

ASHEBORO CITY BOARD OF EDUCATION
May 12, 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 – Chris Yow
 - C. Pledge of Allegiance – Elijah (E. J.) Little, Teachey Elementary
 - *D. Approval of Agenda

- II. **Special Recognition and Presentations**
 - A. Community Spotlight - Jaycees
 - B. Board Spotlight – Teachey Titans Reading Club
 - C. Teacher of the Year Nominees
 - D. NCCTM Elementary Math Teacher of the Year
 - E. 2011 Apple of Excellence Outstanding Teacher of the Year

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

- IV. ***Consent Agenda**
 - A. Approval of Minutes – April 14 & 19, 2011
 - B. Personnel

- V. **Information, Reports and Recommendations**
 - A. Career Status Consideration
 - B. Summer Feeding Program
 - C. Continuous Improvement Performance Plan Data 2009-2010
 - D. Policy 3101 – Concurrent Enrollment and Other Curriculum Expansions
 - E. Policy 4100 – Age Requirements for Initial Entry
 - F. Policy 5240 – Advertising in the Schools

- VI. **Action Items**
 - *A. Resolution Opposing HB344 – Tax Credits for Children with Disabilities

- VII. **Superintendent’s Report/Calendar of Events**
 - A. Calendar of Events
 - B. 2010-2011 Board Goals

VIII. Board Operations

A. Important Dates to remember:

- June 1 (Wednesday), Lobbying Day, Raleigh
- June 1 (Wednesday), 7:00pm, Senior Awards Night
- June 5 (Sunday), 6:00pm, Baccalaureate
- June 10 (Friday), 7:00pm, Graduation

IX. Adjournment

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

ASHEBORO CITY BOARD OF EDUCATION
May 12, 2011
7:30 p.m.
Asheboro High School
Professional Development Center

Addendum

- I. **Opening**

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

- V. **Information, Reports and Recommendations**
 - A. Career Status Consideration

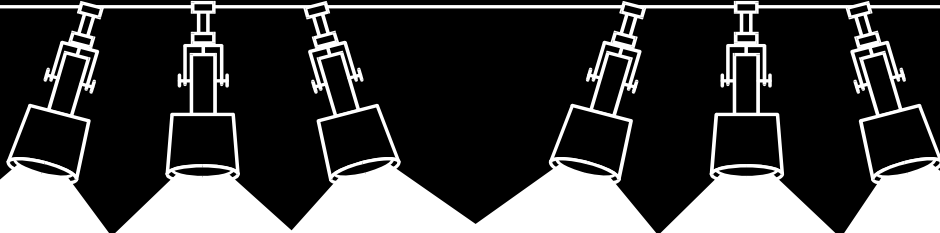
- VII. **Superintendent's Report/Calendar of Events**
 - C. Points of Pride

- IX. **Adjournment**

Mission Statement

We are committed to providing quality learning opportunities for all students in a safe and inviting environment so that our students can become successful lifelong learners and responsible productive citizens.

May 12, 2011



Community Spotlight: We are please tonight to recognize the Asheboro Jaycees for their long time support of our students through their scholarship program and our teachers through their Outstanding Young Educator award. The Asheboro Jaycees also support our schools with supply drives to make sure our students have the tools they need to be ready for school.

Board Spotlight: Tonight we will learn about the TEACHEY TITANS reading club for males in grades 3-5. Each month five boys are selected and invited to participate in a fun-filled reading curriculum through the use of graphic novels (comic books) and using a different superhero as a positive role model. The main theme of the program is “doing good makes us all superheroes.”

Special Recognition: [Teacher of the Year candidates](#) – Chris Burian, Lindley Park; Sarah Beth Campbell, Loflin; Sharon Caviness, Teachey; Stacey Federhart, ECDC; Lynn Fisher, AHS; Betsy Hammond, SAMS; Denee Hinshaw, McCrary; Pam Hyatt, Balfour; Kerri Lamb, NAMS.

[NCCTM Elementary Math Teacher of the Year](#) – Elisabeth Bernhardt, Loflin

[Apple of Excellence Outstanding First Year Teacher](#) – Rebekah Hanson, Balfour

Minutes of the Asheboro City Board of Education
April 14, 2011
7:30 p.m.

Policy Committee

The Policy Committee convened at 6:05 p.m. in the Professional Development Center Conference Room with the following members present:

Archie Priest, Committee Chairman	Dr. Kelly Harris
Gidget Kidd	Jane Redding

Board members absent were Phillip Cheek and Linda Cranford.

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

Committee Chairman Priest called the meeting to order and referred to Dr. Frick to begin the meeting. Dr. Frick indicated Policy 5420, Advertising in the Schools, was now ready for 30-day review after clarifying information with the NC School Boards Association and an addition made to address fund raising and incentive efforts involving advertising by school PTA\PTOs or booster clubs. The Committee agreed to send the policy to the full Board for 30-day review at its May meeting.

Dr. Frost reviewed Policy 4100, Age Requirements for Initial Entry, indicating in order to comply with general statutes an addition has been made covering children of military families. Committee members agreed to take the policy to the full Board for 30-day review at its May meeting.

The North Carolina School Boards Association's version of Policy 3101, Concurrent Enrollment and Other Curriculum Expansions, was reviewed by the Committee. Replacing the school system's policy with the School Boards Association's policy will bring Asheboro City Schools in compliance with state law. The policy will go to the full Board for 30-day review at its May meeting.

There being no further business, the meeting adjourned at 6:40 p.m.

Finance Committee

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

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

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

Mr. Blair presented information on the state budget status and Dr. Frost updated the Committee on funding of one school system per county. Mr. Blair also shared possible changes in school lunch prices as mandated by the United States Department of Agriculture.

There being no further business, the meeting adjourned at 7:25 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
Derek Robbins	Dr. Kelly Harris
Archie Priest, Jr.	Linda Cranford
Chris Yow	Joyce Harrington
Archie Smith, Jr., Attorney	

Board member absent was Phillip Cheek.

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

Chairman Kidd called the meeting to order. Ms. Redding gave the invocation and Juan Avilez, a Balfour Elementary student, led the Pledge of Allegiance.

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

Special Recognition and Presentations

Dr. Dot Harper recognized volunteers from First Baptist Church who partner with Asheboro High School, Coleridge after school tutoring benefiting students at Teachey, Pineview after school tutoring benefiting students at Balfour, and Vision Quest Camp that targets students from single parent homes in grades 6-8 mentoring them through high school graduation.

Principal Janet Means, along with several staff members and several first and fourth grade students from Balfour Elementary, demonstrated how teachers are incorporating clay animation movies into the curriculum.

Public Comments

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

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

Consent Agenda

The following Consent Agenda items were approved:

**Approval of Minutes* – March 10 and March 29, 2011

**Personnel*

Resignations/Retirements/Separations

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Frank, Sarah	North Asheboro Middle/Family and Consumer	3/24/11

	Science	
Moore, Kathleen	Central Office/Executive Assistant to the Superintendent	7/31/11

Appointments

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Moore, Taylor	Central Office/Technician	3/16/11
Applegate, Tamara	Asheboro High School/Mathematics	8/17/11
Hicks, Amanda	North Asheboro Middle/Mathematics/Science	8/17/11
Basson, Danielle	Substitute/\$69 day	4/11/11
Gawf, Lenore	Substitute/\$69 day	4/11/11
Henderson, Megan	Substitute/\$69 day	4/11/11
Hyatt, Jeremy	Substitute/\$69 day	4/11/11
Jordan, Elizabeth	Substitute/\$90 day	4/11/11
Kimrey, Jessica	Substitute/\$69 day	4/11/11
Morales, Lydia	Substitute/\$69 day	4/11/11
Mroczkowski, Phoebe	Substitute/\$69 day	4/11/11
Muse, Mary Jane	Substitute/\$69 day	4/11/11
Safrit, Wendy	Substitute/\$90 day	4/11/11
Thompson, Bryant	Substitute/\$69 day	4/11/11
Thurston, Kimberly	Substitute/\$69 day	4/11/11
Weaklend, Paul	Substitute/\$69 day	4/11/11

**Out-of-State Field Trip Request from DECA (A copy of the field trip request will become a part of these minutes.)*

**Out-of-State Field Trip Request from AHS Zoo School Journalism (A copy of the field trip request will become a part of these minutes.)*

Information, Reports, and Recommendations

Dr. Harper provided information on the final report received from the Southern Association of Colleges and Schools Quality Assurance Review team for the five-year accreditation. She reviewed the summary of findings, commendations, required actions, and next steps to be taken.

Teacher Leadership Academy representatives Melanie Richey, Chris Burian, and Meredith Wolfe provided their personal growth experiences after attending the first Teacher Leadership Academy held for Asheboro City Schools' teachers. They reported they truly enjoyed the experience, felt more empowered to be a leader in their classroom as well as their schools, and hope there will be future sessions offered for those who have just completed the 8 sessions.

Action Items

Following a 30-day review, Dr. Frick presented the following policies for board approval: Policy 1310/4002, Parental Involvement; Policy 5210, Distribution and Display of Non-School Material; and Policy 7920, Professional Personnel Reduction in Force. A motion was made by Ms. Harrington, and seconded by Dr. Harris, to approve the policies as presented. Motion passed unanimously. (A copy of the above policies will become a part of these minutes.)

Dr. Brad Rice requested board approval to add Coach America to the approved list of charter bus companies for Asheboro City Schools. A motion was made by Mr. Lamb, seconded by Ms. Harrington, and unanimously approved by the Board, to place Coach America on the approved list.

Superintendent's Report/Calendar of Events

Dr. Frost shared the Calendar of Events noting the following dates: Elementary Honor Chorus, April 15; South Asheboro Middle Spring Chorus Concert, April 18; Board of Education Budget Work Session, April 19; and Piedmont Young Writers Celebration, May 1.

Superintendent Frost highlighted *Points of Pride* as follows: Asheboro High School Zoo School's Polar Bear project team, top 4 in the nation; Six students placed in middle school Regional Science Fair; Asheboro High School bands and chorus earned superior ratings at contest; 4 Asheboro High School students selected to Governor's School; and Asheboro High School Student Council elected Central District Chair for 2011-2012.

Board Operations

Chairman Kidd reminded board members of the Budget Work Session scheduled for April 19th at 7:00 p.m. in the Central Office Board Room and the Mayor's Prayer Breakfast, May 5th at AVS Banquet Centre.

Ms. Harrington, Mr. Jones, Mr. Robbins, Ms. Redding, Ms. Cranford, and Superintendent Frost shared information on sessions they attended at the National School Boards Annual Conference held April 9-11.

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 8:50 p.m.

Chairman

Secretary

Minutes of the Asheboro City Schools Board of Education
April 19, 2011
7:00 p.m.
Budget Presentation

The Asheboro City Board of Education met in regular session on Thursday, April 19, 2011, in the Board Room of the Administration Building with the following members present:

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

The following member was absent: Dr. Kelly Harris.

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

Chairman Kidd welcomed everyone and recognized Dr. Frost to lead the budget presentation. Dr. Frost indicated the budget proposal to be presented for board consideration was designed with a multi-year approach to handle the loss of both state and federal funding expected for school years 2011-2012 and 2012-2013 and is one that is in the best interest of student education.

Mr. Blair continued the 2011-2012 Budget Proposal in detail inviting comments and/or questions. Mr. Blair indicated a county appropriation request totaling \$5,240,150 would be submitted including \$4,419,900 for current expense and \$820,250 for capital outlay. The Board of Education will request that County Commissioners leave the City Schools supplemental tax rate at \$.1385/100. A motion was made by Mr. Lamb to approve the 2011-2012 Budget Proposal as presented, seconded by Ms. Harrington, and unanimously approved by the Board. (A copy of the 2011-2012 Budget Proposal will become a part of these minutes.)

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

There being no further business, a motion was made by Mr. Robbins, seconded by Mr. Lamb, to adjourn the meeting at 8:00 p.m.

Chairman

Secretary

**Asheboro City Schools
Personnel Transactions
May 12, 2011**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Bates, Lois	GBT/Instructional Assistant	6/14/11
Callaway, Janice	DLL/Kindergarten	6/14/11
Church, Mary Anne	AHS/Family & Consumer Science	6/14/11
Davis, Lois	NAMS/Special Education	6/14/11
Dunn, Linda	NAMS/Mathematics Coach	6/14/11
Hart, William	AHS/Technology	6/14/11
Haywood, Hope	CWM/Reading	6/14/11
Helsabeck, Graham	AHS/ESL	6/14/11
Jordan, Elizabeth	NAMS/Custodian	7/31/11
Kesler, Beth	GBT/Instructional Assistant	6/14/11
Morrison, Gwendolyn	DLL/2 nd Grade	6/14/11
Qualls, Lisa	SAMS/Music	6/14/11

**Asheboro City Schools
Personnel Transactions
May 12, 2011
Addendum**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Ford, Jenee	BAL/2 nd Grade	6/14/11
Tong, Aaron	NAMS/Social Studies	6/14/11
Tong, Nicole	BAL/3 rd Grade	6/14/11

***B. LEAVE OF ABSENCE**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Domally, Nikia	AHS/Spanish	8/17/11 – 6/30/13

**Nonrenewal Notice and Information Exchange
PROBATIONARY TEACHERS**

Effective September 2010

1. A teacher must complete a Probationary period of employment with a school district. The Probationary period is a four-year period of employment with a North Carolina LEA, unless the teacher has earned Career Status in another NC LEA. If so, the Probationary period may not exceed one year.
2. At the end of the first, second, or third year of the Probationary period, the Superintendent may recommend the nonrenewal of a Probationary teacher's contract for any cause it deems sufficient. The cause may not be arbitrary, capricious, discriminatory, or for personal or political reasons.
3. If the Superintendent is not going to recommend renewal, the Probationary teacher must be informed of this intent in writing by May 15th ("Nonrenewal Notice").
G. S. 115C-325(m)(3).
4. Nonrenewal Notice must inform teachers they have the right to request:
 - Written reasons for nonrenewal AND
 - Information Superintendent may share with Board to support nonrenewal recommendation, AND
 - Hearing before the Board prior to a vote.
5. Teacher's request for reasons and information must be made within 10 days of receiving the Nonrenewal Notice or their right to receive them is waived and any right to a hearing is waived.
6. After receiving the Superintendent's reasons and information, the teacher has the right to submit supplemental information to the Superintendent and Board before the Board makes a decision or holds a hearing.
7. Probationary teachers not eligible for Career Status, may request a hearing, but the Board does not have to grant one. Board must notify teacher whether or not it will grant the request. Board has complete discretion and does not have to state its reasons for granting or denying the request. G. S. 115C-325(m)(5).

Probationary teachers who are eligible for Career Status and are not recommended for Career Status have a right to a hearing. G. S. 115C-325(m)(4).

8. A Board hearing, if granted, shall be conducted pursuant to G. S. 115C-45(c), which allows (but does not require) the Board to appoint a panel of 2 or more of its members to hear and decide the matter on behalf of the full Board.
9. A Board hearing, requires at a minimum that:
 - Proper notice is given to all parties;
 - A record of the hearing is entered into Board records; and,

➤ That Board members act impartially to provide a fair hearing.

The hearing may be structured in any way the Board deems appropriate as long as it meets the minimum requirements of: notice; record; and, impartiality.

10. The Board shall notify a Probationary teacher whose contract will not be renewed of its decision by June 15.

11. Any Probationary teacher whose contract is nonrenewed may appeal the Board's decision to Superior Court within 30 days after notification of the Board's decision.

Timeline:

May 1	Principal makes decision to recommend nonrenewal
May 15	Non-Renewal Notice
	Right to request reasons/information/hearing
May 25	Teacher must request reasons/information/hearing and has right to submit supplemental information before Board hearing
May 25 – June 9	Hearing – if allowed
June 9	Board vote
June 15	Teacher notified of Board decision

**Nonrenewal Notice and Information Exchange
CAREER STATUS**

Effective September 2010

- 1. A teacher is eligible for Career Status consideration at the end of the Probationary period of employment. The Probationary period may be 4 years – for a teacher who has never earned Career Status in a North Carolina LEA, or 1 year – for a teacher who has earned Career Status in a North Carolina LEA.**
- 2. Legally, Career Status is a property right earned by teachers, insuring them due process.**
- 3. At the end of the fourth year of employment (or first year if Career Status had been earned previously), a teacher is eligible for Career Status consideration. The Board, upon the recommendation of the Superintendent, must vote whether to grant the teacher Career Status.**
- 4. Before a Probationary teacher can be recommended for Career Status, the principal must rate her at least “Proficient” on all 5 standards on the Teacher Summary Rating Form.
SBE Policy TCP-C-004**
- 5. At least 30 days prior to any Board action granting Career Status, the Superintendent shall submit to the Board, a list of names of all teachers eligible for Career Status. This is a list of all teachers eligible, without regard to the Superintendent’s recommendation.
G. S. 115C-325(c)(2a)**
- 6. By May 15, the Superintendent must notify the teacher in writing of intent to not recommend Career Status (“Nonrenewal Notice”).
G. S. 115C-325(m)(3).**
- 7. Nonrenewal Notice must inform teachers they have the right to request and receive:**
 - **Written reasons for nonrenewal AND**
 - **Information Superintendent may share with the Board to support nonrenewal AND**
 - **Hearing before the Board prior to a vote.**
- 8. Teacher’s request for reasons and information must be made within 10 days of receiving the Nonrenewal Notice or their right to receive them is waived and any right to a hearing is waived.**
- 9. After receiving the Superintendent’s reasons and information, the teacher has the right to submit supplemental information to the Superintendent and Board before the Board makes a decision or holds a hearing.**
- 10. Teachers who are not recommended for Career Status have the right to a hearing. A hearing shall be conducted pursuant to G. S. 115C-45(c), which allows (but does not require) the Board to appoint a panel of 2 or more of its members to hear and decide the matter on behalf of the full Board.**

11. A Board hearing requires at a minimum that:

- **Proper notice is given to all parties;**
- **A record of the hearing is entered into Board records; and,**
- **That Board members act impartially to provide a fair hearing.**

The hearing may be structured in any way the Board deems appropriate as long as it meets the minimum requirements of: notice; record; and impartiality.

12. The Board must notify a teacher not recommended for Career Status of its decision by June 15.

13. A teacher may not be employed for a fifth year unless Career Status is awarded.

14. Any teacher who is not granted Career Status may appeal the Board's decision to Superior Court within 30 days after notification of the Board's decision.

Timeline:

May 1	Principal makes decision not to recommend Career Status
May 12	(Board meeting) List of teachers eligible for Career Status consideration presented to Board
May 15	Non-Renewal Notice
	Right to request reasons/information/hearing
May 25	Teacher must request reasons/information/hearing and has right
	To submit supplemental information before Board hearing
May 25 – June 9	Hearing – if allowed
June 9	Board vote
June 15	Teacher notified of Board decision

**Professional and Certified Personnel
2011-2012 Academic Year
Asheboro City Board of Education
May 12, 2011**

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 Hogan, Christin	3 rd Grade Kindergarten
<u>Donna Lee Loflin School</u> Hicks, Nicholl Taylor, Summer	1 st Grade Special Education
<u>Guy B. Teachey School</u> Falkowski, Wendy Foscue, Tracey Frost, Sharon Gilmer, Heather Hinson, Michelle Mandara, Kelly	Speech Language 4 th Grade Inst. Facilitator 1 st Grade 1 st Grade 3 rd Grade
<u>Lindley Park School</u> Ellis, Ashley Wood, Stephanie	1 st Grade 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	ESL Business Education Mathematics

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South Asheboro Middle School

Arroyo, Joe

Nulty-Brown, Jennifer

Physical Education

Special Education

Asheboro High School

Barnes, Joanna

Grosch, Shea

Henderson, Charles

Humphrey, Leigh

McInnis, Jennifer

Palma, Melisa

Pledger, Eric

Walker, William

Career/Technical

Marketing Education

Physical Education

Special Education

Spanish

Spanish

Technology

Mathematics



Continuous Improvement Performance Plan (CIPP)

Asheboro City Schools 2009-2010 Data Story

Pam Johnson, Exceptional Education Director

Ken Hill, Program Specialist



Indicator 1 Graduation

Percent of youth with IEPs graduating from high school with a regular diploma.

State Target: 80%

State Average: 57.6%

Asheboro 46.8%	05-06
Asheboro 46.4%	06-07
Asheboro 57.1%	07-08

Asheboro 55.6%	08-09
Asheboro 55.2%	09-10
Asheboro 59.3%	5 yr. cohort

Indicator 2

Drop Out

Percent of youth with IEPs dropping out of high school.

State Target: 5.5% for 2008-09

State Average: 8.0% for 2007-08

ACS 3.50% All Students 2006-2007

ACS 3.60% All students 2007-2008

ACS 3.69% All Students 2008-2009

ACS 3.44% All Students 2009-2010

10.0%	2005-2006
8.73%	2006-2007

7.2 %	2007-2008
11 students	2008-2009
9 students	2009-2010

Indicator 3

Assessment

Participation and performance of children with disabilities on statewide assessment.

State Target: 35% of LEAs meeting Adequate Yearly Progress

Indicator NOT Met

Asheboro City Schools did not meet AYP

50 of 52 Targets met = 96.2% 2008-2009

47 of 54 Targets met = 87.0% 2009-2010

Indicator 3

Assessment Participation/Reading

**Asheboro 05-06
06-07 & 07-08**

Grade	
3	100
4	100
5	100
6	100
7	100
8	100
10	**

**Asheboro 08-09
Indicator Met**

Grade	08-09
3	100
4	100
5	100
6	100
7	100
8	100
10	**

**Asheboro 09-10
Indicator Met**

Grade	09-10
3	100
4	100
5	100
6	100
7	100
8	100
10	**

Indicator 3

Assessment Participation/Math

**Asheboro 05-06,
06-07 & 07-08**

Grade	
3	100
4	100
5	100
6	100
7	100
8	100
10	100

**Asheboro 08-09
Indicator Met**

Grade	08-09
3	100
4	100
5	98.2
6	100
7	100
8	100
10	91.7

**Asheboro 09-10
Indicator Met**

Grade	09-10
3	100
4	100
5	100
6	100
7	100
8	100
10	**

Indicator 3

Assessment Performance/Reading

Asheboro 05-06

Grade	05-06
3	44.44
4	41.18
5	59.09
6	34.21
7	46.48
8	58.7
10	**

Asheboro 06-07

Grade	06-07
3	50.0
4	47.2
5	40.0
6	55.3
7	33.3
8	52.9
10	**

**Asheboro 07-08
New Baseline**

Grade	07-08
3	20.0
4	23.6
5	11.8
6	5.0
7	11.4
8	8.6
10	23.3

Indicator 3

Assessment Performance/Reading

State Target

Grade	08-09	State Average
3	43.2	38.8
4	43.2	39.6
5	43.2	39.1
6	43.2	38.8
7	43.2	35.1
8	43.2	35.4
10	43.2	25.5

Asheboro
08-09 data

Grade	08-09
3	17.1
4	28.6
5	32.7
6	25.0
7	11.1
8	17.6
10	13.6

Asheboro
09-10 data

Grade	09-10
3	20.0
4	11.5
5	14.0
6	51.0
7	25.0
8	11.1
10	*

Indicator 3

Assessment Performance/**Math**

State Target

Grade	08-09	State Average
3	77.2	59.3
4	77.2	57.1
5	77.2	54.8
6	77.2	52.7
7	77.2	51.3
8	77.2	53.3
10	77.2	42.5

**Asheboro
07-08**

Grade	07-08
3	34.9
4	35.1
5	31.4
6	24.4
7	21.6
8	22.9
10	24.1

**Asheboro
08-09**

Grade	08-09
3	48.8
4	45.2
5	54.5
6	33.3
7	14.8
8	29.4
10	27.3

**Asheboro
09-10**

Grade	09-10
3	40.0
4	36.5
5	41.9
6	58.8
7	41.7
8	37.0
10	*

Indicator 4

Suspension/Expulsion

Rates of suspension and expulsion of students with disabilities.

State Target: 8% of LEAs

Indicator Met

Asheboro data indicates 0% of Students with Disabilities suspended for more than 10 days for one incident.

Indicator 5

Least Restrictive Environment

Percent of children with IEPs aged 6 through 21 served in regular, separate, or public, private, home or hospital settings.

(Does not include students in Resource Setting)

Indicator 5

Least Restrictive Environment

State Target

Grade	08-09
Regular	63.6
Separate	16.1
Public/ Private/ Home/ Hospital	2.1

Asheboro 05-06

Grade	05-06
Regular	66.96
Separate	10.35
Public/ Private/ Home/ Hospital	0.00

Asheboro 06-07

Grade	06-07
Regular	70.72
Separate	11.94
Public/ Private/ Home/ Hospital	.45

Indicator 5

Least Restrictive Environment

State Target

Year	08-09
Regular	63.6
Separate	16.1
Public/ Private/ Home/ Hospital	2.1

Asheboro 07-08

Year	07-08
Regular	73.30
Separate	8.70
Public/ Private/ Home/ Hospital	1.60

Asheboro 08-09

Year	08-09
Regular	71.60
Separate	9.90
Public/ Private/ Home/ Hospital	.89

Asheboro 09-10

Year	09-10
Regular	73%
Separate	10%
Public/ Private/ Home/ Hospital	.4%

Indicator 6

Preschool LRE

Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers.

2004-2005 DATA: 92% of 3 - 5 year olds receive special education with their non-disabled peers.

2005-2006 DATA: 96% of 3 -5 year olds receive special education with their non-disabled peers.

2007-2008 DATA: 87% of 3-5 year olds receive special education with their non-disabled peers.

2008-2009 DATA: 83% of 3-5 year olds receive special education with their non-disabled peers.

2009-2010 DATA: **86%** of 3-5 year olds receive special education with their non-disabled peers.



Indicator 7

Preschool Outcomes

Percent of preschool children with IEPs who demonstrate improvement in positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs.

Progress data reported in 2010 will be considered baseline data. Targets will be set for 2010 & 2011.

Asheboro City Schools has reported data to help NC establish baseline. **All preschoolers have demonstrated improvements** in social-emotional skills, acquisition and use of knowledge and skills, and appropriate behaviors to meet their needs.

Indicator 7

Preschool Outcomes

Outcomes	Social Emotional	Percentage
Children who did not improve functioning	0	0
Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	1	5
Children who improved functioning to a level nearer to same age peers but did not reach it.	8	42
Children who improved functioning to reach a level comparable to same age peers.	9	47
Children who maintained functioning at a level comparable to same age peers.	1	5
Total	19 students	100% included

Indicator 7

Preschool Outcomes

Outcomes	Knowledge and Skills	Percentage
Children who did not improve functioning	0	0
Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	1	5
Children who improved functioning to a level nearer to same age peers but did not reach it.	8	42
Children who improved functioning to reach a level comparable to same age peers.	7	37
Children who maintained functioning at a level comparable to same age peers.	3	16
Total	19 students	100% included

Indicator 7

Preschool Outcomes

Outcomes	Behaviors	Percentage
Children who did not improve functioning	0	0
Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	1	5
Children who improved functioning to a level nearer to same age peers but did not reach it.	5	26
Children who improved functioning to reach a level comparable to same age peers.	10	53
Children who maintained functioning at a level comparable to same age peers.	3	16
Total	19 students	100% included

Indicator 8

Parent Involvement

Percent of parents with a school age child receiving special education services who report that schools facilitated parent involvement as a means of improving service and results for children with disabilities.

State Target for 2008-2009 is 40%

39% reported schools facilitated parent involvement as a means for improving services and results for children with disabilities.

State collected no data from Asheboro parents. Asheboro will be sampled in 2010-2011.

ACS EC perception data for 2009-2010 indicates **98.66%** of parents feel the IEP team focused on their child's educational needs and considered parental recommendations.

Indicator 9

Disproportionality Spec Ed

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

State Target 0%

State data indicated no LEA has significant disproportionate representation across all disability categories combined.

Indicator 10

Disproportionality by Category

Percent of districts with disproportionate representation of racial and ethnic groups in **specific disability categories** that is the **result of inappropriate identification**.

State target: 0% - Indicator Met

Significant >3

2005-2006 ACS Risk Ratio - 5.35%

2006-2007 ACS Risk Ratio - 4.5%

2007-2008 ACS Risk Ratio - 6.79%

2008-2009 ACS Risk Ratio - < 3%

2009-2010 ACS Risk Ratio - < 3%

Indicator 11

90 Day Timeline

Percent of children referred for whom a referral was received and placement determined within 90 days.

State Target: 100%

State Average: 90.7%

Asheboro	97.0%	05-06
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Asheboro	98.4%	06-07
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Asheboro	97.7%	07-08
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Asheboro	99.2%	08-09
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Asheboro	100%	09-10
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Indicator 12

Part C to Part B

Percent of children referred by Part C prior to age 3 and who are found eligible for Part B who receive special education and related services by their third birthday.

State Target: 100%

State Average: 92.8%

Asheboro	63.64%	05-06
Asheboro	91.67%	06-07

Asheboro	100%	07-08
Asheboro	100%	08-09
Asheboro	100%	09-10

Indicator 13

IEPs and Postsecondary Goals

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the child to meet the postsecondary goals.

Indicator 13

IEPs and Postsecondary Goals

State Target: 100%

Asheboro 0% 05-06 data

All or none on a 6 item checklist that was new to all LEAs.

(1 item of 6 was not implemented in 2005-2006)

Asheboro 100% 06-07

Asheboro 100% 07-08

Asheboro 100% 08-09

Asheboro 100% 09-10

Indicator 14

Post-School Outcomes

Percent of youth who had IEP's, are no longer in secondary school and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Baseline Data: 75%

Asheboro City Schools was not sampled for this school year. Asheboro will be sampled in 2010-2011.

Based on self-reporting of phone calls to graduates: 56.25% of the students with disabilities who graduated from Asheboro City Schools were either in school or employed.

Indicator 15

General Supervision Part 1

Percent of noncompliance identified in the 2008-2009 school year corrected within one year.

State Target: 100%

State Average: 89.05%

Asheboro 100% - 06-07, 07-08, 08-09, 09-10 data

Checklist with 11 areas of IDEA compliance

Indicator Met

Indicator 15

General Supervision Part 2

Percent of compliance rate of
Internal Record Review

State Target: 100%

Asheboro 100%	06-07
Asheboro 100%	07-08
Asheboro 100%	08-09
Asheboro 100%	09-10

Indicator Met



LEA Determination: Using 2008-2009 Data

IDEA 2004 requires NC DPI to make determinations on the performance of LEAs with regard to the provisions of special education and related services.

Determinations: Meets requirements (4pt), needs assistance (3pt), needs interventions (2pt) and needs substantial intervention (1pt).

LEA Determination:

Using 2008-2009 Data

Data from Indicators 9,10,11,12,15, and 20 (timely, valid, and reliable 6B grant submission and audit findings).

ACS received 4 pts - **meets requirements** on all indicators.

Asheboro City met requirements for **2008-2009**.

Districts will receive Determination Letter for 2009-2010 in June 2011.



LEA Determination: Using 2008-2009 Data

Noncompliance for two years, and the LEA needs assistance in implementing the requirements of IDEA, 1 or more of the following actions:

- allocate additional time and resources
- special conditions imposed on funding
- funds directed to noncompliance areas
- LEA track use of funds to show how addressing noncompliance



Examples of Strategies to Address Indicators

- District initiatives:** Response to Instruction (RtI), Student Success Teams, Positive Behavior Intervention Support, Balanced Literacy, Mathematics, Co-Teaching, Small Learning Communities, collaboration among regular education and support programs, Reading and Math Foundations
- Exceptional Education Focus:** State Improvement Project participation - Reading / Writing / Math / Positive Behavior Intervention Support, Action Plans
- Student Led Individual Education Program meetings**
- Parent Perception Data after IEP meetings**
- Graduates (SWD) contacted one year after graduation**
- Small caseloads for Exceptional Education Staff:** Relationships with students and families
- Program Facilitators** to support staff, students, and families
- Transition Planning** beginning in elementary schools with focus at age 14
- Transition Fair** for students and families with community agencies
- Strong Preschool Program** and collaboration with child care centers
- Strong Collaboration with Community Agencies:** Vocational Rehabilitation, Mental Health, Partnership for Children, and Local Businesses
- Collaboration with National Dropout Prevention and National Secondary Transition Centers**

Focused Indicators

Indicator 2 = Drop Outs

Activities to reduce the percent of youth with IEPs dropping out of high school.

The LEA has developed three small learning communities since 2005. One focuses on the ninth graders, Blue Comet Academy, and the other is a collaborative with the North Carolina Zoo called the Asheboro High Zoo School which has a focus on math / science for students in grades ten through twelve. 2008 -2009 developed the Nova Academy as another option to offer at risk students.

The LEA will increase referrals to VR and each high school EC teacher will meet with VR counselor to discuss the referral process and services available through VR.

The LEA has been awarded an IMPACT grant which will provide more technology such as SMART boards in classrooms, laptops and training for teachers on how to use this technology in their classrooms.



Focused Indicators

Indicator 2

The LEA has implemented both AVID and Gear Up programs to provide drop out prevention strategies to at-risk middle and high school students.

The LEA sponsors a post-school services fair for students with disabilities, parents and teachers to facilitate parent involvement, and the community as a means of improving services and results for students with disabilities.

Collaboration between regular education and support staff (EC, ESL, AIG, Reading Facilitators) in wall assessments to progress monitor student learning.

LEA will enhance collaboration with Career Technical Education to analyze how students with disabilities are performing in CTE courses.

Focused Indicator 3

Reading /Math Proficiency

Collaboration between regular education and support staff (EC, ESL, AIG, Reading Facilitators) in wall assessments to progress monitor student learning.

School psychologists and EC Program Facilitators work with school Student Success Teams to improve both the quality and integrity of research-based interventions implemented by the classroom teacher. This process aligns with Response to Instruction and Problem Solving Models.

LEA will continue to participate in the NC State Improvement Project II Mathematics Project. LEA has trainers in Math Foundations and will offer Math Foundations staff development.

LEA will continue to participate in the NC State Improvement Project II in Reading/ Writing. LEA has two trainers in Reading Foundations and will offer Reading Foundations staff development to all Asheboro City Schools' teachers.



Focused Indicator: 10

Disproportionality

School psychologists work with school Student Success Team to improve both the quality and integrity of research-based interventions implemented by the classroom teacher. This process aligns with Response to Instruction and Problem Solving Models.

LEA will continue to participate in the NC State Improvement Project II Mathematics Project. LEA has trainers in Math Foundations and will offer Math Foundations staff development to Asheboro City School's EC teachers.

LEA will continue to participate in the NC State Improvement Project II in Reading/ Writing. LEA has two trainers in Reading Foundations and will offer Reading Foundations staff development to all Asheboro City Schools' EC teachers .



Questions?

Snapshot Reference of 20 Indicators

Monitoring Priority: FAPE in the LRE	
Indicator 1	Percent of students with disabilities graduating from high school with a regular diploma.
Indicator 2	Percent of students with disabilities dropping out of high school.
Indicator 3	Participation and performance of children with disabilities on statewide assessments: <ul style="list-style-type: none"> A. District data compared to State AYP objectives for the disability subgroup. B. Participation rate for children with IEPs in regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards. C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards
Indicator 4	Rates of suspension and expulsion: <ul style="list-style-type: none"> A. District data indicate a discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and B. District data indicate a discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year by race/ethnicity.
Indicator 5	Percent of children with IEPs aged 6 through 21: <ul style="list-style-type: none"> A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements.
Indicator 6	Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., Regular Early Childhood Settings, Separate classes, schools or residential facilities, Home or Service Provider Location).
Indicator 7	Percent of preschool children with IEPs who demonstrate improved: <ul style="list-style-type: none"> A. Positive social-emotional skills (including social relationships); B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and C. Use of appropriate behaviors to meet their needs.
Indicator 8	Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
Monitoring Priority: Disproportionality	
Indicator 9	District data indicate disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
Indicator 10	District data indicate disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
Monitoring Priority: Effective General Supervision	
Indicator 11	Percent of children for whom a referral was received and placement determined within 90 days.
Indicator 12	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
Indicator 13	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
Indicator 14	Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school
Indicator 15	General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.
Indicator 16	Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
Indicator 17	Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
Indicator 18	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
Indicator 19	Percent of mediations held that resulted in mediation agreements.
Indicator 20	State reported data (618 Data and State Performance Plan and Annual Performance Report) are timely and accurate.

Policy 3101: Concurrent Enrollment and Other Curriculum Expansions

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

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

SBA Version to Replace ACS Version

CONCURRENT ENROLLMENT AND OTHER CURRICULUM EXPANSIONS

Policy Code:

3101

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

A. GENERAL REQUIREMENTS

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

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

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

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

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

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

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

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

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

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

C. LEARN AND EARN EARLY COLLEGE PROGRAM

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

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

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

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

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

1. Student Eligibility

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

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

2. Course Credit

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

3. Expenses

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

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

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

1. Student Eligibility

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

2. Course Credit

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

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

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

3. Expenses

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

4. Course Eligibility

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

5. Students with Special Needs

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

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

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

1. Student Eligibility

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

- b. the student must receive written recommendation and approval from the assistant superintendent of curriculum and instruction;
 - c. the student must meet course prerequisites and state-designated criteria for aptitude and achievement test scores; and
 - d. the community college president must approve the student's enrollment.
2. Expenses
- Students enrolled under this section must pay required tuition and fees as well as transportation and any other costs incidental to their enrollment.
3. Credit
- Credits awarded will not be counted toward the required credits for high school graduation as defined by the North Carolina State Board of Education.
4. Other
- a. Students are not eligible to enroll in occupational extension courses.
 - b. When on the community college campus, students under the age of 15 must be accompanied at all times by a parent, a guardian or an adult to whom the parent or guardian has consented and has designated in writing.

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

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

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

Adopted:

Policy 4100: Age Requirements for Initial Entry

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

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

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

A. ENTITLEMENT TO INITIAL ENTRY

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

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

B. DISCRETIONARY ENROLLMENTS

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

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

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

C. GRADE LEVEL OF INITIAL ENTRY

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

D. EVIDENCE OF AGE

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

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

Cross References: Homeless Students (policy 4125)

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

Administrative Procedure: None

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

Policy 5240: Advertising in the Schools

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

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

Students and the educational program must be the focus of the school system. In order to maintain an educational environment conducive to learning and to minimize intrusions upon instructional time, advertising for and promotion of commercial products and services are discouraged during the instructional day. ~~School officials~~ Superintendent or designee shall screen and approve the distribution and display of advertising materials and messages publicized through school media or displayed on school property and at school events.

A. APPLICABILITY OF POLICY

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

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

B. PROHIBITED ADVERTISEMENT AND PROMOTIONAL ACTIVITIES

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

C. SCHOOL FORUMS

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

D. REGULATIONS GOVERNING ADVERTISING IN THE SCHOOLS

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

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

newspapers, newsletters, and event programs. ~~School officials~~ The superintendent or designee may permit the publication of commercial advertisements for a reasonable fee or an in-kind contribution that advertises or promotes an outside organization's products, programs or services.

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

E. PROTECTION OF STUDENT PRIVACY

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

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

F. PROCESS TO REQUEST TO ADVERTISE

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

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

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

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

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

Adopted:

Resolution Opposing House Bill 344 – Tax Credits for Children with Disabilities

Whereas, House Bill 344- Tax Credits for Children with Disabilities- was passed by the House Education Committee on April 26, 2011; and

Whereas, House Bill 344 would provide parents of exceptional children enrolled in nonpublic schools with a refundable tax credit of up to \$6,000 per school year for special education and related services expenses; and

Whereas, in order for parents to qualify for the tax credit created by House Bill 344, their child would have to be: 1) initially enrolled in a public school and determined to require an individualized education plan (IEP) as provided by North Carolina law; 2) not older than 22 years old; and 3) not enrolled as a full-time student taking 12 hours of academic credit at a postsecondary educational institution; and

Whereas, public schools already pay for the cost of an exceptional child's placement and special education at a private school if they cannot offer services through an IEP that meet the child's needs; and

Whereas, the State of North Carolina provides LEAs with supplemental funding for the education of exceptional children at a flat, per-child rate (\$3,598.55 in 2010-11) without regard to the severity of the child's disability or the amount of resources actually necessary to meet the child's educational needs; and

Whereas, each tax credit taken by parents through House Bill 344 would reduce the funding available to public schools; and

Whereas, the Asheboro City School System received \$3,330,000 in supplemental funds to educate exceptional children in 2010-11; and

Whereas, some individualized education plans call for nothing more than additional testing time or small periods outside the classroom setting; parents of all children who have such individualized educational plans would be eligible for the credit in House Bill 344; and

Whereas, because private schools can enroll or not enroll whomever they so choose they would, under a tax credit program, have every incentive to enroll only those children who would present minimal drain on their resources or disruption of their school environment- such as those children whose IEP only calls for additional testing time or small periods outside the classroom; public schools, who do not turn away any children, would be left with the obligation to educate those exceptional children with the most severe disabilities who require the most resources; and

Whereas, public schools would therefore not only be obligated to educate the most difficult exceptional children, they would have to do so: 1) with fewer resources at their disposal; and 2) increased constraints on their use of existing resources, as they would receive the same amount of

supplemental funding for their exceptional children regardless of the actual resources used or costs incurred to serve them; and

Whereas, private schools would not be accountable to the taxpayers incurring the expenses for an exceptional child's education under a tax credit program- they do not have to meet adequate yearly progress, employ highly qualified teachers, provide annual tests, disclose their budget or post annual report cards; and

Whereas, the Education for All Handicapped Children Act was passed by the United States Congress and signed into law in 1975, and was renamed the Individuals with Disabilities Education Act (IDEA) in 1990; and

Whereas, IDEA represented a major breakthrough in equal educational opportunity for all children because it ended what at the time was a common practice of public schools either excluding disabled children altogether or enrolling them but subsequently declining to provide them with special services they needed to be able to receive the same educational opportunities as other children; and

Whereas, since private schools are not required to provide special education services a tax credit program would roll back the progress achieved by IDEA by again allowing educational institutions to operate free of necessary oversight to ensure that exceptional children funded at taxpayer expense receive the educational services they need; and

Whereas, a tax credit program could complicate the IEP process through parents putting increased pressure on school officials to offer their child any type of IEP so as to allow them to possibly qualify for the tax credit in the future; and

Whereas, some children grow out of their disability, yet House Bill 344 contains no process for monitoring an exceptional child's continued status as a disabled child if enrolled at a private school or home school through a tax credit program, potentially creating situations in which taxpayers incur costs for the private school or home school education of a non-disabled child; and

Whereas, graduation from high school or receipt of a diploma of any kind is conspicuously absent from the list of events that would disqualify a child's parents for tax credit eligibility under House Bill 344; such an omission could create situations whereby tax credits are given to parents who claim to have their children enrolled in a home school and are incurring "related expenses," for their child's special education even after they have graduated high school; and

Whereas, for the reasons herein stated, House Bill 344 presents a direct threat to the fiscal health and viability of public education and the Asheboro City School System.

THEREFORE, BE IT RESOLVED, that the Asheboro City Board of Education strongly opposes House Bill 344 and respectfully requests that members of the North Carolina General Assembly vote against House Bill 344 should it come to a floor vote.

Adopted by the Asheboro City Board of Education

Date: May 12, 2011

School/Location	Date	Event	Time
GBT	Monday, May 09, 2011	Carnival Night, dinner, math games, Book Fair	5:00-7:45pm
PDC	Monday, May 09, 2011	Board of Education Training	5:30pm
GBT	Tuesday, May 10, 2011	Grades 4 and 5 Awards Ceremony	8:30am
Lindley Park	Tuesday, May 10, 2011	PTO/Kindergarten Play	5:30pm
AHS/PAC	Tuesday, May 10, 2011	Middle School Band Concert	7:30pm
Loflin	Thursday, May 12, 2011	CARE Graduation	1:00pm
NAMS	Thursday, May 12, 2011	Chorus Concert	7:30pm
PDC	Thursday, May 12, 2011	Board of Education Meeting	7:30pm
AHS/PAC	Thursday, May 12, 2011	AHS Chamber Music Night	7:30pm
Lindley Park	Friday, May 13, 2011	CARE Graduation	1:00pm
Greensboro Marriott	Saturday, May 14, 2011	Prom	
Pinewood	Thursday, May 19, 2011	Teacher of the Year Banquet	6:30pm
AHS/PAC	Thursday, May 19, 2011	AHS Chorus Concert	7:30pm
Loflin	Saturday, May 21, 2011	PTA Spaghetti Dinner	4:00-7:00pm
AHS/PAC	Saturday, May 21, 2011	Showcase	7:00pm
Courthouse	Monday, May 23, 2011	Budget Presentation to RC Commissioners	6:30pm
NAMS	Tuesday, May 24, 2011	Drama program	4:30pm
AHS/PAC	Tuesday, May 24, 2011	AHS Jazz Band Concert	7:30pm
AHS	Wednesday, May 25, 2011	Senior Boards	5:30pm
AHS/PAC	Thursday, May 26, 2011	AHS Band Concert	7:30pm
AHS/PAC	Friday, May 27, 2011	Academic Awards Day	9:30am
AHS	Friday, May 27, 2011	Aloha Day	12:30pm
AHS/PAC	Wednesday, June 01, 2011	Senior Awards Night	7:00pm
Loflin	Thursday, June 02, 2011	Banquet of Excellence	6:00pm
Balfour	Friday, June 03, 2011	Kindergarten Celebration	1:00pm
AHS/PAC	Sunday, June 05, 2011	Baccalaureate	7:00pm
The Exchange	Monday, June 06, 2011	Meeting with Randolph Tea Party	7:00pm
CWM	Tuesday, June 07, 2011	Keeper of Dreams Celebration	9:00am Students; 6:00-7:30pm public

Lindley Park	Wednesday, June 08, 2011	5th Grade Graduation	9:00am
CWM	Wednesday, June 08, 2011	5th Grade Celebration	9:00am
Loflin	Thursday, June 09, 2011	3-5 Awards Program	8:15am
GBT	Thursday, June 09, 2011	5th Grade Celebration and Reception	8:30am
CWM	Thursday, June 09, 2011	K-2 Awards Program	8:30am
SAMS	Thursday, June 09, 2011	Academic Awards Day	9:00am
NAMS	Thursday, June 09, 2011	Academic Awards Day	9:00am
CWM	Thursday, June 09, 2011	3-5 Awards Program	9:45pm
Loflin	Thursday, June 09, 2011	K-2 Awards Program	10:30am
Balfour	Thursday, June 09, 2011	5th Grade Awards	1:00pm
PDC	Thursday, June 09, 2011	Board of Education Meeting	7:30pm
Lindley Park	Friday, June 10, 2011	Talent Show	8:15am
Loflin	Friday, June 10, 2011	5th Grade Graduation	9:00am
NAMS	Friday, June 10, 2011	Athletic Awards	9:00am
SAMS	Friday, June 10, 2011	Athletic Awards	11:00am
Lee J Stone Stadium	Friday, June 10, 2011	Graduation	7:00pm
AHS/PAC	Monday, June 13, 2011	Retirement and Service Award Breakfast	7:30am
PDC	Thursday, June 30, 2011	Board of Education Retreat	5:30pm

Asheboro City Schools Strategic Plan Milestones

2010-2011

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

1. Every student graduates college and career ready.

- Graduation rate for 5-year cohort will improve from 76.9% to 80%.
Kemper Fitch, Penny Crooks, Julie Pack, and I visited A.L. Brown High School in Kannapolis this week to learn about how they have reached a graduation rate of almost 90%. Their student population is very similar to ours. We took away some excellent ideas for strengthening our efforts and also affirmed many of the strategies we currently have in place.

Julie Pack is preparing to respond to a Request for Proposals to apply for a new GEAR UP grant. This federal grant would provide funding for 7 years to improve college access for several student cohorts. Julie attended a grant writing workshop for this grant this week and has convened a team to assist in writing the 40-page grant application. The team has many great ideas for how to expand our current GEAR UP programming, partner with colleges and universities, and involve our parents and community in preparing students for college and careers.

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

- Implement 1:1 transformation in grades 9-12.
- Increase access to technology for students in grades 4-8.
The laptops for grades 4-8 are scheduled to arrive next week. Since it is so close to the end of the year, we will wait to issue laptops at our middle schools until next school year. Our middle school team is working to develop protocols for issuing and collecting laptops each day, along with working on a variety of other logistical and programmatic issues.
- Demonstrate student projects.

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

- Continue planning for future Health Sciences Small Learning Community in partnership with Randolph Community College and Randolph County Schools.
Jennifer Smith, Julie Pack, and I are meeting with Dr. Shackelford and his team on Thursday, May 12, to restart conversations about future possibilities.

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

Teachey School will share one of their strategies for improving reading by spotlighting the Teachey Titans Reading Club.

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

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

NAMS and Lindley Park have piloted a new benchmark assessment process to monitor student progress and growth. We met with the vendors this week to learn more about the process, the research and development behind the benchmark assessments, and how the information from the results can be used by teachers and students. We plan to investigate replacing our current benchmark assessment protocols with this new (and improved!) tool. The assessments were originally developed in Durham Public Schools and are now commercially offered through a company called CASE 21.

6. Implement innovative after school enrichment and intervention programs.

- Identify needs at elementary and middle schools.
- Involve partners such as Arts Guild, Asheboro City Parks and Recreation, Randolph County Cooperative Extension.

7. Establish a rigorous and relevant CTE program.

- Develop CTE strategic plan.

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

Tonight we celebrate excellence in teaching with recognition of our Teachers of the Year, NCCTM Elementary Teacher of the Year, and 2011 Apple of Excellence Outstanding New Teacher of the Year.

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

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

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

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

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

- Implement Teacher Leadership Academy.
- Implement new teacher evaluation system.
- Teachers will participate, plan, and lead professional learning communities (collaborative conversations).

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

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

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

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

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

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

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

We are pursuing the Summer Feeding Program for the first time this summer. Free breakfast and lunch are provided to students during the summer months on a first-come, first-serve basis. Additional information will be shared at our meeting.

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

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

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

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

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

2. Increase communication and outreach to parents.

- Use electronic paperless communication for newsletters, etc.
- Implement use of social media.

Under Carla Freemyer's direction, a social media committee is meeting to determine how we will expand the use of Facebook and Twitter and other social media to individual schools in 2011-12. We are researching procedures/practices from other 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.

- Partner with High Point University for Master's in School Administration cohort.

- Continue partnerships with UNCG (TESOL and dual licensure for elementary and exceptional education teacher candidates)

UNCG has recently invited us to join them in a new grant application to help mathematics and science teachers improve academic achievement of English Language Learners. We are awaiting word to see if the grant is awarded. This would nicely align with our Golden Leaf grant focused on better preparing students for STEM (Science, Technology, Engineering, and Mathematics) careers.

- Continue partnership with UNC-Pembroke to offer gifted education licensure courses
- Continue student teacher partnership with Baldwin Wallace
- Continue iSchool partnership with UNCG for online courses for high school juniors and seniors
- Continue RCC partnership for Huskins, College Transfer, and Learn and Earn courses for AHS students
- Hold winter Board Retreat at High Point University; explore possible partnerships

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

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

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

1. Implement long range facilities plan.

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



Points of Pride

May 12, 2011



Student Achievements:

- AHS AFJROTC successfully completed their program inspection
- Four AHS students selected for NC State Shelton Challenge
- Piedmont Young Writers celebration
- Expert Project Fair
- Elementary Honor Chorus
- Regional and State Math Fair winners
- DECA students participated in the International conference, one student placed in the Top 10
- Cast and crew of "To Kill A Mockingbird"
- AHS Zoo School - Polar Bear project team, placed 2nd nation

Staff Recognitions:

- 1st Teacher Leadership Academy cohort graduated
- School level Teacher of the Year candidates named
- AAEO Administrator of the Year - Dr. Tim Allgood
- AAEO Member of the Year - Lori Eggleston

Parent Involvement:

- PTO/PTA President's Round Table
- Several PTO/PTA Spring Fling's held
- Book Fairs

Events bringing community into our schools:

- Expert Project Fair
- Spring Flings
- DARE graduation ceremonies
- Various concerts
- AHS PSP production of "To Kill A Mockingbird"
- NAMS "Jazz it Up" fundraiser
- Balfour "Joining Hearts for Japan"