

ASHEBORO CITY BOARD OF EDUCATION
July 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 and Pledge of Allegiance – Linda Cranford
 - *C. Approval of Agenda

- II. **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.

- III. ***Consent Agenda**
 - A. Approval of Minutes – June 9, June 20 and June 30, 2011
 - B. Personnel
 - C. Signature Cards for ACS Annex, Donna L. Loflin School, Teachey Elementary and North Asheboro Middle School
 - D. School Treasurers 2011-2012
 - E. Child Nutrition Beverage Bids

- IV. **Information, Reports and Recommendations**
 - A. Policy 3405 – Students At-Risk of Academic Failure
 - B. Policy 3420 – Student Promotion and Accountability
 - C. Policy 3460 – Graduation Requirements

- V. **Action Items**
 - *A. Policy 1510/4200/7270 – School Safety
 - *B. Policy 2121 – Board Member Conflict of Interest
 - *C. 2011-2012 Strategic Plan Milestones/Board Goals
 - *D. 185-Day Calendar

- VI. **Superintendent’s Report/Calendar of Events**
 - A. Calendar of Events

- VII. **Executive Session**
 - A. Superintendent’s Annual Performance Evaluation

VIII. 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
July 14, 2011
7:30 p.m.
Asheboro High School
Professional Development Center

Addendum

- I. **Opening**
 - B. Invocation and Pledge of Allegiance – Jane Redding

- III. ***Consent Agenda**
 - B. Personnel

- V. **Action Items**
 - *C. 2011-2012 Strategic Plan Milestones/Board Goals

- VIII. **Adjournment**

Mission Statement

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

Minutes of the Asheboro City Board of Education
June 9, 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:

Gidget Kidd

Jane Redding

Committee members absent were Linda Cranford, Phillip Cheek, Dr. Kelly Harris, and Archie Priest, Jr.

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

Board Chairman Kidd called the meeting to order and referred to Dr. Frick to begin. Dr. Frick reviewed a newly proposed policy, Policy 3405 – Students At-Risk of Academic Failure, which references the importance of identifying children at risk of academic failure as early as possible. The proposed policy also supports Policy 3420 – Student Promotion and Accountability and Policy 3460 – Graduation Requirements. The Committee agreed to send the policy to the full Board for 30-day review at its July meeting.

Dr. Frick provided a detailed review of Policy 3420, Student Promotion and Accountability, and reported the proposed policy is the School Boards Association’s policy with Asheboro City Schools’ edits. The Committee will take the policy to the full Board for 30-day review at its July meeting.

Dr. Frick shared Policy 3460 – Graduation Requirements, noting minor additions to the existing policy by merging Asheboro City Schools’ policy with the School Boards Association’s policy. The Committee agreed to take the policy to the full Board for 30-day review at its July meeting.

There being no further business, the meeting adjourned at 6:45 p.m.

Finance Committee

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

Kyle Lamb, Committee Chairman
Derek Robbins
Gidget Kidd

Steve Jones
Jane Redding

Committee members absent were Chris Yow and Joyce Harrington.

Staff member present was Dr. Diane Frost.

Dr. Frost shared information on the 2011-2012 Payroll Calendar, the 2011-2012 Interim Budget, Budget Amendments S-03 and F-03 as well as a request that would be forthcoming from Mr. Tom Quinn during the regular meeting to adjust lunch prices by \$.05.

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
Derek Robbins	

Archie Smith, Jr., Attorney

Board members absent were Joyce Harrington, Archie Priest, Jr., Chris Yow, and Linda Cranford.

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

Chairman Kidd called the meeting to order. Mr. Robbins gave the invocation and Natalie Baisley, a McCrary kindergarten 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 CenturyLink for their support of Asheboro City Schools by establishing the Superintendent's Award to recognize outstanding academic achievement.

Preschool Coordinator, Holly White, along with teachers, Stacey Federhart and Tracy Little, provided insight on the Early Childhood Development Center's grant funded Outdoor Learning Environment. The Outdoor Learning Environment helps make the transition from playground to an important extension of the classroom possible for pre-kindergarten students.

Public Comments

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

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

Consent Agenda

The following Consent Agenda items were approved:

**Approval of Minutes – May 9 and 12, 2011*

**Personnel*

**Recommended for Continued Employment – Probationary Status
Tenure Track**

Name**Balfour School**

Bartlett, Sarah
Belpasso, Ashley
Cook, Elizabeth
Dillion, Stacy
Hanson, Rebekah
Hollaway, Lesley
Howell, Myra
Hyatt, Pamela
Kilby, Kelley
Kiser, Alisha
Larson, Matthew
McCann, Ashley
Speer, Jennifer
Tonkin, Sarah

Charles W. McCrary School

Brown, Ashley
Chalifoux, Kristin
Chriscoe, Charity
Espada, Michelle
Hogan, Christin
Johnson, Kristin
Lanier, Sarah
Lawrence-Smith, Venise
Norris, Sammie
Payne, Laura
Soto, Emily
Taylor, Marian

Donna Lee Loflin School

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

Early Childhood Development Center

Federhart, Stacey
Kidd, Amy

Guy B. Teachey School

Baird, Lauren
Beck, Margaret
Brickner, Lindsay
Dreyer, Emily
Havens, Ashley
Isley, Phillip
Lloyd, Shelby
McBride, Julia
Nixon, Denise

Subject Area

1st Grade
Special Education
Kindergarten
5th Grade
5th Grade
3rd Grade
2nd Grade
4th Grade
Kindergarten
Kindergarten
Physical Education
Kindergarten
2nd Grade
4th Grade

English as a Second Language
5th Grade
3rd Grade
5th Grade
Kindergarten
4th Grade
5th Grade
Pre-kindergarten
2nd Grade
Music
3rd Grade
4th Grade

Guidance
5th Grade
3rd Grade
2nd Grade
1st Grade
Special Education
1st Grade
5th Grade

Pre-kindergarten
Audiologist

Kindergarten
Kindergarten
1st Grade
5th Grade
Kindergarten
4th Grade
2nd Grade
4th Grade
2nd Grade

Prichard, Pamela
Prohoniak, Melanie
Skoglund, Melissa
Spangler, Elizabeth
Stines, Dubraska
Wells, Stephanie
Wilkie, Dana

Lindley Park School

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

North Asheboro Middle School

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

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

Asheboro High School

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

1st Grade
Pre-kindergarten
Special Education
3rd Grade
English as a Second Language
Art
Special Education

English as a Second Language
4th Grade
3rd Grade
Kindergarten
5th Grade
Speech Language
1st Grade

Mathematics
Mathematics
Language Arts
Language Arts
Language Arts/Social Studies
Business Education
Special Education
Language Arts

English as a Second Language
Mathematics
Science
Art
Language Arts
Language Arts
Language Arts/Social Studies
Language Arts/Social Studies
Science/Social Studies
Spanish
Physical Education
Business Education
Mathematics
Mathematics
Mathematics

Social Studies
English
Special Education
English
Special Education
Mathematics
Special Education
Science
English as a Second Language
Guidance

Washington, Rhonda
Watkins, Donnie

Science
Physical Education

Recommended for Continued Employment – Probationary Status

Non-Tenure Track

Name

Subject Area

Balfour School

Williams, Steven

English as a Second Language

Charles W. McCrary School

Watts, Amber

Pre-kindergarten

Wyatt, Kimberly

Art

Donna Lee Loflin School

Gavin, Roberta

Media

South Asheboro Middle School

Dawson, Julia

Media

Kingston, Christopher

Special Education

Asheboro High School

Church, Leigh Ann

Family & Consumer Science

Dillion, Jonathan

English

Heckethorn, Ben

Social Studies

Lewis, Kimberly

Health Occupations

Patterson, Matthew

Special Education

Phillips, John

Mathematics

Smith, Chameeka

Business

Thompson, Amanda

Special Education

Resignations/Retirements/Separations

Name

School/Subject

Effective Date

Boone, Marie

Lindley Park/5th Grade

6/14/11

Brooks, Vanessa

North Asheboro MS/Language Arts

6/14/11

Bunting, Lisa

Balfour/2nd Grade

6/14/11

Craven, Ricky

Central Office/Maintenance

6/3/11

Deming, Amy

Balfour/3rd Grade

6/14/11

Mandara, Kelly

Guy B. Teachey/3rd Grade

6/14/11

Mason, Avis

Loflin/Pre-Kindergarten

6/14/11

Brickner, Lindsay

Teachey/1st Grade

6/14/11

Hamm, Jennifer

Balfour/Kindergarten

6/14/11

Appointments

Name

School/Subject

Effective Date

Nichols, Patsy

Central Office/Executive Assistant to
the Superintendent

7/25/11

Roberts, Laura

To be determined/Speech Language

8/17/11

Yates, Andrea

To be determined/Speech Language

To be determined

Administrative Contracts

Name

School/Subject

Effective Date

Crooks, Penny

Asheboro High/Assistant Principal

7/1/11 – 6/30/15

Owens, Paula

McCrary/Assistant Principal

7/1/11 – 6/30/15

White, Holly

ECDC/Pre-School Coordinator

7/1/11 – 6/30/15

*2011-2012 Payroll Calendar (A copy of the 2011-2012 Payroll Calendar will become a part of these minutes.)

*Asheboro City Schools 2011-2012 Interim Budget (A copy of the letter requesting the Interim Budget will become a part of these minutes.)

*Budget Amendment S-03 (A copy of Budget Amendment S-03 will become a part of these minutes.)

*Budget Amendment F-03 (A copy of Budget Amendment F-03 will become a part of these minutes.)

Information, Reports, and Recommendations

Dr. Brad Rice and Chameeka Smith, NOVA Academy Coordinator, along with student, LaQuan Miller from the NOVA Academy, provided information on the success of the alternative diploma program. Since its inception in 2009 there have been 35 graduates.

Dr. Hazel Frick presented two policies for 30-day review: Policy 1510/4200/7270, School Safety – The policy has been updated to further detail expectations related to supervision of students and visitors, reporting of potential hazards, and establishing process to address safety concerns and emergencies. Policy 2121, Board Member Conflict of Interest – Changes have been made to include definitions of making, administering, and overseeing the performance of a contract along with a statement of expectations that board members might be thought to derive direct benefit from a contract have been clarified.

Action Items

Following a 30-day review, Mr. Lamb made a motion to approve Policy 3101 – Concurrent Enrollment and Other Curriculum Expansions, Policy 4100 – Age Requirements for Initial Entry, and Policy 5240 – Advertising in Schools. The motion was seconded by Ms. Redding, and unanimously approved by the Board. (A copy of the above policies will become a part of these minutes.)

A motion was made by Mr. Lamb, seconded by Mr. Robbins, and unanimously approved by the Board, to approve the following personnel transactions.

Teachers Eligible for Career Status Consideration – June 2011

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

Brooks, Krista
O' Briant, Lynda
Richey, Melanie

South Asheboro Middle School

Arroyo, Joe
Nulty-Brown, Jennifer

Asheboro High School

Barnes, Joanna
Grosch, Shea
Henderson, Charles
Humphrey, Leigh
McInnis, Jennifer
Palma, Melisa
Pledger, Eric
Walker, William

English as a Second Language
Business Education
Mathematics

Physical Education
Special Education

Career/Technical
Marketing Education
Physical Education
Special Education
Spanish
Spanish
Technology
Mathematics

Julie Pack, Director of Secondary Education, along with Joanna Barnes, Career Development Coordinator, presented the 2011-2012 Career and Technical Education Local Plan for board approval. Upon motion by Ms. Redding, seconded by Mr. Cheek, the motion to approve the plan passed unanimously. (A copy of the plan will become a part of these minutes.)

Carla Freemyer presented the 2011 Graduation Guarantee for board approval. A motion was made by Mr. Lamb, seconded by Ms. Redding, to approve the 2011 Graduation Guarantee as presented. Motion passed unanimously. (A copy of the 2011 Graduation Guarantee will become a part of these minutes.)

Tom Quinn, Child Nutrition Director, requested board approval of a \$.05 adjustment in student lunch prices due to new federal regulations. A motion was made by Mr. Jones, seconded by Mr. Lamb, and unanimously approved by the Board to increase elementary lunch prices to \$2.00 and secondary lunch prices to \$2.05.

Superintendent's Report/Calendar of Events

Ms. Freemyer shared the Calendar of Events highlighting the following: Convocation, August 19, 2011; First football game, August 19, Providence Grove High School; Asheboro High School Open House for grades 10-12, August 22, 2011; NAMS and SAMS Open House for grades 7-8, August 22, 2011; Asheboro High School Freshman Fan Fare, August 23, 2011; Elementary Open House, August 23, 2011; NAMS and SAMS Open House for grade 6, August 23, 2011; and the Early Childhood Development Center Open House, August 25, 2011.

Ms. Freemyer noted the following *Points of Pride*: 269 Asheboro High School graduates with 68 distinguished graduates, 39 honor graduates, and 38 NC scholars; Class of 2011 scholarship dollars earned to date - \$1,721,645; Kerri Lamb, North Asheboro Middle School, 2011-2012 Asheboro City Schools Teacher of the Year; Rebekah Hanson, Balfour, Apple of Excellence; New teacher leadership academy cohort announced; Suzanne Benhart earning the ENCORE Award from the NC Chapter of the American School Band Directors' Association; and Barry Barber, South Asheboro Middle School, one of the top 12 teachers Innovation Awards winners in the United States.

Board Operations

Chairman Kidd shared the timeline and process for the Superintendent's annual performance evaluation noting a change from last year. Board members will receive the Superintendent's self-evaluation prior to their assessment of the Superintendent.

Chairman Kidd reminded board members of the following important dates: June 10, 7:00 p.m., Graduation; June 13, 7:30 a.m., Retirement Breakfast; June 13, 6:00 p.m., Public Hearing on the Budget; June 27, 6:00 p.m., Commissioners adopt budget; and June 30, 5:30 p.m., Board of Education retreat. Ms. Kidd requested board members make note of their commitment to work the concession stand at the September 23rd football game.

Adjournment

There being no further business, a motion was made by Mr. Robbins, seconded by Mr. Lamb, and unanimously approved by the Board, to adjourn at 8:35 p.m.

Chairman

Secretary

Minutes of the Asheboro City Board of Education
June 20, 2011
Special Session
7:30 a.m.

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

Gidget Kidd, Chairman	Joyce Harrington
Jane Redding	Kyle Lamb
Linda Cranford	Archie Priest, Jr.
Kelly Harris	Derek Robbins
Chris Yow	

Board members absent were Phillip Cheek and Steve Jones.

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

Chairman Kidd called the meeting to order and referred to Dr. Frost to begin the meeting.

Dr. Frost requested board approval of the following administrative contracts:

<u>Name</u>	<u>School/Subject</u>	<u>Effective</u>
Call, Candace	North Asheboro Middle/Principal	7/1/11 – 6/30/15
Owens, Paula	Loflin Elementary/Principal	7/1/11 – 6/30/15
Saunders, Brian	Teachey Elementary/Principal	7/1/11 – 6/30/15

Dr. Frost shared the assignment of the following transfers:

<u>Name</u>	<u>School/Subject</u>	<u>Effective</u>
McHenry, Rhonda	Balfour/Assistant Principal to McCrary/Assistant Principal	7/1/11
Vanderburg, Susan	Teachey/Principal to Early Childhood Development Center/Pre-School Coordinator	7/1/11
White, Holly	Early Childhood Development Center to Balfour/Assistant Principal	7/1/11

A motion was made by Mr. Lamb, seconded by Mr. Yow, and unanimously approved by the Board to approve new principals as presented.

There being no further business, the meeting adjourned at 7:35 a.m.

Chairman

Secretary

Minutes of the Asheboro City Board of Education
June 30, 2011
Summer Board Retreat
5:30 p.m.

The Asheboro City Board of Education met in a work session on Thursday, June 30, 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	Dr. Kelly Harris
Chris Yow	Jane Redding

Board member absent was Derek Robbins.

Staff members present were: Dr. Diane Frost, Dr. Tim Allgood, Dr. Brad Rice, Harold Blair, Dr. Hazel Frick, Carla Freemyer, Mike Mize, Jennifer Smith, Wendy Rich, Pam Johnson, 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 reviewed the 2010-2011 accomplishments of the strategic plan milestones specifically noting goals obtained such as an increase in the graduation rate from 76.9% last year to 84% this year and the rollout of the 1 to 1 transformation in grades 9-12.

Dr. Frick provided preliminary information on the 2010-2011 student achievement data indicating the preliminary results show Asheboro City Schools will make expected growth.

Dr. Frost reviewed a draft of board goals for 2011-2012 that directly correspond to five focus areas: Asheboro City Schools will produce globally competitive students; Asheboro City Schools will be led by 21st Century professionals; Asheboro City Schools will provide a safe and nurturing learning environment; Asheboro City Schools will collaborate with parents, community and higher education partners to promote student success; and Asheboro City Schools facilities will be a point of pride. She requested board members review the goals and plan to take action at the July 14 board meeting.

Dr. Allgood reported that as a result of recent legislation passed requiring local school districts to increase instructional time for students to 185 days, Asheboro City Schools would need to revisit its 2011-2012 calendar. The State Board of Education has approved a policy outlining the process for LEA's to apply for waivers to the new 185-day requirement for the 2011-2012 school year. The State Superintendent has the authority to approve waivers to LEA's that have submitted a plan to use up to 5 of the instructional days as teacher workdays for professional development on the new essential standards and Common Core standards scheduled for implementation in the 2012-2013 school year. The proposal is for Asheboro City Schools to request 2 instructional days to the school calendar for a total of 182 instructional days and designate 3 teacher workdays for professional development. The Board will take action on the proposal at its July 14 meeting.

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

Chairman

Secretary

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

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Arrington, Anne	CWM/Instructional Assistant	6/14/11
Chalifoux, Kristin	CWM/5 th Grade	6/15/11
Farlow, Sue	AHS/English	7/31/11
Jones, Leigh	NAMS/Principal	6/30/11
Lanier, Sarah	CWM/5 th Grade	7/1/11
Mabe, Cynthia	LP/1 st Grade	6/15/11
McIntosh, Cheryl	NAMS/Special Education	6/14/11
Pugh, Elizabeth	BAL/Special Education	6/14/11
Schmidt, Suzanne	DLL/Kindergarten	6/14/11
Strickland, Frieda	AHS/Family and Consumer Science	6/27/11

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Ellington, Chadwick	AHS/Social Studies	8/17/11
Leonard, Travis	AHS/Technology Education	8/17/11
Myers, Cynthia	LP/2 nd Grade	8/17/11
Perkins, Sarah	BAL/1 st Grade	8/17/11
Race, Michelle	BAL/2 nd Grade	8/17/11
Silva, Zulema	AHS/Spanish	8/17/11

C. TRANSFERS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Burian, Christopher	LP/4 th Grade to NAMS/Language Arts	8/17/11
Hayes, Lisa	CWM/Special Education to GBT/Special Education	8/17/11
Lamb, Kerri	NAMS/Language Arts to CO/Secondary Literacy Lead Teacher	7/11/11
Renne, Michael	SAMS/Technology to AHS/Technology	8/17/11
Smith, Megan	GBT/Gifted Education to LP/3 rd Grade	8/17/11
Wilkie, Dana	GBT/Special Education to CWM/Special Education	8/17/11
Wolfe, Meredith	DLL/5 th Grade to NAMS/Language Arts	8/17/11

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

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
New, Beverly	AHS/Custodian	12/30/11
Scalpati, Linda	LP/Instructional Assistant	7/13/11
Swallow, Karen	DLL/3 rd Grade	7/7/11

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Allred, Kristi	LP/Kindergarten	8/17/11
Brice, Olivia	NAMS/Language Arts	8/17/11
King, Kathleen	SAMS/Music	8/17/11
Lyons, DeAnna	DLL/1 st Grade	8/17/11
Malone, Sara	DLL/Kindergarten	8/17/11
McKinnon, Leslie	NAMS/Special Education	8/17/11
Stefan, Re'Ann	DLL/5 th Grade	8/17/11
Westbrook, Jeannine	GBT/4 th Grade	8/17/11

C. TRANSFERS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Foscue, Tracey	GBT/4 th Grade to CWM/5 th Grade	8/17/11
Norris, Sammie	CWM/1 st Grade to GBT/4 th Grade	8/17/11
Skoglund, Melissa	GBT/Special Education to BAL/Special Education	8/17/11

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

***A. ADMINISTRATIVE CONTRACT**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Moss, Jeffrey	SAMS/Assistant Principal	7/25/11 - 6/30/13

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

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Perkins, Sarah	University of North Carolina – Greensboro B: Hospitality and Tourism M: Elementary Education	Elementary Education

Sarah Perkins is recommended to teach first grade at Balfour School. A “Blue Comet” graduate of Asheboro High School, Miss Perkins completed a Master’s program at UNC-G in May 2011. Her student teaching internship was completed in a second grade classroom at Jesse Wharton Elementary in Guilford County Schools. Welcome home, Sarah Perkins!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Leonard, Travis	Appalachian State University B: Music Industry NC A & T State University Teacher Licensure	Technology Education

A resident of Ramseur, Travis Leonard is recommended to teach drafting at Asheboro High School. Mr. Leonard has six years of teaching experience in Randolph County and Guilford County schools, most recently at Eastern Guilford Middle School. Prior to returning to school to earn teacher licensure, he worked in a recording studio in New York City as an assistant audio mastering engineer.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Silva, Zulema	Technica del Norte University (Ecuador) B: Languages	Spanish

A veteran teacher with experience in Ecuador, Canada, and the United States, Zulema Silva is recommended to teach Spanish at Asheboro High School. Since coming to the U. S. in 2001, Ms. Silva has taught in Guilford County and Randolph County Schools. She is enrolled currently in a Master’s program in Hispanic Literature.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Ellington, Chadwick	UNC - Greensboro B: Political Science/History Greensboro College Teacher Licensure	Health and Physical Education Social Studies

Chadwick “Chad” Ellington is an Asheboro resident who is recommended to be the Coordinator of the Nova Academy at Asheboro High School. Mr. Ellington has ten years of experience in the Cabarrus County and Randolph County school districts, most recently at Wheatmore High School. He is known for building positive relationships and is excited about the opportunity to work in the Nova Academy.

NAME

Race, Michelle

COLLEGE/DEGREEHigh Point University
B: Elementary Education**LICENSURE**

Elementary Education

Recommended to teach second grade at Balfour School is Michelle Race. Mrs. Race is a resident of Asheboro whose children attend our schools. A graduate of High Point University in December 2010, Mrs. Race completed her student teaching internship at McCrary School and then taught in an interim assignment in a fifth grade classroom there during the spring semester.

NAME

Myers, Cynthia

COLLEGE/DEGREEMillersville University (PA)
B: Elementary Education
Gardner-Webb University
M: School Administration**LICENSURE**

Elementary Education

A veteran of twenty years in public education, Cynthia "Cindy" Myers is recommended to teach second grade at Lindley Park School. Mrs. Myers taught sixth grade at Southwestern Randolph Middle School and served as 21st Century Academic Coach in the Thomasville City Schools. In May she completed a Master's program in School Administration.

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

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
King, Kathleen	UNC - Greensboro B: Music Education	Music

Kathleen "Kate" King is recommended to teach choral music at South Asheboro Middle School. Ms. King is a native of Dublin, Ohio in the Columbus area. She graduated recently from UNC-G, having completed her student teaching internship at Southern Guilford High School in Guilford County Schools. She also has work experience as a nanny and in a pre-kindergarten setting.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
McKinnon, Leslie	UNC – Greensboro B: Special Education	Special Education

A native of Randolph County, Leslie McKinnon is recommended to teach Special Education at North Asheboro Middle School. She graduated in May from UNC-G after successfully completing her student teaching internship at Northeast Randolph Middle School. Teaching is a second career for Mrs. McKinnon, who worked previously at a group home in Chatham County for adults with disabilities.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Malone, Sara	East Tennessee State University B: Elementary Education	Elementary Education

Recommended to teach kindergarten at Donna Lee Loflin School is Sara Malone. Mrs. Malone moved recently to Randolph County from Erwin, Tennessee. After graduating from East Tennessee State, she taught pre-kindergarten and 1st grade for four years in Unicoi County Schools. She also has experience as assistant director of a day care in Johnson City.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Stefan, Re'Ann	Florida Gulf Coast University B: Elementary Education	Elementary Education

Re'Ann Stefan is recommended to teach fifth grade at Donna Lee Loflin School. Miss Stefan is a native of Florida who moved to Asheboro in 2010. Last year she worked as an instructional assistant at Coleridge Elementary and then filled an interim teaching position as a reading interventionist at Liberty Elementary.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Lyons, DeAnna	Appalachian State University B: Elementary Education	Elementary Education

A May 2011 graduate of Appalachian, DeAnna Lyons is recommended to teach first grade at Donna Lee Loflin School. Ms. Lyons is a native of Boone who looks forward to being near family in Asheboro. For two years she served as an instructional assistant at Hardin Park Elementary in Boone, an experience that caused her to pursue a career in teaching.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Brice, Olivia	UNC - Greensboro B: Middle Grades Education	Middle Grades Language Arts and Social Studies

Olivia Brice is recommended to teach language arts at North Asheboro Middle School. Miss Brice is a Greensboro native who graduated recently from UNC-G. She completed her student teaching internship in an eighth grade classroom at Northern Guilford Middle School. She has worked with children at the Greensboro YWCA and as a tutor with Sylvan Learning Center in High Point.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Westbrook, Jeannie	UNC - Charlotte B: Elementary Education	Elementary Education

Jeannie Westbrook is a resident of Asheboro who is recommended to teach fourth grade at Guy B. Teachey School. Mrs. Westbrook is a veteran teacher with eight years of teaching experience in the Montgomery County and Randolph County Schools, most recently at Tabernacle Elementary. She has taught fourth and fifth grades and owned her own day care for seven years prior to teaching.

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

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Moss, Jeffrey	UNC – Chapel Hill B: Psychology UNC – Greensboro M: School Administration	Principal

Jeffrey "Jeff" Moss is recommended to serve as Assistant Principal at South Asheboro Middle School. A native of New York, Mr. Moss came to North Carolina in 1996 to attend UNC – Chapel Hill. After graduation he worked in private business for four years before answering the call to teach. He taught special education and coached for five years, then earned his Master's in School Administration at UNC-G through the Principal Fellows program. For the past two years he has been Assistant Principal at Cash Elementary School in the Winston-Salem/Forsyth County Schools. Welcome to Asheboro City Schools, Jeff Moss!

RESOLUTION OF LODGE, ASSOCIATION OR OTHER SIMILAR ORGANIZATION

CommunityOne Bank, N.A.
 106 E. Taft St.
 Asheboro, NC 27203

By: Asheboro City School
 Annex
 1738 N Fayetteville St
 Asheboro NC 27203-3276

Referred to in this document as "Financial Institution"

Referred to in this document as "Association"

I, DIANE L FROST, certify that I am Secretary (clerk) of the above named association organized under the laws of NORTH CAROLINA, Federal Employer I.D. Number 56-6000989, and that the resolutions on this document are a correct copy of the resolutions adopted at a meeting of the Association duly and properly called and held on 07/01/11 (date). These resolutions appear in the minutes of this meeting and have not been rescinded or modified.

AGENTS Any Agent listed below, subject to any written limitations, is authorized to exercise the powers granted as indicated below:

Name and Title or Position	Signature	Facsimile Signature (if used)
A. <u>B HAROLD BLAIR JR DIR OF BUS & FIN</u>	X _____	X _____
B. <u>SUSAN L VANDERBURG, PRE-SCHOOL COORD</u>	X _____	X _____
C. <u>TAMMY R DAVIDSON, SECRETARY/TREASURER</u>	X _____	X _____
D. _____	X _____	X _____
E. _____	X _____	X _____
F. _____	X _____	X _____

POWERS GRANTED (Attach one or more Agents to each power by placing the letter corresponding to their name in the area before each power. Following each power indicate the number of Agent signatures required to exercise the power.)

Indicate A, B, C, D, E, and/or F	Description of Power	Indicate number of signatures required
_____	(1) Exercise all of the powers listed in this resolution.	_____
<u>A</u>	(2) Open any deposit or share account(s) in the name of the Association.	<u>1</u>
<u>A, B, C</u>	(3) Endorse checks and orders for the payment of money or otherwise withdraw or transfer funds on deposit with this Financial Institution.	<u>2</u>
_____	(4) Borrow money on behalf and in the name of the Association, sign, execute and deliver promissory notes or other evidences of indebtedness.	_____
_____	(5) Endorse, assign, transfer, mortgage or pledge bills receivable, warehouse receipts, bills of lading, stocks, bonds, real estate or other property now owned or hereafter owned or acquired by the Association as security for sums borrowed, and to discount the same, unconditionally guarantee payment of all bills received, negotiated or discounted and to waive demand, presentment, protest, notice of protest and notice of non-payment.	_____
_____	(6) Enter into a written lease for the purpose of renting, maintaining, accessing and terminating a Safe Deposit Box in this Financial Institution.	_____
_____	(7) Other _____	_____

LIMITATIONS ON POWERS The following are the Association's express limitations on the powers granted under this resolution.

EFFECT ON PREVIOUS RESOLUTIONS This resolution supersedes resolution dated _____. If not completed, all resolutions remain in effect.

CERTIFICATION OF AUTHORITY

I further certify that the Association has, and at the time of adoption of this resolution had, full power and lawful authority to adopt the resolutions on page 2 and to confer the powers granted above to the persons named who have full power and lawful authority to exercise the same. (Apply seal below where appropriate.)

If checked, the Association is a non-profit lodge, association or similar organization.

X _____
(Secretary)

X _____
(Attest by Other Officer)

X _____
(Attest by Other Officer)

RESOLUTION OF LODGE, ASSOCIATION OR OTHER SIMILAR ORGANIZATION

CommunityOne Bank, N.A.
 101 Sunset Avenue
 Asheboro, NC 27203

By: Donna Lee Loflin School
 405 S Park St
 Asheboro NC 27203-5629

Referred to in this document as "Financial Institution"

Referred to in this document as "Association"

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AGENTS Any Agent listed below, subject to any written limitations, is authorized to exercise the powers granted as indicated below:

Name and Title or Position	Signature	Facsimile Signature (if used)
A. <u>PAULA R OWENS, PRINCIPAL</u>	X _____	X _____
B. <u>TARI E JOHNSON, SECRETARY/TREASURER</u>	X _____	X _____
C. <u>B HAROLD BLAIR, DIR BUS & FINANCE</u>	X _____	X _____
D. _____	X _____	X _____
E. _____	X _____	X _____
F. _____	X _____	X _____

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(Secretary)

X _____
(Attest by Other Officer)

X _____
(Attest by Other Officer)

RESOLUTION OF LODGE, ASSOCIATION OR OTHER SIMILAR ORGANIZATION

CommunityOne Bank, N.A.
 106 E. Taft St.
 Asheboro, NC 27203

By: Guy B Teachey School
 294 Newbern Ave
 Asheboro NC 27205-7471

Referred to in this document as "Financial Institution"

Referred to in this document as "Association"

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Name and Title or Position	Signature	Facsimile Signature (if used)
A. <u>J. BRIAN SAUNDERS / PRINCIPAL</u>	X _____	X _____
B. <u>TINA E POOLE / TREASURER</u>	X _____	X _____
C. <u>B HAROLD BLAIR / FINANCE OFFICER</u>	X _____	X _____
D. _____	X _____	X _____
E. _____	X _____	X _____
F. _____	X _____	X _____

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(Secretary)

X _____
(Attest by Other Officer)

X _____
(Attest by Other Officer)

RESOLUTION OF LODGE, ASSOCIATION OR OTHER SIMILAR ORGANIZATION

CommunityOne Bank, N.A.
 1433 N. Fayetteville St.
 Asheboro, NC 27203

By: North Asheboro Middle School
 1861 N Asheboro School Rd
 Asheboro NC 27203-3172

Referred to in this document as "Financial Institution"

Referred to in this document as "Association"

I, DIANE L FROST, certify that I am Secretary (clerk) of the above named association organized under the laws of NORTH CAROLINA, Federal Employer I.D. Number 56-6000989, and that the resolutions on this document are a correct copy of the resolutions adopted at a meeting of the Association duly and properly called and held on 07/01/11 (date). These resolutions appear in the minutes of this meeting and have not been rescinded or modified.

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Name and Title or Position	Signature	Facsimile Signature (if used)
A. <u>CANDACE CALL, PRINCIPAL</u>	X _____	X _____
B. <u>FAYE C MCLEOD, SECRETARY/TREASURER</u>	X _____	X _____
C. <u>B HAROLD BLAIR JR, FINANCE OFFICER</u>	X _____	X _____
D. _____	X _____	X _____
E. _____	X _____	X _____
F. _____	X _____	X _____

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- X _____
(Secretary)
- X _____
(Attest by Other Officer)
- X _____
(Attest by Other Officer)



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

School Treasurers 2011-2012

Jamie H. Baker
Asheboro High School

Selina L. Moore
South Asheboro Middle School

Lisa M. Rhodes
Balfour Elementary School

Tammy R. Davidson
Early Childhood Development Center

Tammy S. Henderson
Charles W. McCrary Elementary School

Tari E. Johnson
Donna Lee Loflin Elementary School

Tina E. Poole
Guy B. Teachey

Mary Ann Ingold
Lindley Park Elementary School

Faye C. McLeod
North Asheboro Middle School



Asheboro City Schools

...the subject is excellence

Office of the Superintendent

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

Asheboro City Schools Child Nutrition Services 2011-2012 Beverage Bids

Asheboro City School Child Nutrition received preliminary bids from Pepsi Bottling Ventures of Winston-Salem, and Coca Cola Consolidated of Greensboro. Both bids have been reviewed by the Child Nutrition Department for bid specification criteria and accuracy.

Below are the preliminary vendor recommendations for the 2011-2012 school year:

Canned Soda Products – 12 oz.

Pepsi Bottling Ventures – Winston-Salem - \$11.25 per case

Coca Cola Consolidated – Greensboro - \$9.50 per case

Recommendation: Award to both vendors because both products are used

Flavored Water Products – 20 oz.

Pepsi Bottling Ventures – Winston Salem - \$8.33 per case

Coca Cola Consolidated – Greensboro - \$7.99 per case

Recommendation: Coca Cola Consolidated

Bottled Juice Products – 10 oz.

Pepsi Bottling Ventures – Winston-Salem - \$13.13 per case

Coca Cola Consolidated – Greensboro - \$13.00 per case

Recommendation: Coca Cola Consolidated

Bottled Water Products – 20 oz.

Pepsi Bottling Ventures – Winston-Salem - \$7.34 per case

Coca Cola Consolidated – Greensboro - \$7.99 per case

Recommendation: Pepsi Bottling Ventures

Bottled Water – 12oz.

Pepsi Bottling Ventures – Winston-Salem - \$6.34 per case

Coca Cola Consolidated – Greensboro – No Bid

Recommendation: Pepsi Bottling Ventures

Other Beverages – Sport Drinks – 10oz.

Pepsi Bottling Ventures – Winston-Salem - \$11.18 per case

Coca Cola Consolidated – Greensboro - \$11.45 per case

Recommendation: Pepsi Bottling Ventures

Other Beverages – Energy Water – 20oz.

Pepsi Bottling Venture – Winston-Salem - \$6.18 per case

Coca Cola Consolidated – Greensboro – No Bid

Recommendation: Pepsi Bottling Ventures

Policy 3405: Students At-Risk of Academic Failure

As recommended to the Board Policy Committee, June 9, 2011

Updates to this policy incorporate changes to General Statute 115C-105.41 requiring schools to identify students that are at risk of academic failure and are not successfully progressing toward grade promotion and graduation. A personal education plan for academic improvement will be developed or updated no later than the end of the first instructional period of the school year. This is a new policy and helps clarify Policy 3420: Student Promotion and Accountability.

NEW

STUDENTS AT-RISK OF ACADEMIC FAILURE

Policy Code:

3405

The principal or designee is responsible for ensuring that teachers identify students at each school who are at risk of academic failure and who are not successfully progressing toward grade promotion and graduation in compliance with G.S. 115C-105.41.

Such identification shall occur as early as reasonably may be done, beginning no later than the fourth grade. In addition, 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 improvement shall be developed or updated 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 or guardian that the student has a personal education plan and provide the parent or guardian with a copy of the plan.

Each year the superintendent shall certify to the State Board of Education that the school system has complied with this requirement.

Legal References: G.S. 115C-105.41

Cross References:

Adopted:

Policy 3420: Student Promotion and Accountability

As recommended to the Board Policy Committee, June 9, 2011

On October 7, 2010, the State Board of Education voted to end the state-required performance gateways effective with the 2010-2011 school year. Changes have been made to Policy 3420 that remove the North Carolina gateway requirement. Additional updates now reflect current local requirements in Asheboro City Schools.

A. PURPOSE

The board believes that students should progress to the next level of study only after they are proficient in their knowledge and application of the current curriculum level. To the extent reasonably possible, students should be given as much or as little time as they need to be proficient at a particular level of study. To reduce the number of students who do not meet promotion standards, the board directs school administrators and teachers to use personal education plans as required in policy 3405, Students At-Risk of Academic Failure, to address the needs of students who are not making adequate academic progress.

B. STUDENT PROMOTION STANDARDS

The superintendent shall develop (1) proposed promotion standards and (2) a process to be used in determining a student's readiness to progress to the next level of study and shall submit the standards and process to the board for approval. The standards must provide multiple criteria for assessing a student's readiness to progress to the next level of study, such as standardized test scores, grades, a portfolio or anthology of the student's work and, when appropriate, accepted standards for assessing developmental growth. Principals shall ensure that the promotion standards are used by teachers and school administrators in assessing each student's readiness to progress to the next level of study. Principals have the authority to promote or retain students based upon the standards established by the board and any applicable standards set by the State Board of Education.

C. STUDENT ACCOUNTABILITY STANDARDS

In addition to any other promotion standards established by the board and/or superintendent, students must also meet the following accountability standards:

1. Grades Kindergarten, 1 and 2

Students in grades K, 1 and 2 will be expected to demonstrate grade level proficiency in reading, writing, and mathematics. Multiple measures are to be used to determine grade level proficiency including, but not limited, to:

- a. K-2 Literacy Portfolio
- b. K-2 Math Portfolio
- c. Grades 1 and 2 math benchmark assessments
- d. Student work portfolios
- e. Grades
- f. Teacher observation and recommendation

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's Personal Education Plan (PEP). Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection F of this policy.

2. Grades 3-5

Students in grades 3, 4 and 5 will be expected to demonstrate grade level proficiency in reading, writing, mathematics, science, and social studies. Multiple measures are to be used to determine grade level proficiency including, but not limited, to:

- a. Standardized test scores from the North Carolina End-of-Grade tests
- b. Grades
- c. Student work portfolios
- d. Benchmark assessments
- e. Teacher observation and recommendation

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's Personal Education Plan (PEP). Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection F of this policy.

3. Grades 6-8

Students in grades 6, 7 and 8 will be expected to demonstrate grade level proficiency in reading, writing, mathematics, science, and social studies. Multiple measures are to be used to determine grade level proficiency including, but not limited, to:

- a. Standardized test scores from the North Carolina End-of-Grade tests
- b. Pass five courses: one of which must be language arts, one of which must be mathematics, one of which must be science or social studies
- c. Grades
- d. Student work portfolios
- e. Benchmark assessments
- f. Teacher observation and recommendation

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's Personal

Education Plan (PEP). Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection F of this policy.

4. High School End of Course Tests

The End of Course (EOC) test results shall count as twenty-five percent (25%) of a student's final grade in each high school or middle school course for which an EOC test is available. This requirement does not apply for students following the Future Ready Occupational Course of Study (State Board of Education Policy GCS-C-003). All non-EOC high school courses are also required to administer a final exam which shall count as twenty-five percent (25%) of a student's final grade.

5. Diploma Standards

To receive a North Carolina high school diploma, a student must complete the requirements set forth in policy 3460, Graduation Requirements.

D. OPPORTUNITIES FOR RETESTING TO MEET STUDENT ACCOUNTABILITY STANDARDS

1. End-of-Grade Tests

- a. All public school students in grades 3, 4, 5, 6, 7, and 8 who score Achievement Level II on the first administration of the end-of-grade reading and/or mathematics assessments and/or their alternate assessment shall be administered the Retest. Parents of students who score Achievement Level I must be notified that they may request that their children be administered the Retest. The higher of the original or Retest scores will be used for calculating ABCs Performance Composites and AYP results.
- b. All public school students in grades 5 and 8 who score Achievement Level II on the first administration of the end-of-grade science assessments and/or their alternate assessment shall be administered the Retest. Parents of students who score Achievement Level I must be notified that they may request that their children be administered the Retest. The higher of the original or Retest scores will be used for calculating ABCs Performance Composites.

Note: Students identified as limited English proficient (LEP) in their first year in U.S. schools who score below Level 4.0 Expanding on the state

English language placement reading subtest are exempt from the Retest because these students' scores are not used in state or federal accountability.

2. End-of-Course Tests

All public school students who score Achievement Level II on the first administration of an end-of-course assessment (i.e., Algebra I, Biology, and English I) and/or their alternate assessment (i.e., NCEXTEND1 at grade 10) shall be administered the Retest, and the higher of the original or Retest scores will be used for calculating ABCs Performance Composites and AYP results. Parents of students who score Achievement Level I must be notified that they may request that their children be administered the Retest.

Note: Students identified as limited English proficient (LEP) in their first year in U.S. schools who score below Level 4.0 Expanding on the state English language placement reading subtest are exempt from the Retest because these students' scores are not used in state or federal accountability.

E. INTERVENTION FOR STUDENTS NOT MEETING PROMOTION

STANDARDS

The goal of Asheboro City Schools is to identify as early as possible students who are unlikely to meet the standards for progression to the next level of study so that the school can provide appropriate intervention. Intervention must be provided for any student who does not meet grade level proficiencies established by the State or who is determined to be at-risk of not meeting grade level proficiencies established by the Local Board or State.

1. Intervention Plans

Each school must submit to the board the school's plan for intervention as part of the school's yearly improvement plan. Schools also must include in the school improvement plan the types of intervention strategies that will be offered at the school. At a minimum, the intervention plan must address the following elements:

- a. identification of and intervention for students at risk of failing the student accountability standards;
- b. intervention for students retaking the student accountability tests prior to the end of the school year;
- c. differentiated instruction for students who have been retained; and
- d. meeting individual students' needs.

2. Intervention Strategies

Intervention involves identifying strategies specifically designed to increase grade level proficiency. Strategies may include, but are not limited to, alternative learning models, special homework, smaller classes, flexible grouping, tutorial sessions, extended school day, Saturday school, modified instructional programs, parental involvement, small or large group counseling sessions, summer school instruction, participation in or restriction of participation in extracurricular activities, individualized instruction or goals, and remedial instruction or retention.

Every student in grades 3 through 12 who does not meet proficiency requirements on the NC State End of Grade or End of Course Tests shall have developed for them a Personalized Education Plan (PEP) constructed by the student's teacher(s) whether the student is promoted or retained. Each plan shall include student assessment data, intervention strategies, and progress monitoring strategies.

Extended instructional opportunities should be different from and supplemental to regular classroom instruction. The school will involve parents and the student in discussing intervention strategies. Students will participate in the intervention strategies and demonstrate acceptable growth and achievement.

F. REVIEW OF STUDENT ACCOUNTABILITY STANDARDS

1. Previous retentions

Previous retentions may be a factor in waiving student accountability standards.

2. Review Process

In the case where a student's promotion is in question, the student may be promoted with principal recommendation under the following review process. Teachers shall provide documentation of the student's performance during a review process. Documentation may include but is not limited to:

- a. Student work samples;
- b. Other assessment data;
- c. Information supplied by parents;
- d. For student with disabilities, information that is included in the individualized education program; and
- e. Other information that verifies that a student is at grade level or, is making adequate progress to meet grade level requirements.

G. APPEALS OF PROMOTION DECISIONS

1. Appeal to the Superintendent

Within five workdays of receiving the principal's written decision to promote or retain a student, the student's parents may appeal the decision to the superintendent. The superintendent may overturn the principal's decision only upon a finding that the principal's decision was arbitrary and capricious (i.e., without a rational basis) or was otherwise an abuse of discretion.

The superintendent must render a decision within 10 workdays of receiving the appeal. The superintendent may support the principal's decision, remand it back to the principal for consideration of additional issues or reverse the decision.

The superintendent's findings must be in writing and must be provided to the parents.

2. Appeal to the Board of Education

The superintendent's decision to promote or retain a student may be appealed to the board in accordance with the procedures set forth in subsection E.5 of policy 1740/4010, Student and Parent Grievance Procedure.

H. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH DISABILITIES

To the extent possible, students with disabilities must be held to the same promotion standards as all other students. However, for students who take alternative assessments in lieu of the end-of-grade (EOG) or end-of-course (EOC) tests, promotion decisions must be based on criteria recommended by the IEP team.

All intervention strategies and other opportunities, benefits and resources that are made available to students without disabilities must be made available to those students with disabilities who are subject to the student promotion standards. Such opportunities must be in addition to the special education services provided to the student.

I. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

To the extent possible, students with limited English proficiency will be held to the same standards as all other students.

All intervention and other opportunities, benefits, and resources that are made available to other students must be made available to students with limited English proficiency who participate in the student promotion standards.

J. ACCELERATION

Some students may need less time to learn the curriculum. The Board recognizes our responsibility to provide an array of services that maximizes the potential of each of these students. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. Differentiated programs and services may be provided through such strategies as appropriate classroom groupings, increased pace instruction, challenging subject classes, differentiated units, content modification, subject advancement, grade skipping, alternative products, enrichment opportunities, curriculum compacting, or individual projects and contracts. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see policy 3101, Concurrent Enrollment and Other Curriculum Expansions).

K. REPORTING REQUIREMENTS

1. Superintendent's Report to the Board

At least on an annual basis, the superintendent shall provide the board with the following information for each school:

- a. aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;
- b. the proportion of students not meeting the standards for their grade level; and
- c. remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.

2. Superintendent's Report to the North Carolina Department of Public Instruction

Pursuant to standards established by the Department of Public Instruction, the superintendent annually shall provide the Department with all required information regarding student performance.

L. NOTIFICATION TO PARENTS

The superintendent or designee shall provide information regarding promotion standards to all students and parents. Parents are encouraged to help their children meet the promotion standards. Information provided to parents should be in the parents' native language when appropriate foreign language resources are readily available. In addition, the teacher of a student who does not meet promotion standards must notify the student's parents that the student has failed to meet the standards for progression to the next level

of study and must provide the parents with information concerning retesting, intervention, review and appeal opportunities.

M. CHILDREN OF MILITARY FAMILIES

As required by the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5) and policy 4155, Assignment to Classes, school administrators have the authority to exercise flexibility in waiving course or program prerequisites or other preconditions for the placement of children of military families in courses or programs offered by the school system.

Legal References: G.S. 115C-36, -45(c), -47, -81, -105.21, -174.11, -288(a), -407.5; State Board of Education Policy GCS-C-031

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and Objectives of the Educational Program (policy 3000), Concurrent Enrollment and Other Curriculum Expansions (policy 3101), Students At-Risk of Academic Failure (policy 3405), School Improvement Plan (policy 3430), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620), Children of Military Families (policy 4050), Assignment to Classes (policy 4155), Fiscal Management Standards (policy 8300)

Other Resources: *Guidelines for Testing Students Identified as Limited English Proficient*, N.C. Department of Public Instruction Division of Accountability Services/North Carolina Testing Program (September 2010)

Adopted:

Policy 3460: Graduation Requirements

As recommended to the Board Policy Committee, June 9, 2011

Updates to this policy have been made that include the elimination of student accountability gateways and high school exit standards effective with the 2010-2011 school year. Local requirements have also been reviewed and updated to reflect current practice in Asheboro City Schools.

GRADUATION REQUIREMENTS

Policy Code: 3460

The board recognizes the importance of setting rigorous graduation requirements to help ensure that students are receiving an education that will prepare them to be productive members of society.

In order to graduate from high school, students must meet the following requirements:

1. successful completion of all course unit requirements mandated by the State Board of Education (see Section A); and
2. ~~successful completion of all other requirements mandated by the board, as provided in this policy.~~ successful completion of all additional course and other requirements mandated by the board of education.

The principal shall ensure that students and parents are aware of all graduation requirements. Guidance program staff shall assist students in selecting their high school courses to ensure that students are taking all of the required units and selecting electives consistent with their post-graduation plans. For students who have transferred to the school system during high school or who, for other reasons, have completed course work outside of the school system, the principal shall determine what course work will be applied as credit toward graduation. The principal shall consider the requirements of the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5) and the requirements of subsection D.3 of this policy in determining the graduation requirements for children of military families.

A. COURSE UNITS REQUIRED

Each student must meet the course unit requirements for one of the following courses of study. Students entering the ninth grade for the first time before the 2009-2010 school year must fulfill the requirements of the Career Prep, College Tech Prep, College/University Prep or Future-Ready Occupational Course of Study. Beginning with students entering the ninth grade for the first time in the 2009-2010 school year, students must fulfill the requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. Course unit requirements for the Future-Ready Core Course of Study differ depending on the year a student enters ninth grade for the first time.

1. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2012-2013 and After

Courses Required	State Requirements	Local Requirements
English	4 sequential (English I, II, III and IV)	4
Mathematics	4 (either Algebra I, Geometry, Algebra II and a fourth math course aligned with the student's post-high school plans OR Integrated Math I, II and III and a fourth math course aligned with the student's post-high school plans) (A principal may exempt a student from this math sequence. Exempt students will be required to pass either (1) Algebra I and either Algebra II or Geometry or (2) Integrated Math I and II. Exempt students also must pass either Alternative Math I and II or two other application-based math courses.)*	4
Science	3 (a physical science course, Biology and earth/environmental science)	3
Social Studies	4 (including Civics & Economics; U.S. History Parts I and II OR AP U.S. History and one additional social studies elective; and World History)	4
Health/P.E.	1	1
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education or Second Language; 4 must be from one of the following: Career and Technical Education, R.O.T.C., Arts Education or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)**	12
Total Credits	22	28

* Students seeking to complete minimum application requirements for UNC universities must complete four mathematics courses, including a fourth math course with Algebra II as a prerequisite.

** Students seeking to complete minimum application requirements for UNC universities must complete two years of a second language.

2. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2009-2010, 2010-2011 or 2011-2012

Courses Required	State Requirements	Local Requirements
English	4 sequential (English I, II, III and IV)	4
Mathematics	4 (either Algebra I, Geometry, Algebra II and a fourth math course aligned with the student's post-high school plans OR Integrated Math I, II and III and a fourth math course aligned with the student's post-high school plans) (A principal may exempt a student from this math sequence. Exempt students will be required to pass either (1) Algebra I and either Algebra II or Geometry or (2) Integrated Math I and II. Exempt students also must pass either Alternative Math I and II or two other application-based math courses.)*	4
Science	3 (a physical science course, Biology and earth/environmental science)	3
Social Studies	3 (Civics & Economics, U.S. History and World History)	3
Health/P.E.	1	1
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education or Second Language; 4 must be from one of the following: Career and Technical Education, R.O.T.C., Arts Education or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)**	13
Total Credits	21	28

* Students seeking to complete minimum application requirements for UNC universities must complete four mathematics courses, including a fourth math course with Algebra II as a prerequisite.

** Students seeking to complete minimum application requirements for UNC universities must complete two years of a second language.

3. Career Prep Course of Study Credits Required

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III and IV)	4
Mathematics	3 (including Algebra I)	4
Science	3 (including a physical science course, Biology and earth/environmental science)	3
Social Studies	3 (including Civics & Economics, U.S. History and World History)	3
Health/P.E.	1	1
Career/Technical	4 (courses appropriate for career pathway, including a second-level (advanced) course, or courses for an arts education pathway or R.O.T.C.***)	4
Foreign Language	0	
Electives	2 (arts recommended but not required)	9
Other Requirements		
Total Credits	20	28

*** Four R.O.T.C. credits may be used.

4. College Tech Prep Course of Study Credits Required

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III and IV)	4
Mathematics	3**** (including either Algebra I, Geometry and Algebra II; Algebra I and Technical Math I and II; or Integrated Mathematics I, II and III)	4
Science	3 (including a physical science course, Biology and earth/environmental science)	3
Social Studies	3 (including Civics & Economics, U.S. History and World History)	3
Health/P.E.	1	1
Career/Technical	4 (courses appropriate for career pathway including a second-level (advanced) course)	4
Foreign Language	0****	
Electives	2 (arts recommended but not required)	9
Other Requirements		
Total Credits	20	28

**** A student pursuing this course of study may meet the requirements of a College/University Prep Course of Study by completing two courses in the same foreign language and one additional unit of math for which Algebra II is a prerequisite.

5. College/University Prep Course of Study Credits Required

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III and IV)	4
Mathematics	4 (including either Algebra I, Geometry and Algebra II and a higher-level course for which Algebra II is a prerequisite; or Integrated Mathematics I, II and III and one course beyond Integrated Math III)	4
Science	3 (including a physical science course, Biology and earth/environmental science)	3
Social Studies	3 (including Civics & Economics, U.S. History and World History)	3
Health/P.E.	1	1
Foreign Language	2 (in the same language)	2
Electives	3 (arts recommended but not required)	11
Other Requirements		
Total Credits	20	28

6. Future-Ready Occupational Course of Study Credits Required (only available to certain students with disabilities who have an IEP)

Courses Required	State Requirements	Local Requirements
English	4 (including Occupational English I, II, III and IV)	4
Mathematics	3 (including OCS Introduction to Math, OCS Algebra I (Math A), and Financial Management)	3
Science	2 (including OCS Applied Science and OCS Biology)	2
Social Studies	2 (including Government/U.S. History and Problem-Solving/Self-Advocacy)	2
Health/P.E.	1	1
Career/Technical	4 (Vocational Education electives)	4
Foreign Language	0	
Occupational Preparation	6 (including Occupational Preparation I, II, III and IV, which require 300 hours of school-based training, 240 hours of community-based training and 360 hours of paid employment or 360 hours of any combination of unpaid vocational training, unpaid internship experience, paid employment at community rehabilitation facilities and volunteer and/or community service hours)	6
Electives	0 CTE Portfolio	REQUIRED
Other Requirements	<ul style="list-style-type: none"> • Completion of IEP objectives • Career Portfolio 	
Total Credits	22	22

B. HIGH SCHOOL END-OF-COURSE TESTING EXIT STANDARDS

Students must meet the high school exit standards in order to graduate.

Students must take all end-of-course (EOC) tests required by the State Board of Education. Students who do not score at Level III or above on the first administration of an EOC test must be retested in accordance with State Board policy.

The EOC test results will count as 25 percent of a student's final grade in each high school course for which an EOC test is available.

C. LOCAL BOARD REQUIREMENTS

1. Course Credits

Students also are required to meet all graduation requirements of this board. All students must successfully complete the maximum number of units a student could earn in grades 9 through 12 minus four units. A total of 28 units must be earned. ~~with course units required in the following courses:~~

▪	<u>English</u>	<u>4</u>
▪	<u>Social Studies</u>	<u>3</u>
	<small>(including government/economics, U.S. History and world studies)</small>	
▪	<u>Mathematics</u>	<u>4</u>
	<small>(including high school algebra)</small>	
▪	<u>Science</u>	<u>3</u>
	<small>(including a physical science and biology)</small>	
▪	<u>Health and Physical Education</u>	<u>1</u>
▪	<u>Electives</u>	<u>13</u>
▪	<u>Total</u>	<u>28</u>
▪		

The board also may require that students successfully complete additional graduation requirements, a research project or a community service project like that mentioned in board policy 3530, Citizenship. Students will be notified of any requirement at least by no later than the beginning of their junior year. Students who seek assistance or are identified as likely to need assistance in meeting an academic requirement must be provided opportunities for remedial or additional instruction in accordance with board policy 3420, Student Promotion and Accountability. Students whose academic projects do not meet the expected standard must be given additional opportunities to successfully complete the research project and additional opportunities for remedial instruction.

2. Graduation Project

Students must satisfactorily complete a graduation project. The superintendent or the superintendent's designee will develop, monitor and score the graduation projects, using state adopted rubrics. The superintendent or his/her designee may incorporate any graduation project requirements that are already in place in the district. In addition, Requirements of the graduation project will include:

- a. a review process;
- b. an eight to ten page research paper written on an approved topic of student choice;
- c. a product related to the paper that requires significant hours of work;
- d. a portfolio that reflects the Graduation Project process;
- e. a presentation to a panel of community and faculty members; and literature, service-based learning or work-based learning experiences as defined by state models.

D. SPECIAL CIRCUMSTANCES

The board adopts the following policies with regard to graduation.

1. Honor Graduates

Honor graduates may be designated by principals on the basis of criteria established by the superintendent. A student who completes the requirements of the North Carolina Academic Scholars Program will receive recognition, including a seal affixed to his or her diploma. Recognition of honor graduates may be included in graduation programs.

2. Students with Disabilities

Graduation requirements must be applied to students with disabilities to the extent required by state and federal law and State Board policy.

3. Children of Military Families

In order to facilitate the on-time graduation of children of military families, the board adopts the following policy provisions for students to whom the Interstate Compact on Educational Opportunity for Military Children applies.

a. Waiver Requirements

Specific course work required for graduation will be waived if similar course work has been satisfactorily completed in another school system. If a waiver is not granted, school administrators shall provide the student with reasonable justification for the denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the superintendent or designee shall provide the student with an alternative means of acquiring the required course work so that the student may graduate on time.

b. Testing Requirements for Graduation

The superintendent shall accept the following in lieu of any local testing requirements for graduation: (1) the end-of-course exams required for

graduation from the sending state; (2) national norm-referenced achievement tests; or (3) alternative testing. If these alternatives are not feasible for a student who has transferred in his or her senior year, subsection c below will apply.

c. Transfers During Senior Year

If a child of a military family who has transferred at the beginning of or during his or her senior year is ineligible to graduate from the school system after all of the alternatives listed above have been considered and the student meets the graduation requirements at his or her sending school, then school officials from the school system shall collaborate with the sending school system to ensure that the student will receive a diploma from the sending board of education.

4. Early Graduation

Graduation prior to that of one's class may be permitted on the basis of criteria approved by the board upon recommendation by the superintendent, or designee, upon recommendation by the principal.

Students seeking to graduate with fewer than 28 credits may be permitted to do so under criteria approved by the superintendent, or designee, upon recommendation by the principal. These students shall meet all state graduation requirements and successfully complete a graduation project.

5. Graduation Certificates

Graduation certificates will be awarded to eligible students in accordance with the standards set forth in State Board policy. The certificates may be awarded at the regular graduation ceremony.

Legal References: G.S. 115C-47, -81, -174.11, -276, -288, -407.5; State Board of Education Policies GCS-C-003, -031

Cross References: Goals and Objectives of the Educational Program (policy 3000), Student Promotion and Accountability (policy 3420), Citizenship and Character Education (policy 3530), Children of Military Families (policy 4050)

Adopted:

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**

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:

Asheboro City Schools Strategic Plan Milestones

2011-2012

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

1. Every student graduates college and career ready.
 - Graduation rate for 5-year cohort at 82% or better.
 - 75% or more of students demonstrate proficiency on Algebra I and Biology EOC exams.
2. Every student uses technology to access and demonstrate new knowledge and skills.
 - Implement “Technology in Learning Fair” to showcase student and faculty projects.
3. Expand opportunities for and increase student access to small learning communities.
 - Prepare for implementation of Health Sciences Small Learning Community in partnership with Randolph Community College.
4. Increase the number of students reading on grade level by Grade 3 to 64%.
5. All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.
 - Use DPI individual growth model to determine percent of students demonstrating academic growth in reading and mathematics in grades 3-8.
 - Implement CASE21 benchmark assessments.
6. Implement innovative after school enrichment and intervention programs.
 - Continue before and after school enrichment programs.
7. Establish a rigorous and relevant CTE program.
 - Implement CTE strategic plan.

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

1. Every teacher and administrator will have the skills to deliver 21st century content in a 21st century context with 21st century tools and technology that guarantee student learning.
 - Professional development focus areas: Literacy across the curriculum; Common Core state standards

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

- Continue to use and refine formative assessments (NC FALCON), including performance assessments.
- Encourage student-led conferences.
- Implement and refine RTI (Response to Instruction) in grades 6-12.
- Continue to develop and expand standards-based grading practices.

3. Build leadership skills and capacity among all teachers and administrators, improve professional practice, and develop a culture of shared accountability and responsibility for the success of the district.

- Continue Teacher Leadership Academy for cohort #2.
- Implement new teacher evaluation system with appropriate refinements and state requirements.
- Teachers will participate, plan, and lead professional learning communities (collaborative conversations).

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

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

- All schools will complete Level 2 Positive Behavior Support Training and score > 80 on the school inventory.

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

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

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

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

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

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

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

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

- Implement parent portal.

2. Increase communication and outreach to parents.

- Expand use of social media to school sites.
- Increase number of home visits.

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

- Continue partnership with High Point University for Masters in School Administration cohort.
- Continue partnerships with UNCG, including new Core Math project with McCrary School.
- Continue and expand RCC partnerships for Huskins, College Transfer, and Learn and Earn courses for AHS students.
- Collaborate with new STEM partners to enhance teacher and administrator capacity to prepare students for STEM careers (e.g., Golden Leaf Foundation project “STEM Stars” and new TAP grant with Jeane Joyner).

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


- Encourage expansion of wireless access in Asheboro.
- Hold at least 3 community FAN workshops.

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

1. Implement long range facilities plan.



- Continue to implement long range facility plans as funds permit.


Planning for Excellence
 Asheboro City Schools Strategic Plan Milestones
 2010-2013



Goals and Objectives	Annual Milestones		
	2010-11	2011-12	2012-13
GOAL 1: Asheboro City Schools will produce globally competitive students.			
<p>1. Every student graduates college and career ready. (Baseline: 2009-10 graduation cohort rate (4-year) –76.1%) (Note: Future milestones to determine college and career readiness are being developed by State Board of Education; may include ACT and Work Keys assessments for AHS students)</p>	<p style="text-align: center;"> Graduation Rate 80% (5-year cohort) <i>4-year cohort for class of 2011 > 84%; Expanded AVID to grade 10; Continued GEAR UP efforts with class of 2011; 18 NOVA Academy students received diplomas; Acceleration team identified best practices in early identification of students at-risk of not meeting grade level standards; Pursued and received \$375,000 Golden Leaf grant (STEM Stars) to provide funding for professional development to improve grades 4-9 science and provide enrichment opportunities for middle school students to build their readiness for STEM</i></p>	<p style="text-align: center;">Graduation Rate 82% (5-year cohort)</p>	<p style="text-align: center;">Graduation Rate 84% (5-year cohort)</p> <p style="text-align: center;">State Board of Education new accountability model implemented</p>


	<i>careers</i>		
2. Every student uses technology to access and demonstrate new knowledge and skills.	<p>✓ Implement 1:1 transformation in grades 9-12. <i>AHS 1:1 Transformation rolled out January, 2011</i></p> <p>✓ Increase access in grades 4-8. <i>1 laptop per student in grades 4-8 acquired for use in 2011-12; SAMS implemented "A Mouse in Every House" program to close the digital divide by providing computers to families that do not own a computer.</i></p> <p>✓ Demonstrate student projects. <i>Board spotlights and winter retreat, graduation projects, classroom walkthrough observations, student-developed video on caring for your laptop used by other IMPACT schools in North Carolina and beyond</i></p>	Implement "Technology in Learning Fair" to showcase student and faculty projects	
3. Expand opportunities for and increase student access to small learning communities.	<p>✓ Continue planning for future Health Sciences SLC with Randolph Community College and Randolph</p>	Prepare for implementation of Health Sciences SLC	Implement Health Sciences SLC

	<p>County Schools. <i>Dr. Ann Hockett (RCC) and Julie Pack (ACS) working to develop curriculum maps for:</i></p> <ul style="list-style-type: none"> • <i>Nursing assistant</i> • <i>Nursing</i> • <i>Medical assistant</i> • <i>Medical office assistant</i> • <i>Associates degree in Science (STEM)</i> • <i>Entrepreneurship</i> • <i>Biotechnology</i> 		
<p>4. Increase number of students reading on grade level by Grade 3. (Baseline: 2009-10 percent proficient—51.3%)</p>	<p style="text-align: center;">58%</p> <p>X <i>Preliminary results: 53 % (Did not reach target)</i></p> <p><i>Literacy wiki developed as resource for K-5 teachers; co-teaching implemented and supported with professional development (EC, ELL, Reading + regular education teacher); expanded use of Leveled Literacy Intervention; new universal screeners implemented for early identification of skill deficits; Intervention block implemented at each elem. and middle school</i></p>	64%	70%



<p>5. All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.</p>	<p>Use DPI individual growth model to determine student growth</p> <p> Progress monitor students using Scholastic Reading Inventory (Lexile level) and Scholastic Mathematics Inventory (Quantile level).</p> <p><i>Each elementary school monitored the reading comprehension progress of their students in grades 2-5 with quarterly assessments using the Scholastic Reading Inventory. NAMS and Lindley Park piloted a new benchmark assessment process to monitor student progress and growth (CASE 21).</i></p>	<p>Implement CASE 21 benchmark assessments in grades 3-8 in reading and mathematics</p>	
<p>6. Implement innovative after school enrichment and intervention programs.</p>	<p> Identify needs at elementary and middle schools; involve community partners such as Arts Guild, Asheboro City Parks and Recreation, Randolph County Cooperative Extension.</p> <p><i>Examples include Battle of the Books, Newspaper,</i></p>	<p>Continue before and after school enrichment programs.</p>	


	<p><i>Yearbook, Tuneful Tigers, Japanese Drum Club, Science Club, Girls on the Run, Girls Get Fit, AVID Club, Computer Club, Jazz Band, Robotics Club, Summer GEAR UP enrichment experience in Guatemala through Duke University</i></p>		
<p>7. Establish a rigorous and relevant CTE program</p>	<p> Develop CTE strategic plan.</p> <p><i>CTE strategic plan adopted by Board of Education February 10, 2011. CTE department initiated efforts to infuse rigorous literacy skills across the curriculum in CTE courses. New courses were approved for 2011-12 to upgrade the CTE program including courses to lead to Microsoft certifications through the Microsoft IT Academy, expanded offerings in health careers, Personal Finance, Technology/Engineering/ and Design, and Project Management.</i></p>	<p>Implement CTE strategic plan</p>	




Goals and Objectives	Annual Milestones		
	2010-11	2011-12	2012-13
GOAL 2: Asheboro City Schools will be led by 21 st Century professionals.			
<p>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.</p>	<p> Provide ongoing professional development support in grades 6-12 mathematics. <i>Summer professional development for Integrated Mathematics and Connected Math Project; follow-up sessions in fall; developed benchmark assessments; vertical meetings; completion of units/lesson plans for all CMP2 units.</i></p> <p> Provide ongoing professional development support in using technology to support learning. <i>Summer professional development (AHS); Nationally renowned guest speakers Marc Prensky and Hall Davidson; National Technology Conference (ISTE); Professional</i></p>	<p>Focus: Literacy and Common Core Standards</p>	<p>Focus: Literacy and Common Core Standards</p>


	<p><i>development through the Friday Institute for IMPACT schools; Developed mastery lessons for K-5 involving SmartBoard technology; Microsoft Information Technology Academy (MSITA) implemented for students and faculty; Weekly PLC sessions to prepare AHS faculty for use of Moodle learning management system</i></p> <p> Develop and implement preK-12 literacy framework. <i>Phase I: Monthly professional development with administrative leadership team on research-based best practices; AHS CTE teachers implemented literacy strategies; New pilot interventions implemented at SAMS (Read 180), NAMS (ExCELL), and AHS (Expert21); Literacy team formed; Focus for 2011-12 on literacy across the curriculum</i></p>		
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<p>2. Every teacher and administrator will use a 21st Century assessment system to guide instruction and measure 21st Century knowledge, skills, performance, and dispositions.</p>	<p>✓ Continue to use and refine formative assessments (NC FALCON), including performance assessments. <i>District and school plans implemented.</i></p> <p>✓ Introduce student-led conferences. <i>Information shared at March, 2011 Administrative team meeting.</i></p> <p>✓ Implement RTI in grades pk-8. <i>District and school level teams participated in professional development and regularly scheduled team meetings to implement RTI. RTI district team conducted walk-throughs at all schools during intervention blocks in the spring using an observation protocol to determine strengths and needs.</i></p>	<ul style="list-style-type: none"> • Continue to use and refine formative assessments, including performance assessments • Encourage student-led conferences • Implement and refine RTI in grades 6-12 • Continue to develop and expand standards-based grading practices 	
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<p>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.</p>	<p> Implement Teacher Leadership Academy. <i>26 teachers participated in the first cohort of the TLA. Their culminating projects were presented at the April 7 session. This Academy consisted of 8 day-long sessions and the participants learned 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. Teacher leadership is one of the five standards for teachers in the new evaluation process.</i></p> <p> Implement new teacher evaluation system. <i>All schools implemented new teacher evaluation system. Additional training for administrators in September, October,</i></p>	<ul style="list-style-type: none"> • Continue Teacher Leadership Academy for cohort #2. • Implement teacher evaluation system with appropriate refinements. • Teachers will participate, plan, and lead professional learning communities. 	<p>Teacher Leadership Academy graduates develop and lead professional development</p>
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	<p><i>and March. Summative rating data will be reported to NCDPI as required.</i></p> <p><i>We also implemented a new evaluation process for our instructional assistants since their role has migrated to one that involves significant instructional duties.</i></p> <p> Teachers will participate, plan and lead professional learning communities (collaborative conversations)</p> <p><i>Weekly sessions held by grade level at each elementary school; middle school collaborative conversation sessions held weekly on Tuesday (NAMS) and Wednesday (SAMS); AHS held PLC meetings every Tuesday, with CTE PLC's meeting on Thursday afternoon.</i></p>		
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Goals and Objectives	Annual Milestones		
	2010-11	2011-12	2012-13
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 complete Level 1 Positive Behavior Support Training and score > 80 on school inventory. <i>Completed</i> <i>Level 1: DLL, LP, AHS, and NAMS</i> <i>Level 2: CWM</i> <i>Level 3: BAL, GBT, and SAMS</i> <i>The Conscious Discipline approach to student discipline was implemented at ECDC.</i>	All schools complete Level 2 Positive Behavior Support Training and score > 80 on school inventory	All schools complete Level 3 Positive Behavior Support Training and score > 80 on school inventory
2. Every school provides an environment in which each child has positive, nurturing relationships with caring adults.	 Increase number of students with mentors through CIS. <i>Increased from 28 students with mentors(09-10) to 39 (10-11); 16 new volunteers</i>  Every student has a caring adult among staff; Every student's	Pursue GEAR UP grant for six-year cohort.	


	<p>passion is known by the caring adult.</p> <p><i>Responses to question on student survey— “Teachers care about me as an individual.”</i></p> <table border="1"> <thead> <tr> <th></th> <th><u>09-10</u></th> <th><u>10-11</u></th> </tr> </thead> <tbody> <tr> <td>ACS</td> <td>70%</td> <td>81%</td> </tr> <tr> <td>BAL</td> <td>82%</td> <td>85%</td> </tr> <tr> <td>CWM</td> <td>80%</td> <td>81%</td> </tr> <tr> <td>DLL</td> <td>87%</td> <td>90%</td> </tr> <tr> <td>GBT</td> <td>89%</td> <td>85%</td> </tr> <tr> <td>LP</td> <td>95%</td> <td>93%</td> </tr> <tr> <td>NAMS</td> <td>64%</td> <td>78%</td> </tr> <tr> <td>SAMS</td> <td>74%</td> <td>82%</td> </tr> <tr> <td>AHS</td> <td>58%</td> <td>74%</td> </tr> </tbody> </table>		<u>09-10</u>	<u>10-11</u>	ACS	70%	81%	BAL	82%	85%	CWM	80%	81%	DLL	87%	90%	GBT	89%	85%	LP	95%	93%	NAMS	64%	78%	SAMS	74%	82%	AHS	58%	74%		
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<p>3. Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.</p>	<p> Enter HealthierUS School Challenge Program; provide nutrition education to parents.</p> <p><i>HealthierUS School Challenge for McCrary School submitted 6/6/11</i></p> <p><i>Summer Feeding Program will be offered for the first time in 2011. This program will provide free breakfast and lunch to students during the summer months on a first-come, first-serve basis. The</i></p>	<p>Each school certified by HealthierUS at the Bronze, Silver or Gold level</p>																															

	<i>program will be offered at Loflin School.</i>		
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/global connections. <i>Examples: Polar Bear Project, Human Race, Mouse in Every House, Joining Hearts for Japan, Relay for Life, Big Sweep, Juvenile Diabetes Walk-A-Thon, Earth Savers Club, Pillows for cancer patients</i>	Each school conducts at least one service and/or academic project with community/global connections.	

Goals and Objectives	Annual Milestones		
	2010-11	2011-12	2012-13
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 2011-12 implementation <i>Preparing to implement NC WISE Parent Assist Module (PAM) in fall</i>	<ul style="list-style-type: none"> • Implement parent portal • Expand use of social media to school sites • Increase number of home visits 	


<p>2. Increase communication and outreach to parents.</p>	<p>✓ Use electronic paperless communication for newsletters, etc. <i>District "Connection" newsletter distributed electronically; expanded use of Alert Now and email at school level</i></p> <p>✓ Implement use of social media. <i>Implemented Facebook and Twitter in September; currently 604 Facebook friends and 66 Twitter followers</i></p> <p><i>A social media committee is working to expand Facebook, Twitter, and other social media to individual schools in 2011-12.</i></p> <p>✓ Increase number of home visits. <i>Baseline data collected this year--</i> <i>BAL: 167</i> <i>CWM: 91</i> <i>DLL: 207</i> <i>GBT: 188</i></p>		
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	<p><i>LP: 109 NAMS: 20 (Academic purpose) SAMS: 147 AHS: 170 ECDC: 387 (Need clarity as to what we want to count.)</i></p> <p><i>Also, Lindley Park, Loflin, and Teachey Schools used some of their discretionary Title I funds to hire part-time parent involvement specialists to assist with home visits, parent outreach, and parent involvement. Balfour and McCrary already have parent involvement specialists at their schools funded with Title I funds.</i></p>		
<p>3. Collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students and staff.</p>	<p> Partner with High Point University for Master's in School Administration cohort. <i>11 Asheboro City Schools teachers participating in MSA cohort at HPU.</i></p> <p><i>We also partnered with</i></p>	<ul style="list-style-type: none"> • Continue partnership with HPU for MSA cohort • Continue partnerships with UNCG, including new Core Math (elementary mathematics) project with McCrary School • Continue RCC 	

	<p><i>four other Piedmont Triad school districts, the Piedmont Triad Education Consortium, and UNCG to pursue Race to the Top and Z. Smith Reynolds funds for an alternative licensure Principal Leadership Academy. The Academy will prepare aspiring principals who desire to lead high needs schools. Our first PTLA participant is Chameeka Smith, who will begin the program this summer at UNCG.</i></p> <p> Continue partnerships with UNCG (TESOL and dual licensure for elem ed and excep ed). <i>25 Asheboro City Schools teachers preparing for ESL licensure through TESOL grant professional development; will take Praxis exam this summer;</i></p>	<p>partnerships</p> <ul style="list-style-type: none"> • New STEM partnerships to enhance teacher and administrator capacity to prepare students for STEM careers—Golden Leaf Foundation grant and new TAP Grant (Jeane Joyner project) 	
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	<p><i>Heritage Language Academy held at DLL and GBT in spring, 2011</i></p> <p>✓ Continue partnership with UNC-Pembroke to offer gifted education licensure courses.</p> <p><i>Four (4) Asheboro City Schools teachers participating in AIG add-on licensure courses at UNC-Pembroke.</i></p> <p>✓ Continue student teacher partnership with Baldwin Wallace.</p> <p><i>Three (3) student teaching interns completed their clinical practice in ACS during the 2010-2011 school year.</i></p> <p>✓ Continue iSchool partnership with UNCG for online courses for high school juniors and seniors.</p> <p><i>15 students enrolled in UNCG iSchool courses in 2010-11 with 13 students earning college credits.</i></p>		
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	<p>✓ Continue RCC partnership for Huskins, College Transfer, and Learn and Earn courses for AHS students. <i>Articulation agreement in place between RCC and Asheboro City Schools for Huskins, College Transfer, and Learn & Earn courses. 94 students enrolled and 83 successfully completed RCC courses in 2010-11.</i></p> <p>✗ Hold winter Board Retreat at High Point University; explore possible partnerships. <i>HPU unable to host BOE for winter retreat.</i></p>		
<p>4. Expand parent education opportunities through Family Alliance Network (FAN).</p>	<p>✓ Research and communicate community hot spots. <i>Hotspots communicated through AHS 1:1 launch. Asheboro Public Library partnered with us to increase wireless access for students with laptops.</i></p>	<ul style="list-style-type: none"> • Encourage expansion of wireless access in Asheboro • Hold at least 3 community FAN workshops 	

	 Hold at least 2 community FAN workshops. <i>Five (5) FAN workshops held and Saturday FAN Fair on August 28. A VERY large turnout came to the FAN workshop on Monday, March 28, for parents of rising 6th graders. Parents received a lot of helpful information about what to expect when their child enters middle school next year.</i>		
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Goals and Objectives	Annual Milestones		
	2010-11	2011-12	2012-13
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. <i>The Board approved the Long Range Facility plan required every five years by the Department of Public Instruction in</i>	Continue to implement long range facility plans as funds permit.	

	<p><i>December. The plan was also shared with the Board of County Commissioners, County Manager, and County Finance Officer, since it included the priorities that were presented to the Commissioners in March, 2010.</i></p> <p><i>Met with Chair and Vice Chair, County Manager, and County Finance Officer on January 27, 2011, to explore facility funding options. No funds available at this time.</i></p> <p><i>The following capital projects were completed to improve our facilities:</i></p> <ul style="list-style-type: none"> <i>• New restroom and concession facility at AHS softball field</i> <i>• Roof replacement at Comet Corner (AHS)</i> <i>• Replaced heat pump at AHS</i> <i>• Installed power bleachers in gym at AHS</i> <i>• Replaced asphalt driveway at NAMS</i> <i>• Installed aluminum</i> 		
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	<p><i>light poles at Lee J. Stone Stadium</i></p> <ul style="list-style-type: none">• <i>Installed new HVAC at Loflin Media Center</i>• <i>Installing new flooring in multipurpose room at Balfour</i>• <i>Replacing lighting at AHS, NAMS, and SAMS with energy efficient lighting with grant funds from ARRA</i>• <i>Painting Blue Comet Academy classrooms and replacing outdated furniture</i>		
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**School Calendar Changes
July 2011**

Effective with the 2011 – 2012 School Calendar

General Statute 115C – 84.2 now requires:

185 Instructional Days
1,025 Hours of Instruction

2011 – 2012 Waiver Process:

The State Board of Education approved a policy outlining the process for LEA's to apply for waivers to the new 185-day requirement for the 2011 – 2012 school year. The State Superintendent has the authority to approve waivers to LEA's that have submitted a plan to use up to 5 of the instructional days as teacher workdays for professional development. The professional development must be on the new essential standards and Common Core standards scheduled for implementation in the 2012 – 2013 school year.

ACS Plan for Requesting a Waiver:

<i>Action</i>	<i>Dates</i>
1. Add 2 instructional days to the school calendar for a total of 182 instructional days.	October 7 June 8
2. Designate 3 teacher workdays for professional development on the new essential standards and Common Core Standards.	January 18 March 2 April 23

Calendar Requirements – Refer to DRAFT Calendar:

✓ 182	Instructional Days
✓ 13	Teacher Workdays including 3 designated through waiver process for professional development on essential standards and Common Core standards
✓ 10	Vacation/Annual Leave Days
✓ 10	Holidays
✓ 215	Total Number of Days
✓	Opening date for students shall not be before August 25 and the closing date for students shall not be after June 10.
✓	The Calendar shall designate 2 days on which teachers may take accumulated Vacation Leave -- November 23 and June 12.

Asheboro City Schools Calendar 2011 - 2012

DRAFT

DRAFT

July 2011						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2011						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2011						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2011						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2011						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July	
4	Holiday

August	
17	Staff Reports
17-19, 22-24	Workdays
25	First day for students

September	
5	Holiday

October	
7	End of 6-week grading

November	
11, 24-25	Holidays
22	End of 6-week grading
23	Workday

December	
23, 26	Holidays
27-30	Vacation/Annual Leave

January	
2, 16	Holidays
13	End of 6-week grading
17 - 18	Workdays

February	
20	Vacation/Annual Leave

March	
1	End of 6-week grading
2	Workday

April	
6	Holiday
9-13	Vacation/Annual Leave
20	End of 6-week grading
23	Workday

May	
28	Holiday

June	
8	Last day for students
11-12	Workdays

Holidays
Teacher Workdays
Required Workdays
Vacation/Annual Leave

January 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2012						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2012						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

School/Location	Date	Event	Time
DLL	July 11 - August 12, 2011	Seamless Summer Feeding	(B) 7:45-8:30am (L) 11:45am-12:30pm
BAL/NAMS	July 11 - July 29, 2011	Summer Academy	(E) 8am-1pm (M) 8:30am-1:30pm
PDC	Thursday, July 14, 2011	Board of Education Meeting	7:30pm
AHS/SAMS	Week of August 8-12	AHS Band Camp	1:00-8:00pm daily
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
PDC	Thursday, September 08, 2011	Board of Education Meeting	7:30pm
Caswell County	Wednesday, September 21, 2011	NCSBA 5th District Meeting	4:00-8:00pm
AHS/Lee J Stone Stadium	Friday, September 23, 2011	AHS vs. North Davidson HS (Hall of Fame game)	7:30pm
AHS/Lee J Stone Stadium	Friday, September 30, 2011	AHS vs. Northeast Guilford High School	7:30pm
AHS/PAC	Thursday, October 13, 2011	AHS Chorus Concert	7:30pm
PDC	Thursday, October 13, 2011	Board of Education Meeting	7:30pm
AHS/Lee J Stone Stadium	Friday, October 14, 2011	AHS vs. Ledford Senior High School (Homecoming)	7:30pm
AHS/Lee J Stone Stadium	Friday, October 21, 2011	AHS vs. Southwestern Randolph High School (Senior Night)	7:30pm
AHS/PAC	Tuesday, October 25, 2011	BANDORAMA	7:30pm
AHS/PAC	November 3-6, 2011	Park Street Players - Fall Play	7:30pm/2:30pm
PDC	Thursday, November 10, 2011	Board of Education Meeting	7:30pm
Koury Center	November 14-16, 2011	NCSBA Annual Conference	