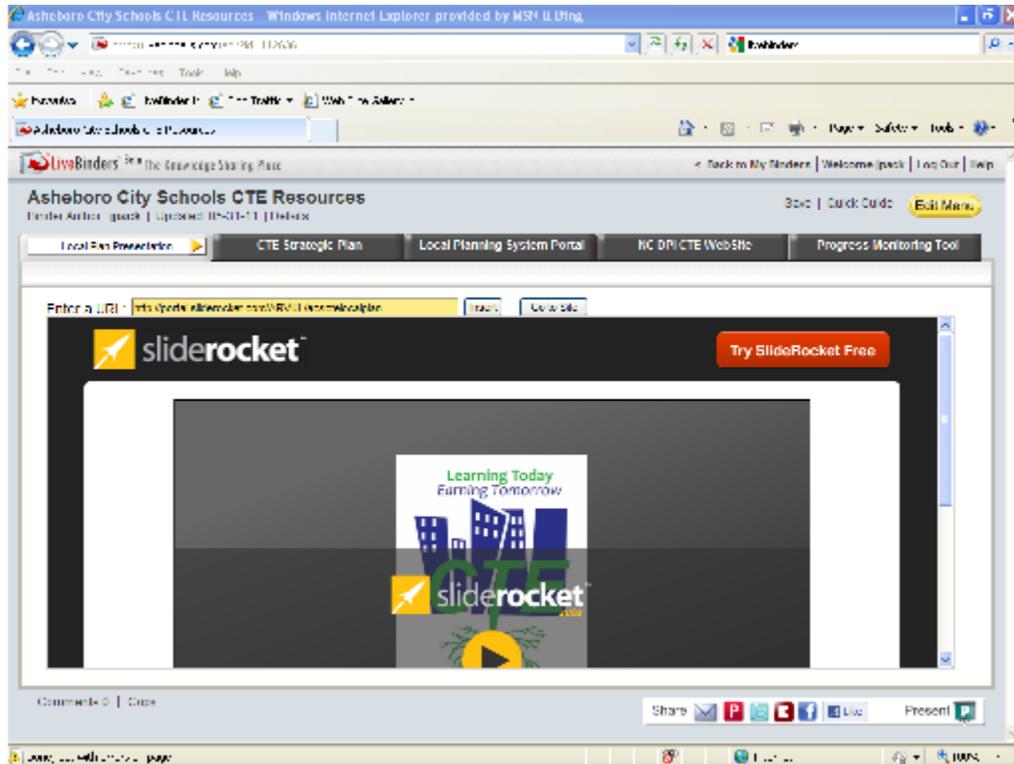
Spanish

Technology

Mathematics

Board Meeting June 9, 2011

[CTE Presentation Materials for preview:](#)



**Asheboro City Schools**  
**Application for Career and Technical Education (CTE)**  
**State/Federal Funding**  
**Fiscal Year 2011-2012**

**Executive Summary**

**PURPOSE OF THE APPLICATION:** The Local Planning System (LPS) is the vehicle for strategic planning, managing performance, and assuring accountability for CTE. Part I of the LPS is a system overview and strategic planning tool. Part II is designed to attain and maintain performance excellence, as defined by the Carl D. Perkins Career and Technical Education Act of 2006. LEAs can analyze measurable performance based on trend information; analyze system and subsystem performance based on relevant subcategories crucial to stakeholders and customers; set rational short and long-term benchmarks; develop strategies based on the greatest opportunities for improvement (OFIs); and allocate resources based on the greatest OFIs. Finally, the LPS incorporates the requirements of all applicable state and federal laws which govern CTE in North Carolina. This application must be submitted to the Department of Public Instruction in order to receive and use state and federal funds for career and technical education programs and services in grades 6-12 for the 2011-2012 fiscal year. The application describes the manner in which we propose to use these funds in accord with the purposes mandated by state and federal legislation.

**PROGRAMS AND SERVICES OFFERED THROUGH THESE FUNDS:** Career and technical education (CTE) is conducted in both middle schools and the high school in Asheboro City Schools. Supporting Asheboro City Schools' strong academic foundation is a diverse career and technical curriculum in which students are provided opportunities to make classroom instruction relevant to real world situations. Asheboro City Schools' career and technical education courses provide students with a variety of options to fulfill the requirements for College Tech Prep, College Prep/College Tech Prep, Occupational Course of Study, the North Carolina Academic Scholars Program and the Future-Ready graduation requirements. Student credentialing and certification opportunities as well as work-based learning opportunities are available in selected program areas. Career and technical education student organizations are an integral part of CTE programs. The ultimate goal of CTE is for our graduates to become successful in a career and contributing members in society. CTE serves middle school students in a career and technical education program that includes business education, technology, and family and consumer science courses. CTE offers 30 high school course offerings in 9 career pathways. New courses and certifications are being implemented in 2011-12, and a marketing campaign has been developed. Selected CTE courses are eligible for honors credit for students who are on the standard course of study and meet the NC Honors Course Standards. Expanded course offerings are available through Randolph Community College, which include an additional 27 courses. Articulation agreements exist between the two institutions that allow certain high school Career and technical education courses to also qualify for college credit.

**PROJECTED ACTIVITIES AND PRIORITIES:** The major thrusts for CTE in Asheboro City Schools include providing appropriate high-demand career clusters opportunities for our region; offering credentialing for students and staff; meeting ESEA requirements; providing appropriate CTE courses for high school students from the North Carolina Standard Course of Study; and supporting high school reform. We will be continuing our commitment to monitor student progress and achievement in technical competency and academic attainment within our career and technical education programs through our Instructional Management System. We will also be working to improve our performance relative to all state Performance Indicators adopted for career and technical education programs by the NC State Board of Education. We will continue to provide opportunities for professional growth for CTE staff and encourage and support National Board certification. Career and technical education will continue to support the Asheboro City Schools' Strategic Plan in our pursuit of excellence. Activities and priorities will support the mission of CTE which is to help empower students for effective participation in an international economy as world-class workers and citizens.

All programs, services, and activities administered through this local plan will be in accord with the assurances listed in Part IV, Assurances and Certification, of this application.

The plan in its entirety can be found at:

<http://ctelps.dpi.state.nc.us/>

Login as guest, password is guest



# COMMITMENT TO ACCOMPLISHMENT

*Asheboro's graduates are guaranteed!*

## Resolution

June 10, 2011

WHEREAS, the Asheboro City Schools' mission is to provide 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, and

WHEREAS, the Asheboro City Schools are committed to preparing our graduates for the future, and

WHEREAS, the Asheboro City Schools are committed to preparing our graduates to successfully pursue post-secondary education or enter the workforce in Randolph County with the skills necessary to satisfactorily perform their job,

NOW, THEREFORE, BE IT RESOLVED the Asheboro City Board of Education hereby offers this guarantee to Randolph County employers until June 1, 2012:

**If you hire a 2011 graduate of Asheboro High School and find that he or she lacks the basic skills in reading or mathematics needed to learn and perform satisfactorily on the job, we will take that graduate back.**

If you are not satisfied with one of our 2011 graduates' basic skills in reading or mathematics, please call the superintendent at (336)625-5104. The graduate will be contacted and offered free additional coursework.

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Diane L. Frost, Ph.D.  
Superintendent

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Gidget Kidd  
Board of Education, Chair



**Asheboro City Schools**

*...the subject is excellence!*

**Asheboro City Schools  
Child Nutrition  
Meal Price Increase Recommendation  
June 9, 2011**

Student Lunch Prices - \$0.05 Increase

Current		Proposed	
Elementary	Secondary	Elementary	Secondary
\$ 1.90	\$ 2.00	\$ 1.95	\$ 2.05

School/Location	Date	Event	Time
AHS/PAC	Sunday, June 05, 2011	Baccalaureate	7:00pm
The Exchange	Monday, June 06, 2011	Meeting with Randolph Tea Party	7:00pm
CWM	Tuesday, June 07, 2011	Keeper of Dreams Celebration	9:00am Students; 6:00-7:30pm public
Lindley Park	Wednesday, June 08, 2011	5th Grade Graduation	9:00am
CWM	Wednesday, June 08, 2011	5th Grade Celebration	9:00am
Loflin	Thursday, June 09, 2011	3-5 Awards Program	8:15am
GBT	Thursday, June 09, 2011	5th Grade Celebration and Reception	8:30am
CWM	Thursday, June 09, 2011	K-2 Awards Program	8:30am
SAMS	Thursday, June 09, 2011	Academic Awards Day	9:00am
NAMS	Thursday, June 09, 2011	Academic Awards Day	9:00am
CWM	Thursday, June 09, 2011	3-5 Awards Program	9:45pm
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
NAMS	Friday, June 10, 2011	Athletic Awards	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
PDC	Thursday, July 14, 2011	Board of Education Meeting	7:30pm
PDC	Thursday, August 11, 2011	Board of Education Meeting	7:30pm
AHS/PAC	Friday, August 19, 2011	Convocation	7:30am
PGHS	Friday, August 19, 2011	AHS vs. Providence Grove	7:30pm
AHS Zoo School	Monday, August 22, 2011	Orientation	9:00-11:00am
AHS	Monday, August 22, 2011	Grades 10-12 Open House	5:00-7:00pm
NAMS and SAMS	Monday, August 22, 2011	Grades 7-8 Open House	6:30-8:00pm

AHS	Tuesday, August 23, 2011	AHS Freshman Fan Fare	9:00-11:30am
Elementary Schools	Tuesday, August 23, 2011	Elementary Open House	4:00-6:00pm
NAMS and SAMS	Tuesday, August 23, 2011	Grade 6 Open House	6:30-8:00pm
All	Thursday, August 25, 2011	First Day of School	
ECDC	Thursday, August 25, 2011	Open House	5:00-7:00pm
AHS/Lee J Stone Stadium	Friday, August 26, 2011	AHS vs. High Point Central (Middle School Night)	7:30pm
	Saturday, August 27, 2011	Parent FAN Fair	9:00am to 12noon



# Points of Pride

June 9, 2011



## Student Achievements:

- 269 AHS graduates - 68 distinguished graduates, 39 honor graduates, 38 NC scholars
- Class of 2011 scholarship dollars earned to date - \$1,721,645
- Four AHS students earned Superintendent's Award for completing all four years at AHS with an unweighted GPA of 4.0
- AHS Jazz Band earned superior ratings
- AHS AFROTC earned distinguished unit award
- AHS Zoo School students won Recycling Commercial contest
- Balfour students Lollipops for a Cure raised \$1,190 for Relay for Life
- Award ceremonies held across the district

## Staff Recognitions:

- Kerri Lamb, NAMS, 2011-2012 ACS Teacher of the Year
- Rebekah Hanson, BAL, Apple of Excellence
- New Teacher Leadership Academy Cohort announced
- Suzanne Benhart earned the ENCORE Award from the NC Chapter of the American School Band Director's Association

## Parent Involvement:

- Various award ceremonies across the district
- PTO and Kindergarten Play, Lindley Park

## Events bringing community into our schools:

- Graduation ceremonies
- Baccalaureate
- Various concerts
- AHS Showcase

# Asheboro City Schools Strategic Plan Milestones

2010-2011

**Update—June 9, 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%.

The NOVA Academy was launched a couple of years ago to provide an alternative pathway for students to earn their high school diploma when life circumstances create barriers for our students. The results of this effort and its impact on improving our graduation rate will be presented.

Our Graduation Guarantee is an important way we communicate annually with business leaders in Asheboro that we are confident our graduates are career ready.

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.

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).

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.

The local plan for CTE for 2011-12 addresses the recommendations that resulted from our comprehensive review of CTE programs:

1. Align course offerings with high growth career clusters for our region: Advanced Manufacturing, Creative Enterprises & the Arts; Healthcare: and Logistics & Distribution.
2. Enhance the image of CTE within the schools and within the community.
3. Offer CTE courses that are relevant to student interests by aligning CTE staffing to courses that relate to student career interests.
4. Increase the rigor and relevance of CTE courses. (e.g., Financial Literacy course, Microsoft IT Academy courses)
5. Develop community partnerships. (Shea Grosch will serve as ½ time teacher, ½ time career development coordinator in 2011-12 to expand internships with community businesses and industries.)
6. Support academic attainment by integrating literacy and numeracy skills in CTE courses.
7. Expand career development activities.

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

1. Every teacher and administrator will have the skills to deliver 21<sup>st</sup> century content in a 21<sup>st</sup> century context with 21<sup>st</sup> century tools and technology that 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 21<sup>st</sup> century assessment system to guide instruction and measure 21<sup>st</sup> 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.
- Implement new teacher evaluation system.

Teachers recommended for career status are proposed for action at this meeting. The new teacher evaluation system implemented this year and the five standards in this tool have increased expectations for teacher performance and growth. The five standards include:

1. Teachers demonstrate leadership.
  2. Teachers establish a respectful environment for a diverse population of students.
  3. Teachers know the content they teach.
  4. Teachers facilitate learning for their students.
  5. Teachers reflect on their practice.
- 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.

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
- 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.

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.



# Asheboro City Schools

...the subject is excellence

Office of the Superintendent

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

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## MEMORANDUM

To: Board of Education Members  
From: Gidget Kidd, Chairman  
Date: June 3, 2011  
Subject: **Superintendent's Annual Performance Evaluation**

The timeline and process for our annual Superintendent Performance Evaluation is outlined below. This year's process will include an executive session with the Board and Superintendent in July to review performance standards, progress toward strategic plan annual goals and milestones, and the Superintendent's self-evaluation. I hope that this session will be a time of productive dialogue as we review 2010-11 accomplishments and make plans for 2011-12.

### **June 30, 2011**

**5:30-8:30pm**

Superintendent and team review progress/results of annual goals with Board

### **By July 1**

Superintendent submits self-evaluation to Gidget Kidd

### **July 14 Board Meeting**

Executive Session for Superintendent and Board to review:

- Performance standards
- Annual Goals/Milestones
- Self-evaluation

(Evaluation forms distributed to all Board members)

### **By July 30**

Evaluation forms from Board members due; ***Please return to Kathy Moore at C.O.***

### **August 11 Board meeting**

Board discusses evaluation in executive session and develops consensus report

**Before September Board meeting** Superintendent and Board Chairman discuss evaluation

### **September 8 Board meeting**

Board and superintendent discuss evaluation in executive session; Chairman develops final written statement that summarizes the results of the evaluation process; signed document becomes a part of superintendent's personnel file

A few reminders...

- Please review Policy 7812 (Evaluation of Superintendent) as a reminder about the purpose of the evaluation of the superintendent.
- The final evaluation is based on two components:
  1. performance of job responsibilities in alignment with accepted performance standards
  2. progress toward annual goals
- The annual evaluation covers the 2010-11 school year.

If you should have any questions, please feel free to give me a call.