

**ASHEBORO CITY BOARD OF EDUCATION**  
**August 8, 2013**  
**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. Moment of Silence
- C. Pledge of Allegiance – Jane Redding
- \*D. 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 – July 11, 2013
- B. Executive Summary for Title I and Title II Applications 2013-2014
- C. Signature Card, Charles W. McCrary Elementary School
- D. Personnel

**IV. Information, Reports and Recommendations**

- A. Athletic Program Update
- B. Teacher Turnover Report
- C. Advanced Placement Exams Update, ACT Report, and WorkKeys Report
- D. Policies
  - Policy 1200 – Governing Principle – Student Success
  - Policy 1740/4010 – Student and Parent Grievance Procedure
  - Policy 1750/7220 – Grievance Procedure for Employees
  - Policy 7130 – Licensure
  - Policy 7430 – Substitute Teachers
  - Policy 7520 – Family and Medical Leave
  - Policy 7810 – Evaluation of Licensed Employees

**V. Action Items**

- \*A. Policies
  - Policy 1310/4002 – Parental Involvement
  - Policy 3200 – Selection of Instructional Materials
  - Policy 3420 – Student Promotion and Accountability
- \*B. McCrary Increased Learning Time Proposal

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

- A. Calendar of Events
- B. 2013-2014 Board Goals, August Update

**VII. Board Operations**

- A.** School Assignments for the 2013-2014 School Year
- B.** Important Dates to Remember:
  - Convocation – Friday, August 23, 2013
  - First Day of School – Monday, August 26, 2013
  - NCSBA District 5 Meeting – Wednesday, September 18, 2013, 4:00 p.m., at Randolph County Schools
  - Fall Law Conference – October 16-18, 2013, Asheville, NC
  - NCSBA Annual Conference – November 18-20, 2013, Koury Convention Center

**VIII. Executive Session**

- A.** Superintendent's Annual Evaluation

**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**  
**August 8, 2013**  
**7:30 p.m.**  
**Asheboro High School**  
**Professional Development Center**

**Addendum**

**I. Opening**

- \*E. Suspension of Board Policy 2300, Board Meetings

**III. \*Consent Agenda**

- C. Signature Card, Charles W. McCrary Elementary School
- D. Personnel
- E. Charter Bus Approval

**IV. Information, Reports and Recommendations**

- C. Advanced Placement Exams Update, ACT Report, and WorkKeys Report

**VII. Board Operations**

- B. Important Dates to Remember
  - NCSBA District 5 Meeting – Wednesday, September 18, 2013, 4:00 p.m. at  
**Wheatmore High School, 3768 Finch Farm Rd., Trinity, NC**

**IX. Adjournment**

**Mission Statement**

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

# **Minutes of the Asheboro City Board of Education**

**July 11, 2013**

## **Policy Committee**

The Policy Committee convened at 6:00 PM in the Professional Development Center with the following members present:

Jane Redding                      Phillip Cheek                      Steve Jones

Committee members absent were Archie Priest, Jr., Chris Yow, and Gidget Kidd.

Staff members present were: Dr. Diane Frost, Carla Freemyer, Jennifer Smith, Dr. Brad Rice, and Dr. Drew Maerz.

The meeting was called to order at 6:00 PM and Dr. Maerz began review of the agenda.

- Policy 1200 – Governing Principle - Student Success
  - Updated with current policy list and correct titles
  
- Policy 1740/4010 – Student and Parent Grievance Procedure
- Policy 1750/7220 – Grievance Procedure for Employees
  - Both policies were updated with a slight change to the Discretionary Appeals process as well as an addition of a statement regarding notification of final decisions
  
- Policy 7130 – Licensure
  - Section added covering License Conversion
  
- Policy 7430 – Substitute Teachers
  - Minor and technical change made
  
- Policy 7520 – Family and Medical Leave
  - Statement added to inform employees of federal Family and Medical Leave Act of 1993 (FMLA) information and resources
  - Minor changes made throughout policy based on North Carolina School Boards Association recommendations
  - Parental care added as a Qualifying Military Service Exigency
  - Committee discussed FMLA leave period options; including 1) set dates; and 2) rolling 12-month period
  - Committee recommends changing Asheboro City’s FMLA leave period from the current “set date” period to a rolling 12-month period.
  
- Policy 7810 – Evaluation of Licensed Employees
  - “Growth” added to the data that will be used for evaluation
  - Statement regarding “required state assessments” recommended to replace a list of specific measures being used for completing Standard 6 for teachers to ensure district’s compliance with current and future requirements.

Policies will go to the full board in August for 30-day review.

With no further business, the meeting was adjourned at 6:30 PM.

### **Finance Committee**

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

Kelly Harris, Chairman	Jane Redding
Linda Cranford	Kyle Lamb
Gus Agudelo	

Committee members absent were Archie Priest, Jr., and Joyce Harrington.

Staff members present were: Dr. Diane Frost, Harold Blair, and Tom Quinn.

Mr. Blair presented information on School Treasurers, Sodexo Contract Amendment, and Child Nutrition bids. Mr. Quinn shared information about the Child Nutrition bids, lunch and breakfast participation, and the Summer Feeding Program

There being no further business, the meeting adjourned at 7:09 p.m.

### **Board of Education**

#### **Opening**

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

Jane Redding, Chairman	Gustavo Agudelo
Phillip Cheek	Linda Cranford
Dr. Kelly Harris	Steve Jones
Kyle Lamb	

Archie Smith, Jr., Attorney

Board members absent were Joyce Harrington, Gidget Kidd, Archie Priest, Jr., and Chris Yow.

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

Chairman Redding called the meeting to order and led the meeting with a moment of silence, followed by the Pledge of Allegiance.

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

#### **Public Comments**

Chairman Redding opened the floor to public comments; no one signed up to address the Board.

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

### **Consent Agenda**

The following Consent Agenda items were approved:

*Approval of Minutes – June 13, 2013, and June 25, 2013*

*Executive Summary for Title III Application 2013-2014 (A copy of the plan will become a part of these minutes.)*

*School Treasurers 2013-2014 (A copy of the list will become a part of these minutes.)*

*2013-2014 Sodexo Agreement (A copy of the Sodexo Agreement will become a part of these minutes.)*

*Child Nutrition Bid Packages (A copy of the Bid Packages will become a part of these minutes.)*

*Personnel*

### **\*RESIGNATIONS/RETIREMENTS/SEPARATIONS**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Cook, Elizabeth	BAL/Kindergarten	6/25/13
Flow, William	SAMS/Eng./LA	6/25/13
Henderson, Tammy	CWM/Data Mgr./Treas.	7/19/13
Moss, Jeff	SAMS/Asst. Principal	7/12/13
Neal, Jaron	NAMS/Inst. Assistant	7/1/13
Norman, Martha	LP/Inst. Assistant	6/11/13
Tew, Shelia	NAMS/BAL/AIG Consultant	6/28/13
Lyons, Deanna	DLL/2nd Grade	7/31/13
Santiano, Jennie	LP/5th Grade	7/8/13

### **\*APPOINTMENTS**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Barnes, Luke	SAMS/Business Ed.	8/19/13
Cappello, Anthony	AHS/Mathematics	8/19/13
Chaney, Kathryn	DLL/Art	8/19/13
Coffey, Natalie	CWM/Ex. Children	8/19/13
Cox, Brittany	BAL/Kindergarten	8/19/13
Golden, Christopher	CWM/4th Grade	8/19/13
Goodman, Michael	SAMS/Technology Ed.	8/19/13
Hayes, Erica	LP/5th Grade	8/19/13
Hunnings, Erica	CWM/5th Grade	8/19/13
Mitchell, Adam	DLL/Music	8/19/13
Myers, Tamara	SAMS/Ex. Children	8/19/13
Page, Jennifer	CO/CWM/Social Worker	8/19/13
Carl, Mischale	CO/Bus Driver	8/1/13
Copas, Michael	NAMS/Ex. Children	8/19/13
Croom, Robin	AHS/Eng. (PT)	8/19/13
Huff, Susan	ECDC/Occupational Therapist	8/19/13
Prychodko, Emily	DLL/3rd Grade	8/19/13

## **\*TRANSFERS**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Paschal, Adriana	ECDC Parent Educator to NAMS ESL	8/19/13

## **\*ADMINISTRATIVE CONTRACT**

<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Domally, Nikki	SAMS/Asst. Prin.	7/12/13-6/30/15

## **Information, Reports and Recommendations**

Jennifer Smith shared that Asheboro City Schools has been notified that a recommendation has gone to the State Board of Education to award a 21st Century Community Learning Center Grant for use at Charles W. McCrary Elementary. These funds are awarded on a competitive basis in order to create community learning centers that provide academic enrichment opportunities for children.

Dr. Maerz presented, for 30-day review, the following policies:

- Policy 1310/4002 - Parental Involvement
- Policy 3200 - Selection of Instructional Materials
- Policy 3420 - Student Promotion and Accountability

## **Action Items**

Following a 30-day review, a motion was made by Mr. Jones and seconded by Mr. Cheek to approve the following policies:

- Policy 3410 - Testing and Assessment Program
- Policy 4135 - Tuition for Discretionary Admissions
- Policy 4331 - Assaults, Threats and Harassment
- Policy 9200 - Care and Maintenance of Facilities

The motion passed unanimously. (A copy of the policies will become a part of these minutes.)

Superintendent Frost presented the 2013-2014 Board Goals for approval. Upon motion by Ms. Cranford, seconded by Dr. Harris, the Board unanimously approved the 2013-2014 Board Goals as presented. (A copy of the goals will become a part of these minutes.)

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

Carla Freemyer shared the Calendar of Events highlighting the following dates: Convocation, August 23, 2013; open house dates for the schools; and ECDC Ribbon Cutting/Open House on Sunday, September 22.

Dr. Frost celebrated with the board accomplishments of Asheboro City Schools highlighting our new website, PowerSchool, professional development, personnel actions, and the Early Childhood Development Center's 5-year National Association for the Education of Young Children accreditation.

## **Board Operations**

Chairman Redding reminded members of the Board of the following important dates:

- Board of Education Meeting - Thursday, August 8, 2013, 7:30 p.m.
- Convocation - Friday, August 23, 2013, 7:30 a.m.
- First Day of School - Monday, August 26, 2013

- NCSBA District 5 Meeting - Wednesday, September 18, 2013, 4:00 p.m., at Randolph County Schools
- NCSBA Annual Conference - November 18-20, 2013, Koury Convention Center

A motion was made by Mr. Lamb, seconded by Mr. Cheek, and unanimously approved by the Board, to adjourn from open session and enter closed session under Statute 143-318.11(a)(1) for the purpose of reviewing performance standards, annual goals/milestones, and self-evaluation with Superintendent Frost.

**Executive Session**

Upon motion by Ms. Cranford, seconded by Mr. Jones, and unanimously approved by the board, to close executive session, the Board adjourned from executive session.

**Adjournment**

There being no further business, a motion was made by Mr. Jones, seconded by Ms. Cranford, and unanimously approved by the Board, to adjourn at 8:37 p.m.

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Chairman

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Secretary



**The No Child Left Behind Act of 2001 (P.L. 107-110)**  
**Title I, Part A: Application 2013-14**  
**Improving the Academic Achievement of the Disadvantaged**  
**Executive Summary – August 8, 2013**  
**Asheboro City Schools**

**Description:**

Title I, Part A provides federal dollars for instructional activities and services to help our most disadvantaged students meet high academic standards. Title I school eligibility determinations and allocations are based on the number of children receiving free or reduced lunches. Asheboro City Schools provides Title I school-wide services in the five elementary schools, each having at least 60% of the student population from low-income families. School-wide programs mean that all students in the school benefit from Title I resources rather than schools identifying specific students for targeted assistance.

**The Plan:**

Federal Guidelines require that ACS set aside monies in the Title I Planning Allotment for: district administration, parental involvement, prekindergarten programs, professional development, district-wide instructional initiatives, and support of homeless students. Title I dollars that are not set aside at the district level are allocated to the five elementary schools based on each school's number of qualifying (i.e., low income) students.

**Staffing:**

In an effort to maintain classroom teaching positions and reduced class sizes, the ACS Title I plan will utilize school allotments to fund 33 K-5 classroom teaching positions. ACS has designated district-level Title I dollars to fund four lead teachers. The four lead teachers collaborate with the regular classroom teachers to assess, plan, and implement effective instruction, model demonstration lessons, participate in peer coaching, provide professional development, and collect and analyze formative and summative data. Two pre-K teachers and two pre-K teacher assistants have been funded through the ACS Title I plan.

Title I funds are also utilized to fund a parent involvement specialist and a social worker to work with students at high poverty schools.

**Continuous Improvement Plans:**

School-wide program services are built upon school-wide reform strategies. The Continuous Improvement Plan for each elementary school addresses the ten components of Title I: a comprehensive needs assessment; school reform strategies; instruction by highly qualified teachers; high quality and ongoing professional development; strategies to attract highly qualified teachers to high needs schools; including teachers in decisions regarding the use of assessments; strategies to increase parental involvement; preschool transition strategies; activities for children experiencing difficulty; and coordination and integration of Federal, State, and local services.

## Budget

<b>Planning Allotment</b>	\$ 1,889,311.00
<b>Expected Carryover</b>	\$ 509,000.00
<b>District Set-Asides</b>	
Parental involvement	\$20,000.00
Pre-kindergarten	\$188,550.00
Homeless student support	\$30,000.00
Administrative and indirect costs	\$69,000.00
<b>Total Set-Asides</b>	\$755,506.33
<b>Allotment to Schools</b>	\$1,642,804.67

Schools are allotted the Title I funds remaining after the Set-Asides are deducted from the sum of the Planning Allotment and the Expected Carryover. Qualifying students at each school are tallied to determine a per pupil allocation for the school. We had a total of 1829 students in grades K-5 who qualified for Free/Reduced Lunch in May of this year. This gave us a per pupil rounded allocation of \$898.20. Schools use their allotments to fund supplemental staff; professional development; and materials, resources, and equipment to support instruction for all students. Based on this per pupil cost, allocations to individual schools are as follows:

### Allotments to Schools for 2013-2014

Balfour Elementary	\$465,266.71
Loflin Elementary	\$273,052.28
McCrary Elementary	\$340,417.15
Teachey Elementary	\$274,848.68
Lindley Park	\$289,219.85

## Evaluation

The effectiveness of the Title I, Part A grant is evaluated in a variety of ways. Evaluation data include: K-5 Portfolios; Reading 3D; Scholastic Reading Inventory; Fountas & Pinnell Guided Reading Levels; and End of Grade Reading, Math, and Science (5<sup>th</sup> grade). K-5 Portfolio data, as well as Reading 3D, SRI, and Fountas & Pinnell Guided Reading Levels are analyzed to track student growth. District-level benchmark assessments are administered for grades 3-5 in Math, Reading, and Science (5<sup>th</sup> grade) quarterly. End of Grade Tests in Reading and Mathematics provide quantitative data for comparison of results. Collaboration during professional learning community meetings, which include “assessment wall” sessions, helps teachers visualize the level of student progress and pinpoint necessary interventions for struggling students. Parent meetings are held throughout the year and surveys are administered annually to gather input from parents of Title I schools.

A detailed inventory of equipment and materials purchased with Title I, Part A funds is maintained. These resources are tagged and a central inventory system contributes to fiscal efficiency.

**Title II, Part A – Executive Summary  
Improving Teacher Quality  
Asheboro City Schools – 2013-2014 Grant Application**

The No Child Left Behind (NCLB) Act of 2001 establishes ESEA, Title II, Part A funding for Improving Teacher Quality. Major factors in determining uses of this funding are:

- District-Wide Needs Assessment to determine professional development to enhance subject matter and teaching skills;
- District-Wide Needs Assessment to determine professional development to enhance instructional leadership for principals;
- Recruitment, hiring, and retention of Highly Qualified Teachers (HQT);
- Equitable distribution of HQT to Title I schools.

I. Participation in Planning

- A. Non-public school participation: Directors of non-public schools with students in our attendance area were invited to a meeting for explanation of federal programs. A letter of intent for participation was completed by each non-public school. No non-public school chose to participate.
- B. Needs Assessment: A comprehensive needs assessment is completed annually, including: ACS Strategic Plan; ACS Professional Development Survey; ACS Self-Assessment of Professional Development; Beginning Teacher Support needs; and various focus groups that include beginning teachers, mentors, and administrators.
- C. Use of Title II-A funds was determined to be the following:
  1. Instructional Support: Fund a lead teacher to provide coaching and professional development at the secondary level, particularly providing support to infuse literacy across all content areas.
  2. Tuition Assistance Program and Recruitment and Retention of HQT: Funding will be used to support teachers and administrators who wish to add area(s) of licensure or to obtain a higher level of licensure. Funding may be used for emerging best practices in recruiting and retaining HQT.
  3. Professional Development: Funds will be used to support the fourth cohort of the ACS Teacher Leadership Academy (TLA). This professional development opportunity focuses on the development of teacher leaders.
  4. Mentoring Support: Funds will be used to provide support to beginning teachers in their first and second year of employment.

II. Planning Budget Summary:

A. Planning Allocation	\$151,000
B. Instructional Support	74,000
C. Tuition Assistance	8,000
D. Professional Development	40,500
E. Mentoring Support	24,500
F. Indirect Costs	4,500

# RESOLUTION OF LODGE, ASSOCIATION OR OTHER SIMILAR ORGANIZATION

By: Charles W. McCrary School

Referred to in this document as "Financial Institution"

Referred to in this document as "Association"

I, DR DIANE 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 8/8/13 (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>BARNEY HAROLD BLAIR, JR - DIRECTOR OF FINANCE</u>	X _____	X	_____
B. <u>JULIE G BRADY/PRINCIPAL</u>	X _____	X	_____
C. <u>KENDRA A ENGLISH/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>ABC</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 ALL PREVIOUS. 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)

**Asheboro City Schools  
Personnel Transactions  
August 8, 2013**

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

<b>NAME</b>		<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Barnes	Luke	SAMS	Business Education	7/16/2013
Baxter	Crystal	LP	Instructional Asst.	8/1/2013
Cammareri	Kathryn	NAMS	ELA	7/22/2013
Costas	Zachary	SAMS	ELA	7/25/2013
Gallimore	Sarah	BAL	5th Grade	8/29/2013
Howard	Donna	BAL	Instructional Asst./EC	6/11/2013
Lowery	Faith	AHS	Mathematics	7/16/2013
Norris	Sammie	SAMS	Science	8/15/2013
Ward	Devan	AHS	English/Theatre	7/16/2013

**\*B. APPOINTMENTS**

<b>NAME</b>		<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Arellano	Amanda	BAL	Instructional Asst./EC	8/19/2013
Brumley	Jennifer	GBT	Reading Specialist	8/19/2013
Carl	Mischale	CO	Bus Driver	8/1/2013
Carter	Casey	SAMS	Social Studies	8/19/2013
Chervenak	Kaitlin	LP	5th Grade	8/19/2013
Davis	Kathryn	NAMS	Instructional Asst./EC	8/19/2013
Dunn	Virginia	GBT	Reading Specialist	8/19/2013
English	Kendra	CWM	Data Manager/Treasurer	7/24/2013
Frank	Karen	NAMS	ELA	8/19/2013
Hagood	Kelly	SAMS	ELA	8/19/2013
Hinshaw	Amanda	BAL	3rd Grade	8/19/2013
Martin	Catherine	BAL	Instructional Asst./EC	8/19/2013
Miller	Tracii	SAMS	Instructional Asst./EC	8/19/2013
Simmons	Kerick	AHS	Instructional Asst./EC	8/19/2013
Tatum	Toccarra	SAMS	Business Education	8/19/2013

**C. TRANSFERS**

<b>NAME</b>		<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Jones	Jasmine	SAMS to NAMS	Instructional Asst./EC	8/19/2013

**Asheboro City Schools  
Personnel Transactions - ADDENDUM  
August 8, 2013**

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

<b>NAME</b>		<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Cagle	Frank	SAMS	Math	8/1/2013
Gallimore	Sarah	BAL	5th Grade	7/30/2013
McDonald	Melanie	BAL	1st Grade	8/6/2013
Priest	Kristen	SAMS	ELA	8/7/2013

**\*B. APPOINTMENTS**

<b>NAME</b>		<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Allgood	Timothy	AHS	Interim AP	8/12/13-9/20/13
Blackwelder Jr.	Ricky	CO	Bus Driver	8/13/2013
Chen	Jie	AHS	Chinese	8/19/2013
Leonard	Sandra	AHS	Health Science Education	8/19/2013
LeRoy	Laura	CWM	21st CCG Program Coord.	8/12/2013
Needham	Linda	CO	Substitute Bus Driver	8/13/2013
Pate	Sheryl	SAMS	6th Grade Science	8/19/2013
Robertson	Thomas "Mike"	AHS	Mathematics	8/19/2013
Staley	Shannon	BAL	5th Grade	8/19/2013
White	Marlenea	BAL	1st Grade	8/19/2013

**C. TRANSFERS**

<b>NAME</b>		<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Brown	Celeste	GBT to CWM	Instructional Assistant	8/19/2013
Hardin	Sandy	GBT to CWM	Reading Specialist (PT)	8/19/2013
Worsham	Jamie	GBT to LP	Instructional Assistant	8/19/2013

**Asheboro City Schools  
Certified Appointments  
August 8, 2013**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
<b>Brumley, Jennifer</b>	East Carolina University B: Early Childhood Education UNC-Greensboro M: C&I, specialty area Reading Education	Elementary Reading

Mrs. Brumley is recommended to teach Reading at Guy B. Teachey School for the coming school year. Mrs. Brumley is a veteran educator who has taught the last thirteen years at Ramseur Elementary School. She is trained in Reading Recovery and Guided Reading, and has worked several years as a summer reading program coordinator. We are pleased to have Mrs. Brumley join the Asheboro City Schools family.

<b>Carter, Casey</b>	UNC-Greensboro B: History	Social Studies
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Ms. Casey Carter is recommended to teach 8<sup>th</sup> grade Social Studies at South Asheboro Middle School for the coming school year. She completed her student teaching at Ragsdale High School and Central Davidson High School. Additionally, she worked as a substitute teacher at SAMS while pursuing her degree. We are excited to have Ms. Carter begin her teaching career with Asheboro City Schools.

<b>Chervenak, Kaitlin</b>	Baldwin Wallace University B: Early Childhood Education	Elementary
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Ms. Kaitlin Chervenak is recommended to teach 5<sup>th</sup> grade at Lindley Park School for the coming school year. She completed her student teaching at The Academy of St. Bartholomew (OH) in the 4<sup>th</sup> grade, and Brook Park Memorial Elementary School (OH) in the 3<sup>rd</sup> grade. Ms. Chervenak is excited to be relocating to North Carolina to begin her teaching career. We welcome Ms. Chervenak to Asheboro City Schools.

<b>Dunn, Virginia</b>	UNC – Charlotte B: Elementary Education M: Reading Specialist	Elementary Reading
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Mrs. Dunn is recommended to teach reading at Guy B. Teachey School for the coming school year. She is a veteran educator coming to us from Franklinville Elementary School where she has worked as a reading specialist for six years. She also spent four years at Level Cross Elementary School as a reading specialist. We are pleased to welcome Mrs. Dunn to Asheboro City Schools.

**Frank, Karen**

Queens College  
B: Middle Grades Education

Language Arts  
Social Studies

Ms. Karen Frank is recommended to teach English Language Arts at North Asheboro Middle School for the coming school year. She is a veteran educator coming to us from Uwharrie Middle School. She is a strong teacher leader and experienced in the co-teaching model. We are excited to welcome Ms. Frank to Asheboro City Schools.

**Hagood, Kelly**

Saint Xavier University (IL)  
B: Education

Elementary  
ELA endorsement

Mrs. Kelly Hagood is recommended to teach English Language Arts at South Asheboro Middle Schools for the coming school year. Mrs. Hagood is a veteran educator teaching for the past six years at Northlake Middle School in Burr Ridge, IL. She also served as the yearbook advisor and represented the 8<sup>th</sup> grade team on Common Core curriculum development. Mrs. Hagood and her family are excited to relocate to the area and join other family members who reside in Randolph County. Welcome Mrs. Hagood.

**Hinshaw, Amanda**

UNC-Greensboro  
B: Elementary & Special Education

Elementary  
Exceptional Children

Mrs. Amanda Hinshaw is recommended to teach 3<sup>rd</sup> grade at Balfour School for the coming school year. She most recently taught exceptional children at Randleman High School and is excited about the opportunity to teach at the elementary level. We are pleased to welcome Mrs. Hinshaw to the Asheboro City Schools family.

**Tatum, Toccara**

Ferrum College  
B: Business Administration  
Southern New Hampshire Univ.  
M: Sports Management

Business

Mrs. Tatum is recommended to teach Business Education at South Asheboro Middle School for the coming school year. Mrs. Tatum has most recently worked for the City of Winston-Salem coordinating their Lead Safe program implementing educational programs for the community on lead hazard reduction. She is excited to begin her teaching career with Asheboro City Schools.



**Asheboro City Schools  
Certified Appointments - Addendum  
August 8, 2013**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
<b>Chen, Jie</b>	Liaoning University Shenyang, Liaoning (China) B: English Liaoning University M: English	Chinese Language

Mrs. Jie Chen is recommended to teach Chinese at Asheboro High School for the coming school year. Mrs. Chen applied to teach in the United States as part of a partnership with the NC Center for Cultural Understanding and the College Board Guest Teacher program. For the past seven years, Mrs. Chen taught English at Bohai University. We are excited to have Mrs. Chen join the Asheboro City Schools family.

<b>Leonard, Sandra</b>	UNC – Charlotte B: Nursing	Health Science
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Mrs. Sandra Leonard is recommended to teach Health Science Education at Asheboro High School for the coming school year. Mrs. Leonard will be transitioning into the teaching field after completing 14 years as a registered nurse. The past six years have been with High Point Regional Hospital as a staff nurse in the newborn nursery. As part of her current duties, she teaches child birth and parenting classes to expecting families. We are pleased to welcome Mrs. Leonard to Asheboro City Schools.

<b>Pate, Sheryl</b>	Western Carolina University B: Middle Grades Education	Middle Grades
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Sheryl Pate is recommended to teach 6<sup>th</sup> grade science at South Asheboro Middle School for the coming school year. She is a veteran educator teaching the past ten years at Lexington Middle School, five of those years in 6<sup>th</sup> grade math and science. Additionally, she served three years as a literacy coach. We welcome Ms. Pate to the Asheboro City Schools family.

<b>Robertson, Thomas</b>	John Wesley College B: Management and Ethics Western Governors University M: Mathematics Education	Mathematics
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Mr. Thomas “Mike” Robertson is recommended to teach Mathematics at Asheboro High School for the coming school year. Teaching is a second career from Mr. Thomas, having spent several years in the private business sector. Mr. Thomas has worked the past seven years as a math teacher and assistant administrator at New Hope Christian Academy in Thomasville, NC. We welcome Mr. Thomas to Asheboro City Schools.

**Staley, Shannon**

UNC-Greensboro  
B: Elementary Education

Elementary

Ms. Shannon Staley is recommended to teach 5<sup>th</sup> grade at Balfour School for the coming school year. Ms. Staley completed her student teaching at Pilot Elementary School in the 5<sup>th</sup> grade. Originally from Liberty, NC, Ms. Staley is looking forward to beginning her teaching career with Asheboro City Schools.

**White, Marlenea**

Liberty University  
B: Elementary Education

Elementary

Ms. Marlenea White is recommended to teach 1<sup>st</sup> grade at Balfour School for the coming school year. Ms. White completed her student teaching in 5<sup>th</sup> grade at Westside Elementary School in Roanoke, VA and is looking forward to beginning her teaching career at 1<sup>st</sup> grade. As a December 2012 graduate, she worked as a substitute for Asheboro City Schools this past spring. Originally from Virginia, Ms. White has family in the Randolph County area and is excited to begin her teaching career with Asheboro City Schools.



# Asheboro City Schools

*...the subject is excellence*

*Support Services  
Assistant Superintendent: Dr. Brad Rice*

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

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After completing proper paperwork requirements and successful site inspections Asheboro City Schools Support Services would like to recommend that the Asheboro City Schools Board of Education approve the following charter bus companies for use in the 2013-2014 school year:

Horizon Coach Lines  
3636 North Glenn Avenue  
Winston-Salem, NC 27105

Holiday Tours Inc.  
10367 Randleman Road  
Randleman, NC 27317

Brown Charters, Inc.  
172 Liveoak Road  
Reidsville, NC 27320

Cross Roads Charters & Tours  
275 Barber Junction Road  
Cleveland, NC 27013

Athletics Update  
Asheboro City Schools  
August 2012 – 2013

Asheboro High School

- # of varsity student-athletes – 376
- NCHSAA Scholar-Athlete Information on page following
- Conference Championship Teams:                   Men's Golf  
  Men's Tennis  
  Men's Baseball
- # of varsity student-athletes named "All Conference" –
- Conference "Player of the Year"                   Austin Allan  
  Jocelyn Jaimes
- Conference "Coach of the Year"                   Terry Allmon (golf)
- 12 of 12 eligible teams qualified for post-season playoffs
- Participated in NC East-West all-star game:   Avery Robinson (soccer)
- Infractions – ACS Athletic Policies
- AHS "Ejection-Free" in 2012-2013
- Wachovia Cup recipient – Outstanding athletic program in conference

Middle Schools

- Conference Champions:                                   NAMS – Boys Soccer  
  (Regular & Post Season)
- SAMS – Basketball
- AMS – Boys Track
- NAMS and SAMS "Ejection-Free" for 2012-2013
- No violations of ACS Athletic Policies related to drugs/alcohol

## Professional Development for Coaches

- ACS Requirements for Participation
- NCHSAA Pre-Participation Medical Form
- ACS Athletic Participation Form
- Holding Effective Parent Meetings
- First Aid/CPR
- Functional Weight Training and Physical Fitness
- Injury Prevention and Treatment
- Lower Extremity Injury, Including the ACL
- Heat Related Illness
- Concussion: Identifying, Treating, and Return to Play

### 2012/2013 STUDENT ATHLETE DATA

These are the results for varsity sports teams at Asheboro High School. 376 students were members of varsity teams. Many of these students are multi sport participants.

FALL/WINTER SPORTS	NUMBER OF ATHLETES	GRADE POINT AVERAGE
FOOTBALL	46	2.78
WOMEN'S GOLF*	5	3.5
WOMEN'S CROSS COUNTRY*	12	3.57
MEN'S CROSS COUNTRY*	24	3.41
MEN'S SOCCER	17	2.89
WOMEN'S TENNIS*	16	3.73
VOLLEYBALL*	9	3.71
MEN'S BASKETBALL	15	2.83
WOMEN'S BASKETBALL*	11	3.64
CHEERLEADING*	16	3.71
WRESTLING	45	2.85
MEN'S SWIMMING*	6	3.33
WOMEN'S SWIMMING*	10	3.46

SPRING SPORTS	NUMBER OF ATHLETES	GRADE POINT AVERAGE
BASEBALL*	14	3.14
MEN'S GOLF*	11	3.58
WOMEN'S SOCCER*	17	3.42
SOFTBALL*	14	3.51
MEN'S TENNIS*	18	3.65
MEN'S TRACK	49	2.95
WOMEN'S TRACK*	21	3.23

\*15 of 20 varsity teams qualified for the NCHSAA scholar athletic team award with a 3.10 (unweighted) average or better.

AHS varsity teams earned a 3.34 GPA. (376 varsity student athletes)

243 varsity student/athletes (96-female, 147-males) qualified for the NCHSAA Scholar Athlete Award with a 3.50 (weighted) GPA during the 2012/2013 school year.

This data was collected and compiled from NCWISE.

We were conference champions in the following sports:

(Mid- Piedmont Conference 3-A)

Men's Golf

Men's Tennis

Men's Baseball

56 AHS student/athletes were voted to the All MPC all-conference teams.

Terry Allmon was named as Coach of the Year for in the conference (golf).

Austin Allan & Jocelyn Jaimes were voted as player of the years in their perspective sports.

12 of 12 eligible teams qualified for post season playoffs.

Individual sports were represented in state championships in track, cross-country, golf, and wrestling. Sawyer Davidson placed 2<sup>nd</sup>, Steve Strickland placed 3<sup>rd</sup> and Nic Coe placed 4<sup>th</sup> in State 3-A Wrestling Championships. Austin Allen finished 3<sup>rd</sup> in the State 3-A Tennis Championships while Wayne Robertson and Jasmine Trogdon placed in the top 9 in the triple jump at the State 3-A Track Championships.

Avery Robinson was selected to the All-State 3-A Soccer team and has been chosen to participate in the NCCA summer East-West Soccer game.

# Exploring new opportunity

## Lacrosse

### Timeline

August Inform the Board of Education

September Conduct interest meetings at AHS

October Make the decision to proceed or not  
Make decision to play in a conference or as an independent  
Notify NCHSAA  
Order Equipment

### Needs

Players Commitments from 20-25 players

### Funding Estimate

Item	Players	Goals	Sticks	Pads	Helmets	Balls	Uniforms
Price per Item		\$300	\$60	\$125	\$200	\$3	\$55
Price for Varsity	20	\$1,200	\$1,200	\$2,500	\$4,000	\$60	\$1,100

Total Cost Varsity	\$10,060
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There would be additional transportation costs depending on the approved schedule.



**Teacher Turnover Summary  
Asheboro City Schools  
August 2013**

(Reporting Period: March 2012 – February 2013)

<b>Number of Classroom Teachers Employed</b>	337
<b>Number of Classroom Teachers Leaving</b>	67
<b>Rate of Teacher Turnover</b>	19.88%
<b>State Teacher Turnover Rate</b>	14.43%

<b><u>Reasons for Leaving</u></b>	<b><u># Teachers</u></b>
Retirement – Full Benefits	17
Retirement – Reduced Benefits	1
Resigned – Family Relocation	8
Moved to Non-Teaching Position in ACS	5
Resigned – Teach in another NC LEA	25
Resigned – To Continue Education /Sabbatical	1
Resigned – Family Responsibility/Child Care	3
Resigned – To Teach in a NC Charter School	1
Resigned – Teach in another state	3
Resigned – Career Change	1
Resigned – Reason Unknown	2

**Teacher Turnover**  
**Asheboro City Schools**  
**August 2013**

(Reporting Period: March 2012 – February 2013)

**Retirement – Full Benefits (17)**

1. Faye Britt
2. Donna Buckner
3. Aileene Carroll
4. Sarah Cox
5. Benjamin Davis
6. Lois Davidson
7. Patricia Davis
8. James Furman
9. Ann Gardner
10. Hilda Garner
11. Barbara King
12. Cheryl McIntosh
13. Vicki Morgan
14. Pamela Pritchard
15. Susan Tolbert
16. Sarah Watson
17. Sharon Williams

**Retirement – Reduced Benefits (1)**

1. William Meyer

**Resigned – Family Relocation (8)**

1. Ashley Brown
2. Elizabeth Everett
3. Sara Johnson
4. Brenda Jones
5. Ashley McCann
6. Matthew Patterson
7. Kathryn Sedgwick
8. DiAnn Stark

**Moved to a Non-Teaching Position in ACS (5)**

1. Elizabeth Bernhardt
2. Shea Grosch
3. Chandra Manning
4. Dubraska Stines
5. Deanne Wiles

**Resigned – Teach in another NC LEA (25)**

1. Kimberly Aldrich
2. Olivia Brice
3. Victoria Card
4. Kristin Clow
5. Megan Coates
6. Amanda Hicks
7. Nicholl Hicks
8. Mackenzie Hussey
9. Phillip Isley
10. Kelley Kilby
11. Christopher Kingston
12. Kimberly Lewis
13. Margaret Luck
14. Heather Nelis
15. Jennifer Salamone
16. Jill Snotherly
17. Elizabeth Spangler
18. Connie Stone
19. Marian Taylor
20. Helena Thomas
21. Cheryl Varner
22. Rhonda Washington
23. Dana Wilkie
24. Kimberly Wyatt
25. Alison Yungeberg

**Resigned – To Continue Education or Sabbatical (1)**

1. Juan Rios

**Resigned – Family Responsibilities/Child Care (3)**

1. Lauren Baird
2. Jennifer McInnis
3. John Pledger

**Resigned – To Teach in a NC Charter School (1)**

1. Yvonne Van Kirk

**Resigned – To Teach in another State (3)**

1. Ashley Belpasso
2. Erica Decoeur
3. Cameron Fitch

**Resigned – Career Change (1)**

1. Pam Hyatt

### Resigned – Unknown (2)

1. Natasha Chandler
2. Emily Soto

### Turnover – By School

Balfour	15.19 %
McCrary	15.28 %
Loflin	20.75 %
Teachey	17.72 %
Lindley Park	9.23 %
NAMS	31.58 %
SAMS	23.53 %
AHS	21.82 %
ECDC	0.0 % (Not included in State report)

### Turnover – By Experience Level

1– 5 Years	36 teachers	62%
6 – 10 Years	10 teachers	14%
11 – 15 Years	4 teachers	5%
16 – 20 Years	2 teachers	2%
21 – 25 Years	1 teacher	1%
26 + Years	14 teachers	20%

### Turnover – Historical

2002-2003	12.7 %
2003-2004	13.0 %
2004-2005	10.0 %
2005-2006	16.3 %
2006-2007	13.0 %
2007-2008	14.7 %
2008-2009	18.2 %
2009-2010	11.5 %
2010-2011	10.1 %
2011-2012	13.3 %
2012-2013	19.9%
<b>10-Year Average</b>	<b>14.0 %</b>
<b>5-Year Average</b>	<b>14.6 %</b>

## Teachers Leaving By School:

School Name	Last Name	First Name
Asheboro High School	ALDRICH	KIMBERLEY
Asheboro High School	BRITT	FAYE
Asheboro High School	CARROLL	AILEENE
Asheboro High School	DAVIS	BENJAMIN
Asheboro High School	FITCH	CAMERON
Asheboro High School	FURMAN	JAMES
Asheboro High School	KING	BARBARA
Asheboro High School	LEWIS	KIMBERLY
Asheboro High School	LUCK	MARGARET
Asheboro High School	MANNING	CHANDRA
Asheboro High School	MCINNIS	JENNIFER
Asheboro High School	PATTERSON	MATTHEW
Asheboro High School	PLEDGER	JOHN
Asheboro High School	RIOS	JUAN
Asheboro High School	SETZER - GROSCH	SHEA
Asheboro High School	STARK	DIANN
Asheboro High School	VARNER	CHERYLL
Asheboro High School	WASHINGTON	RHONDA
South Asheboro Middle	CLOW	KRISTIN
South Asheboro Middle	DAVIDSON	PATRICIA
South Asheboro Middle	DECOEUR	ERICA
South Asheboro Middle	EVERETT	ELIZABETH
South Asheboro Middle	KINGSTON	CHRISTOPHE
South Asheboro Middle	MEYER	WILLIAM
South Asheboro Middle	NELIS	HEATHER
South Asheboro Middle	SALAMONE	JENNIFER
South Asheboro Middle	THOMAS	HELENA
South Asheboro Middle	WATSON	SARAH
Balfour Elementary	BELPASSO	ASHLEY
Balfour Elementary	GARDNER	ANN
Balfour Elementary	HYATT	PAMELA
Balfour Elementary	ISLEY	PHILLIP
Balfour Elementary	KILBY	KELLEY
Balfour Elementary	MCCANN	ASHLEY
Charles W McCrary Elementary	GARNER	HILDA
Charles W McCrary Elementary	SEDGWICK	KATHRYN
Charles W McCrary Elementary	SOTO	EMILY
Charles W McCrary Elementary	TAYLOR	MARIAN
Charles W McCrary Elementary	WILKIE	DANA
Charles W McCrary Elementary	WYATT	KIMBERLY
Donna L Loflin Elementary	BERNHARDT	ELISABETH

Donna L Loflin Elementary	HICKS	NICHOLL
Donna L Loflin Elementary	MORGAN	VICKI
Donna L Loflin Elementary	WILES	DEANNA
Donna L Loflin Elementary	WILLIAMS	SHARON
Guy B Teachey Elementary	BAIRD	LAUREN
Guy B Teachey Elementary	BUCKNER	DONNA
Guy B Teachey Elementary	JOHNSON	SARA
Guy B Teachey Elementary	PRICHARD	PAMELA
Guy B Teachey Elementary	SNOTHERLY	JILL
Guy B Teachey Elementary	SPANGLER	ELIZABETH
Guy B Teachey Elementary	STINES	DUBRASKA
Lindley Park Elementary	BROWN	ASHLEY
Lindley Park Elementary	COX	SARAH
Lindley Park Elementary	TOLBERT	SUSAN
North Asheboro Middle	BRICE	OLIVIA
North Asheboro Middle	CARD	VICTORIA
North Asheboro Middle	CHANDLER	NATASHA
North Asheboro Middle	COATES	MEGAN
North Asheboro Middle	DAVIS	LOIS
North Asheboro Middle	HICKS	AMANDA
North Asheboro Middle	HUSSEY	MACKENZIE
North Asheboro Middle	JONES	BRENDA
North Asheboro Middle	MCINTOSH	CHERYL
North Asheboro Middle	STONE	CONNIE
North Asheboro Middle	VAN KIRK	YVONNE
North Asheboro Middle	YUNGBERG	ALISON

## AP Exam Report: Asheboro High School 2013

- Total Number of Asheboro Students taking AP exams in 2013: **165**
  - 12<sup>th</sup> Grade: 79 Students
  - 11<sup>th</sup> Grade: 85 Students
  - 10<sup>th</sup> Grade: 1 Student

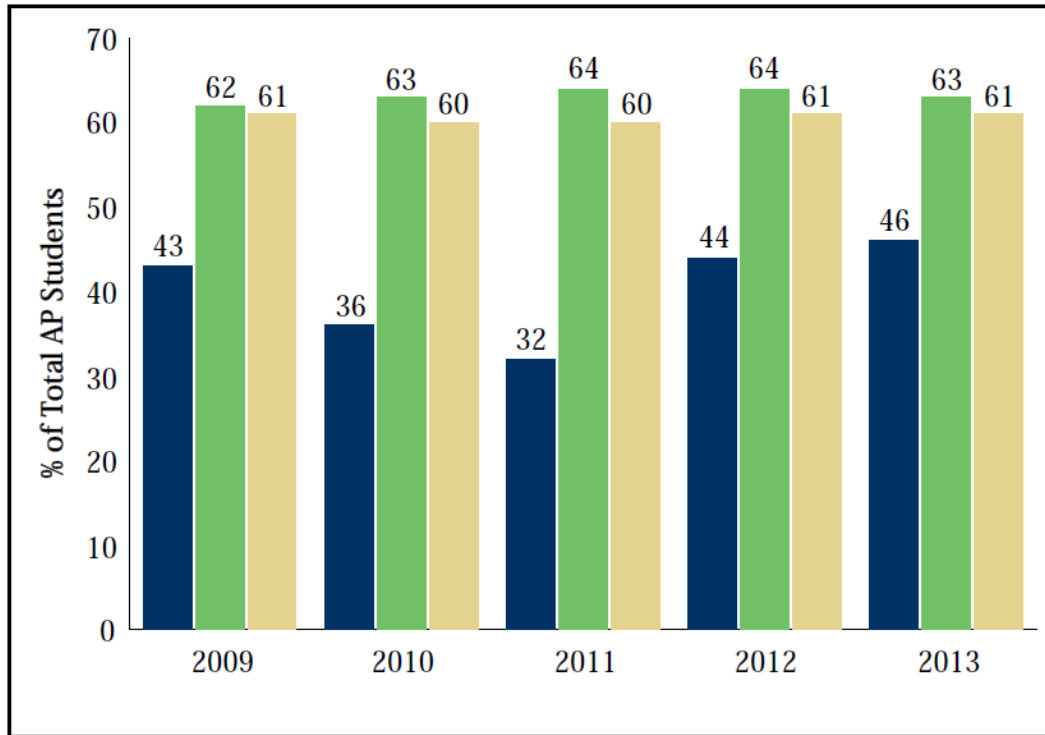
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Total Exams</b>
<b>Number of Exams</b>	17	27	68	82	75	269
<b>Percentage of Total</b>	6	10	25	30	28	100

- Exams were given this year in Music Theory (1); English Literature & Composition (13); English Language Composition (43); Psychology (4); US History (26); US Government & Politics (1); Calculus AB (31); Calculus BC (1); Statistics (23); Biology (28); Chemistry (6); Human Geography (1); Spanish Language (8); Computer Science A (13); and Environmental Science (70)
- AP Scholar Awards are granted to students who have demonstrated college-level achievement through AP courses and exams. Twenty AHS students achieved these awards (up from seven last year!):
  - **AP Scholar:** Granted to sixteen students for achieving scores of 3 or higher on three or more AP Exams
 

<ul style="list-style-type: none"> <li>▪ Charles Davis</li> <li>▪ Adam Eldara</li> <li>▪ David Gregson</li> <li>▪ Micaela Hayes</li> <li>▪ Carly Hutton</li> <li>▪ Abigail Jaimes</li> <li>▪ Christopher Juberg</li> <li>▪ Kevin Kauffman</li> </ul>	<ul style="list-style-type: none"> <li>▪ William O'Briant</li> <li>▪ Diana Rosales</li> <li>▪ Emma Scott</li> <li>▪ Marcus Staley</li> <li>▪ Muhammad Sulaimain</li> <li>▪ Phuc Tan</li> <li>▪ Ashley Webster</li> <li>▪ Emily White</li> </ul>
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  - **AP Scholar with Honor:** Granted to three students for achieving an average score of at least 3.25 on all AP Exams taken and scores of 3 or higher on four or more of these exams
    - Blake Brennan
    - Zorida Pacheco
    - Josiah Williams
  - **AP Scholar with Distinction:** Granted to one student for achieving an average score of at least 3.5 on all AP Exams taken and scores of 3 or higher on five or more of these exams
    - Andrew Braswell

## Five Year School Score Summary (2013)

% of Total AP Students with Scores 3+



	2009	2010	2011	2012	2013
<b>Asheboro High School (340103)</b>					
Total AP Students	130	192	141	154	165
Number of Exams	186	282	202	231	269
AP Students with Scores 3+	56	69	45	68	76
<span style="color: darkblue;">■</span> % of Total AP Students with Scores 3+	43.1	35.9	31.9	44.2	46.1
<b>North Carolina</b>					
Total AP Students	47,702	49,133	49,995	53,861	57,101
Number of Exams	89,767	92,720	94,238	101,133	107,383
AP Students with Scores 3+	29,758	30,786	31,939	34,345	36,197
<span style="color: green;">■</span> % of Total AP Students with Scores 3+	62.4	62.7	63.9	63.8	63.4
<b>Global</b>					
Total AP Students	1,698,133	1,855,310	1,982,133	2,106,843	2,222,496
Number of Exams	2,944,031	3,236,335	3,475,395	3,714,079	3,948,225
AP Students with Scores 3+	1,038,383	1,116,959	1,193,662	1,295,051	1,352,363
<span style="color: tan;">■</span> % of Total AP Students with Scores 3+	61.1	60.2	60.2	61.5	60.8



## ADVANCED PLACEMENT EXAM PERFORMANCE SUMMARY ASHEBORO HIGH SCHOOL



### Course by Course Performance

	2005-06		2006-07		2007-08		2008-09		2009-10		2010-2011		2011-2012		2012-2013	
	#	% 3 or higher	#	% 3 or higher	#	% 3 or higher	#	% 3 or higher	#	% 3 or higher	#	% 3 or higher	#	% 3 or higher	#	% 3 or higher
Art History	1	100%							1	0%						
Music Theory							7	71%	4	100%	6	67%	9	56%	1	100%
English Language and Composition	2	100%							1	0%			1	100%	43	63%
English Literature and Composition	19	58%	14	57%	12	58%	12	33%	25	56%	23	30%	22	77%	13	54%
Spanish Language	8	63%	11	64%	15	40%	10	30%	11	55%			10	70%	8	50%
Spanish Literature									1	100%						
Calculus AB	21	71%	19	42%	42	50%	22	59%	20	30%	26	23%	40	48%	31	48%
Calculus BC							4	25%					3	100%	1	100%
Statistics									1	100%	8	25%	2	0%	23	30%
Computer Science A							1	100%			1	100%			13	8%
Biology			65	46%			50	24%			64	19%	23	26%	28	43%
Chemistry	1	100%	1	100%	5	20%			24	8%	1	0%	14	43%	6	17%
Environmental Sci	60	65%			107	33%			146	25%	31	26%	73	25%	70	33%
Physics					2	100%	3	100%					1	100%		
Economics—Micro													1	100%		
Economics—Macro													1	100%		
Psychology	1	100%	3	67%	8	88%	11	18%	3	33%	9	33%	7	29%	4	50%
European History	1	100%					1	100%	1	0%			1	100%		
US History	28	36%	36	50%	33	24%	62	39%	39	44%	33	52%	20	45%	26	38%
US Gov't and Politics	1	100%	3	33%	1	100%	2	50%	2	50%					1	100%
World History			1	100%			1	0%	5	40%			3	100%		
Human Geography															1	0%
<b>Total # Exams</b>	<b>143</b>		<b>153</b>		<b>225</b>		<b>186</b>		<b>284</b>		<b>202</b>		<b>231</b>		<b>269</b>	

# 2013 ACT and WorkKeys Report

## Asheboro City Schools



### WorkKeys (Grade 12)

- WorkKeys is a job skills assessment system measuring “real-world” skills that employers believe are critical to job success.
- Three assessments used to measure the skills people use when solving work-related problems.
  - Applied Mathematics
  - Locating Information
  - Reading for Information
- Four Certificate Levels can be awarded to students
  - Platinum—Minimum score of 6 on each of the three core areas (meaning the student has the necessary foundational skills for **95%** of the jobs in the WorkKeys database)
  - Gold—Minimum score of 5 on each of the three core areas (meaning the student has the necessary foundational skills for **90%** of the jobs in the WorkKeys database)
  - Silver—Minimum score of 4 on each of the three core areas (meaning the student has the necessary foundational skills for **65%** of the jobs in the WorkKeys database)
  - Bronze—Minimum score of 3 on each of the three core areas (meaning the student has the necessary foundational skills for **35%** of the jobs in the WorkKeys database)

	2012		2013	
	# of Students Who Earned Certificate	% of Total	# of Students Who Earned Certificate	% of Total
Platinum	0		0	
Gold	13	10	13	13
Silver	55	40	57	55
Bronze	38	28	19	18
No Certificate Earned	30	22	14	14
<b>Total CTE Concentrators</b>	<b>136</b>	<b>100</b>	<b>103</b>	<b>100</b>
<b>Proficiency (Silver and Above)</b>	<b>68</b>	<b>50</b>	<b>70</b>	<b>68</b>

**ACT (Grade 11)**

- The ACT test assesses high school students’ general educational development and their ability to complete college-level work.
  - The multiple-choice tests cover four skill areas:
    - English, mathematics, reading, and science
    - The Writing Test measures skill in planning and writing a short essay
- ACT Benchmarks (1-36):
  - English—18
  - Mathematics—22
  - Reading—21
  - Science—24
  - Writing—7
    - UNC Minimum—Composite of 17\*

*\*Many NC Colleges and Universities have no stated minimum Composite*

# Students Tested		Percent Who Met the ACT Benchmarks									
		English		Mathematics		Reading		Science		Met All Four	
AHS	NC	AHS	NC	AHS	NC	AHS	NC	AHS	NC	AHS	NC
306	92,152	34	40	25	30	28	34	12	16	10	13
257	93,445	44	43	23	30	33	34	9	16	7	13

# Students Tested		Average ACT Scores									
		English		Mathematics		Reading		Science		Composite	
AHS	NC	AHS	NC	AHS	NC	AHS	NC	AHS	NC	AHS	NC
306	92,152	15.4	16.5	18.4	19.3	17.2	18.3	17	18.3	17.2	18.2
257	93,445	16.3	16.9	18.2	19.2	17.9	18.4	17.7	18.6	17.7	18.4

Percent and Average ACT Composite by Race/Ethnicity						
	2012			2013		
	N	%	AVG	N	%	AVG
<b>All Students</b>	306	100	17.2	257	100	17.7
Black/African American	44	14	14.2	30	12	15.3
American Indian/Alaskan Native	2	1	11.5	1	0	10
White	128	42	19.2	114	44	19.2
Hispanic/Latino	93	30	15.7	76	30	16.2
Asian	5	2	21.8	3	1	15.3
Native Hawaiian/Other Pacific Islander	0	0		0	0	
Two or More Races	12	4	18.2	12	5	20.2
Prefer not to respond/No response	22	7	16.5	21	8	17.7

# 2013 ACT, PLAN, EXPLORE, and WorkKeys Report

## Asheboro City Schools



### WorkKeys (Grade 12)

- WorkKeys is a job skills assessment system measuring “real-world” skills that employers believe are critical to job success.
- Three assessments used to measure the skills people use when solving work-related problems.
  - Applied Mathematics
  - Locating Information
  - Reading for Information
- Four Certificate Levels can be awarded to students
  - Platinum—Minimum score of 6 on each of the three core areas (meaning the student has the necessary foundational skills for **95%** of the jobs in the WorkKeys database)
  - Gold—Minimum score of 5 on each of the three core areas (meaning the student has the necessary foundational skills for **90%** of the jobs in the WorkKeys database)
  - Silver—Minimum score of 4 on each of the three core areas (meaning the student has the necessary foundational skills for **65%** of the jobs in the WorkKeys database)
  - Bronze—Minimum score of 3 on each of the three core areas (meaning the student has the necessary foundational skills for **35%** of the jobs in the WorkKeys database)

WorkKeys Certification Level	2012		2013	
	# of Students Who Earned Certificate	% of Total	# of Students Who Earned Certificate	% of Total
Platinum	0		0	
Gold	13	10	13	13
Silver	55	40	57	55
Bronze	38	28	19	18
No Certificate Earned	30	22	14	14
<b>Total CTE Concentrators</b>	<b>136</b>	<b>100</b>	<b>103</b>	<b>100</b>
<b>Proficiency (Silver and Above)</b>	<b>68</b>	<b>50</b>	<b>70</b>	<b>68</b>

**ACT (Grade 11)**

- The ACT test assesses high school students’ general educational development and their ability to complete college-level work.
  - The multiple-choice tests cover four skill areas:
    - English, mathematics, reading, and science
    - The Writing Test measures skill in planning and writing a short essay
- ACT Benchmarks (1-36):
  - English—18
  - Mathematics—22
  - Reading—21
  - Science—24
  - Writing—7
    - UNC Minimum—Composite of 17\*

*\*Many NC Colleges and Universities have no stated minimum Composite*

Year	# Students Tested		Percent Who Met the ACT Benchmarks									
			English		Mathematics		Reading		Science		Met All Four	
	AHS	NC	AHS	NC	AHS	NC	AHS	NC	AHS	NC	AHS	NC
2013	306	92,152	34	40	25	30	28	34	12	16	10	13
2012	257	93,445	44	43	23	30	33	34	9	16	7	13

Year	# Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	AHS	NC	AHS	NC	AHS	NC	AHS	NC	AHS	NC	AHS	NC
2013	306	92,152	15.4	16.5	18.4	19.3	17.2	18.3	17	18.3	17.2	18.2
2012	257	93,445	16.3	16.9	18.2	19.2	17.9	18.4	17.7	18.6	17.7	18.4

Percent and Average ACT Composite by Race/Ethnicity						
	2012			2013		
	N	%	AVG	N	%	AVG
<b>All Students</b>	306	100	17.2	257	100	17.7
Black/African American	44	14	14.2	30	12	15.3
American Indian/Alaskan Native	2	1	11.5	1	0	10
White	128	42	19.2	114	44	19.2
Hispanic/Latino	93	30	15.7	76	30	16.2
Asian	5	2	21.8	3	1	15.3
Native Hawaiian/Other Pacific Islander	0	0		0	0	
Two or More Races	12	4	18.2	12	5	20.2
Prefer not to respond/No response	22	7	16.5	21	8	17.7

## PLAN (Grade 10)

- Curriculum-based achievement test that measures college readiness
- Provides a midpoint assessment of academic progress toward college and career readiness when used with EXPLORE and the ACT
- Powerful predictor of performance on the ACT
- Can be used for course placement in dual enrollment and rigorous classes

Race/Ethnicity	Number of Students	Percent of Students	Average of Scale Scores English	Average of Scale Scores Mathematics	Average of Scale Scores Reading	Average of Scale Scores Science	Average of Scale Scores Composite
Black	30	10.2%	13.9	14.3	13.6	16.1	14.7
Am Indian	1	0.3%	17.0	17.0	13.0	17.0	16.0
White	141	48.0%	16.7	17.1	18.0	18.7	17.7
Hispanic	106	36.1%	13.1	15.1	13.8	16.8	14.8
Asian	9	3.1%	13.8	16.2	14.3	17.7	15.7
2+	7	2.4%	16.4	17.7	15.9	18.7	17.4
<b>ACS</b>	<b>294</b>	<b>100.0%</b>	<b>15.0</b>	<b>16.1</b>	<b>15.9</b>	<b>17.7</b>	<b>16.3</b>
<b>National</b>			<b>16.2</b>	<b>17.6</b>	<b>16.7</b>	<b>17.8</b>	<b>17.2</b>

## EXPLORE (Grade 8)

- EXPLORE results give students an early clue as to whether they are ready for college-level work if they keep doing the same things in school OR if they need to work harder to be ready for college
- EXPLORE results also give students possible career choices based on interests assessed during testing

Race/Ethnicity	Number of Students	Percent of Students	Average of Scale Scores English	Average of Scale Scores Mathematics	Average of Scale Scores Reading	Average of Scale Scores Science	Average of Scale Scores Composite
Black	62	16.76%	11.0	13.5	11.6	14.3	12.7
Am Indian	2	0.54%	9.0	14.5	11.0	14.0	12.0
White	142	38.38%	13.3	15.5	14.4	16.0	15.0
Hispanic	144	38.92%	11.6	14.7	12.5	14.7	13.5
Asian	2	0.54%	12.0	11.0	13.0	16.0	13.0
2+	18	4.86%	9.9	13.9	12.5	14.2	12.8
<b>ACS</b>	<b>370</b>	<b>100.00%</b>	<b>12.1</b>	<b>14.8</b>	<b>13.1</b>	<b>15.2</b>	<b>13.9</b>
<b>National</b>			<b>14.7</b>	<b>15.5</b>	<b>14.6</b>	<b>16.6</b>	<b>15.5</b>

A system of excellent schools has as its first priority to provide opportunities for individual students to succeed and overall student performance to improve. The board, through its policies has made student success a priority for the school district. Student success is addressed in the following policies:

Board Authority and Duties .....	1010
Parental Involvement .....	1310/4002
<u>Title I Parent Involvement .....</u>	<u>1320/3560</u>
Professional and Staff Development.....	1610/7800
Goals and Objectives of the Educational Program .....	3000
Curriculum Development.....	3100
<u>Dual Enrollment.....</u>	<u>3101</u>
<u>Innovation in Curriculum and Instruction.....</u>	<u>3110</u>
<u>Curriculum and Instructional Guides .....</u>	<u>3115</u>
Lesson Planning .....	3120
Grouping for Instruction .....	3130
<u>Homework.....</u>	<u>3135</u>
Evaluation of Instructional Programs .....	3140
Selection of Instructional Materials .....	3200
Technology in the Educational Program.....	3220
<u>School Calendar and Time for Learning.....</u>	<u>3300</u>
<u>School Trips .....</u>	<u>3320</u>
Evaluation of Student Progress .....	3400
<u>Students At-Risk of Academic Failure .....</u>	<u>3405</u>
Testing and Assessment Program .....	3410
Student Progression and Placement .....	3420
School Improvement Plan.....	3430
<u>Recognizing Excellence .....</u>	<u>3440</u>
Graduation Requirements .....	3460
Alternative <u>Learning Programs/Schools .....</u>	<u>3470/4305</u>
<u>Special Education Programs/Rights of Disabled Students .....</u>	<u>3520</u>
<u>Citizenship and Character Education.....</u>	<u>3530</u>
Counseling Program.....	3610
Extracurricular Activities and Student Organizations .....	3620
<u>Focus on Students .....</u>	<u>4000</u>
<u>Children of Military Families .....</u>	<u>4050</u>
Student Behavior Policies .....	4300
School Plan for Management of Student Behavior .....	4302
Attendance .....	4400
Schools and the Community .....	5000

Parent Organizations .....	5010
School Volunteers .....	5015
News Media Relations .....	5040
Use of Student Transportation Services.....	6320
Goals of Equipment, Materials and Supplies Services .....	6500
Staff Responsibilities .....	7300
Staff-Student Relations .....	7310
Job Descriptions.....	7400
Career Status .....	7410
Superintendent Contract.....	7420
School Administrator Contracts.....	7425
<u>Personnel</u> Reassignments/Transfers.....	7440
Evaluation of Licensed Employees .....	7810
<u>Plans for Growth and Improvement of Licensed Employees.....</u>	<u>7811</u>
Career Employees: Demotion and Dismissal.....	7930
Budget Planning and Adoption .....	8100
Budget Resolution.....	8110
Planning for Facility Needs.....	9000

Legal References: G.S. 115C-36

Cross References: Governing Principles (policy 1100), Board and Superintendent Relations (policy 2010), Adoption of Policies (policy 2420)

Adopted: March 12, 1998 to become effective July 1, 1998

Administrative Procedure: None



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**STUDENT AND PARENT  
GRIEVANCE PROCEDURE**

**A. OPTIONS FOR RESOLVING COMPLAINTS**

The board strives to resolve concerns and complaints of students and parents whenever possible. To this end, the board has provided opportunities for students and parents to express their concerns through processes established in board policies. Policy 1742/5060, Responding to Complaints, identifies these different processes, including a mechanism for resolving complaints in an informal manner.

While the board encourages resolutions of complaints through informal means, it recognizes that, at times, a formal process may be necessary for certain types of complaints or if the informal process did not produce satisfactory results. This policy provides a complaint procedure that may be used as described below.

Any parent or student who has questions about the options for proceeding with a complaint or concern may contact the principal or superintendent for further information and copies of all applicable board policies.

**B. DEFINITIONS**

1. Days

Days are working days, exclusive of Saturdays, Sundays, vacation days, or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following the receipt of the grievance. After May 1, time limits will consist of all weekdays (Monday – Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

2. Final Administrative Decision

A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.

3. Grievance

A grievance is a formal complaint regarding specific decisions made by school personnel that alleges that such decisions have adversely affected the person making the complaint. A grievance includes, but is not limited to, circumstances such as when a student or parent believes that board policy or law has been misapplied, misinterpreted or violated. The term “grievance” does not include any matter for which the method of review is prescribed by law, for which there is

a more specific board policy providing a process for addressing the concern, or upon which the board is without authority to act. Claims of discrimination, harassment or bullying must be processed under policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure.

4. Grievant

The grievant is the parent, student or group of parents or students submitting the grievance.

5. Official

The official is the school system employee hearing and responding to the grievant.

**C. TIMELINESS OF PROCESS**

The number of days indicated at each step of the grievance process should be considered a maximum, and every effort should be made to expedite the process.

Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays that interfere with the exercise of the grievant's legal rights are not permitted.

Failure by the grievant at any step of the process to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at the current step, unless the grievant has notified the official of a delay and the reason for the delay and the official has consented in writing to the delay.

**D. GENERAL REQUIREMENTS**

1. No reprisals of any kind will be taken by the board or by an employee of the school system against any grievant or other student or employee because of his or her participation in a grievance filed and decided pursuant to this policy.
2. All meetings and hearings conducted pursuant to this policy will be private.
3. The board and school system officials will consider requests to hear grievances from a group of grievants, but the board and officials have the discretion to hear and respond to grievants individually.

4. The grievant may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel.

**E. PROCESS FOR GRIEVANCE**

1. Filing a Grievance

- a. Whenever a student or parent or guardian believes that he or she has been adversely affected by a decision of a school employee, the student or parent or guardian may file a grievance as provided in this policy.
- b. A grievance must be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after the 30 day period that claims a violation, misapplication or misinterpretation of state or federal law, the superintendent or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, students, parents and guardians should recognize that delays in filing a grievance may significantly impair the ability of the school system to investigate and respond effectively to such complaints.
- c. A student or parent or guardian who has a grievance must provide the following information in writing to the principal: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or guardian or student believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired. If there is not a specific decision or action at issue and no concern that state or federal law has been misapplied, misinterpreted or violated, then the procedure established in policy 1742/5060 is appropriate, and the principal shall address the concern following that policy.
- d. Even if the principal is the employee whose decision or action is at issue, the student must submit the grievance first to the principal in order for the principal to address the issue within the formal process. If, however, the grievance claims that a state or federal law has been misapplied, misinterpreted or violated, the student may submit the grievance directly to the superintendent or designee.

- e. If a student wants to initiate a formal grievance regarding a decision by the superintendent that directly and specifically affects the student, the general process described in this policy will be used, except that the grievance will be submitted to the assistant superintendent of human resources, who shall forward the grievance to the board chairperson.

2. Investigation

- a. The principal shall schedule and hold a meeting with the student and/or parent or guardian within five school days after the grievance has been filed with the principal. The student may be accompanied by a parent, legal guardian or other person who is in a position of *loco parentis* to the student.
- b. The principal shall conduct any investigation of the facts necessary before rendering a decision.

3. Response by Principal

- a. The principal shall provide a written response to the written grievance within 10 days of the meeting. The response will include the principal's decision regarding resolution of the grievance and the basis for the decision. In responding, the principal may not disclose information about other students or employees that is considered confidential by law.
- b. A copy of the grievance and the principal's response will be filed with the superintendent.

4. Response by Superintendent

- a. If the grievant is dissatisfied with the principal's decision, the grievant may appeal the decision to the superintendent. The appeal must be made in writing within five days of receiving the principal's decision.
- b. The superintendent may review the written documents and respond or the superintendent may schedule and hold a conference with the grievant, principal and any other individuals the superintendent determines to be appropriate within five school days after receiving the appeal. The student may be accompanied by a parent, legal guardian or other person who is in a position of *loco parentis* to the student.
- c. The superintendent shall provide a written response within 10 days after receiving the appeal. In responding, the superintendent may not disclose information about other students or employees that is considered confidential by law.

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## 5. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant will have the right to appeal a final administrative decision to the board of education (see subsection E.5.a, Mandatory Appeals, below). If a grievant has not alleged such specific violations, he or she may request a board hearing, which the board may grant at its discretion (see subsection E.5.b, Discretionary Appeals, below).

### a. Mandatory Appeals

- 1) If the grievant is dissatisfied with the superintendent's response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant may appeal the decision to the board within five days of receiving the superintendent's response.
- 2) A hearing will be conducted pursuant to policy 2500, Hearings Before the Board.
- 3) The board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

### b. Discretionary Appeals

- 1) If the grievant is dissatisfied with the superintendent's response to his or her grievance but has *not* alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, then within five days of receiving the superintendent's response, the grievant may submit to the superintendent a written request for a hearing before the board of education.
- 2) The board chairperson will appoint a three- person panel to review the request and determine whether to (1) deny the appeal; (2) review the superintendent's decision on the written record only; or (3) if grant a hearing should be granted. The panel will report the decision to the board. The board may modify the decision of the panel upon majority vote at a board meeting.

3) If the board denies the appeal, the decision of the superintendent will be final and the grievant will be notified within five days of the board's decision.

3)4) If the board decides to grant a hearing, the hearing will be conducted pursuant to policy 2500.

4)5) The board will provide a final written decision within 30 days of the decision to grant an appeal hearing, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

#### **F. NOTICE**

The superintendent or designee is responsible for providing effective notice to students, parents and school system employees of the procedures for reporting and investigating grievances.

#### **G. RECORDS**

Appropriate records shall be maintained in accordance with state and federal law.

Legal References: G.S. 115C-45(c); 126-16; 150B-43 *et seq.*

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Responding to Complaints (policy 1742/5060), Hearings Before the Board (policy 2500), Student Behavior Policies (4300 series)

Issued: June 1997

Revised: May 7, 2004; April 7, 2008; December 1, 2009; June 16, 2011; March 28, 2013

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**GRIEVANCE PROCEDURE FOR EMPLOYEES**

Policy Code: 1750/7220

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It is the policy of the board, in keeping with the ultimate goal of serving the educational welfare of children, to develop and practice reasonable and effective methods of resolving difficulties that may arise among employees. The intent is to reduce potential areas of grievances and to establish and maintain recognized channels of communications between staff and administration. The purpose of this procedure is to secure, at the lowest possible level, equitable solutions to the problems that arise from time to time and affect employees.

**A. INFORMAL RESOLUTION**

It is desirable for an employee and his or her immediate supervisor to resolve problems through free and informal communication. When informal procedures fail or are inappropriate or when the employee requests formal procedures, a grievance will be processed pursuant to the steps set forth in this policy.

**B. DEFINITIONS**

1. Days

Days are the working days, exclusive of Saturdays, Sundays, vacation days or holidays, as set forth in the aggrieved employee's employment calendar. In counting days, the first day will be the first full working day following receipt of the grievance. When a grievance is submitted on or after May 1, time limits will consist of all weekdays (Monday – Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

2. Final Administrative Decision

A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.

3. Grievance

A grievance is a formal written claim by an employee regarding specific decision(s) made by another employee and alleging that such decision(s) have adversely affected the person making the claim. A grievance may include, but is not limited to, the following allegations:

- a. that there has been a violation, misapplication or misinterpretation of state or federal law or regulations, school board policy or administrative procedure;

- b. that an employee's employment status or the terms or conditions of his or her employment have been adversely affected; or
- c. that there exists a physical condition that jeopardizes an employee's health or safety or that interferes with an employee's ability to discharge his or her responsibilities properly and effectively.

The term "grievance" does not apply to any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board of education is without authority to act. Claims of discrimination, harassment or bullying must be processed under policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure.

4. Grievant

The grievant is the employee(s) making the claim.

5. Official

The official is the person hearing and responding to the grievant.

6. Parties in Interest

"Parties in interest" refers to the grievant and the person against whom the grievance is filed.

**C. TIMELINESS OF PROCESS**

Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays may not impermissibly interfere with the exercise of the grievant's legal rights.

Failure by the grievant at any step to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at that step, unless the grievant has notified the official of a delay and the reason for the delay and the official has consented in writing to the delay.

**D. GENERAL REQUIREMENTS**

- 1. All parties in interest and their representatives in any grievance filed pursuant to this policy shall conduct themselves in a professional manner at all times during the investigation and hearing of the grievance.



2. The board or an employee of the school system will take no reprisals of any kind against any party in interest or other employee on account of his or her participation in a grievance filed and decided pursuant to this policy.
3. Each decision will be in writing, setting forth the decision and reasons therefore, and will be transmitted promptly to all parties in interest.
4. All meetings and hearings conducted pursuant to this policy will be private.
5. The board and school system will consider requests to hear grievances from a group of grievants, but the board and officials have the discretion to hear and respond to grievants individually.
6. The board and administration will cooperate with the employee and representative in the investigation of any grievance and will furnish the employee or representative information pertinent to the grievance without cost to the grievant employee or the employee against whom the grievance is filed.
7. The employee may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel.
8. Should, in the judgment of the superintendent or designee, the investigation or processing of any grievance require the absence of the grievant and/or representative from regular work assignments, such absences will be excused without loss of pay or benefits.

**E. PROCESS FOR GRIEVANCE**

1. Filing a Grievance
  - a. A grievance must be filed as soon as possible but no longer than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after 30 days that claims a violation, misapplication or misinterpretation of state or federal law, the superintendent or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, employees should recognize that delays in filing a grievance may significantly impair the ability of the school system to investigate and respond effectively to such complaints.

- b. All grievances must be in writing, and the written statement of grievance must remain the same throughout all steps of the grievance procedure.<sup>3</sup> The written grievance must include the following information: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s), action(s) or physical condition at issue; (3) any local board policy, state or federal law, state or federal regulation or State Board of Education policy or procedure that the grievant believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired. If there is not a specific decision, action or physical condition at issue or no concern that federal or state law, federal or state regulation, State Board of Education policy or procedure, or board policy or procedure has been misapplied, misinterpreted or violated, then the procedure established in policy 1742/5060, Responding to Complaints, is appropriate, and the principal or immediate supervisor shall address the concern following that policy.
- c. The employee(s) shall present the grievance in writing to his or her immediate supervisor or the supervisor's designee<sup>4</sup>, unless the grievance alleges that a state or federal law has been misapplied, misinterpreted or violated, in which case the grievance may be presented instead to the assistant superintendent for human resources (or to the superintendent if the grievant's supervisor is the assistant superintendent for human resources). The person receiving the grievance hereinafter will be referred to as "official."

2. Response by Official

- a. The official shall arrange for a grievance file number to be assigned by the personnel office.
- b. In the event the official determines at the outset that review by the official is inappropriate, the official shall forward the formal grievance to the superintendent who will investigate and respond as provided below in subsection E.3.
- c. A meeting will take place at a mutually agreed-upon time within five days after receipt of the grievance.
- d. The official shall conduct any investigation of the facts necessary before rendering a decision.
- e. The official shall provide the aggrieved employee(s) with a written response to the grievance within 10 days after the meeting.

3. Response by Superintendent

- a. If the grievant is dissatisfied with the official's response, the grievant may appeal in writing the decision to the superintendent for review by the superintendent or designee within five days of receipt of the official's response.
- b. The superintendent or designee shall arrange for a meeting with the employee(s) to take place within five days of the receipt of the appeal.
- c. The superintendent or designee shall conduct any investigation necessary before arriving at a decision. The superintendent or designee shall provide the aggrieved employee(s) with a written decision within 10 days after the meeting.

4. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or board policy or procedure or has alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his or her employment, the grievant shall have a right to appeal a final administrative decision to the board of education (see subsection E.4.a, Mandatory Appeals, below). If the grievant has not alleged such specific violations, he or she may request a board hearing, which the board may grant at its discretion (see subsection E.4.b, Discretionary Appeals, below).

a. Mandatory Appeals

- 1) If the grievant is not satisfied with the superintendent's response and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board policy or procedure or has alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his or her employment, the grievant may appeal in writing the decision to the board within 10 days of receiving the superintendent's response.
- 2) A hearing will be conducted pursuant to policy 2500, Hearings Before the Board.
- 3) The board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

## b. Discretionary Appeals

- 1) If the grievant is not satisfied with the superintendent's response but has not alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board policy or procedure or has not alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his or her employment, the grievant may submit to the superintendent a written request for a hearing before the board of education within 10 days of receiving the superintendent's response.
- 2) The board chairperson will appoint a three- person panel to review the request and determine whether to (1) deny the appeal; (2) review the superintendent's decision on the written record only; or (3) if grant a hearing should be granted. The panel will report the decision to the board. The board may modify the decision of the panel upon majority vote at a board meeting.
- 3) If the board denies the appeal, the decision of the superintendent will be final and the grievant will be notified within five days of the board's decision.
- ~~3)4)~~ If the board decides to grant a hearing, the hearing will be conducted pursuant to policy 2500. ~~Notwithstanding the provisions of policy 2500, the board may choose to review discretionary appeals on the record only, without allowing oral presentations~~
- 4)5) The board will provide a final written decision within 30 days of the decision to grant an hearing appeal, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

## F. RECORDS

Appropriate records shall be maintained in accordance with state and federal law.

Legal References: G.S. 115C-45(c); 126-16

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Responding to Complaints (policy 1742/5060), Hearings Before the Board (policy 2500)

Issued:

Revised: May 7, 2004; June 30, 2008; December 1, 2009; March 28, 2013

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**LICENSURE**

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Policy Code: 7130

The board intends to comply fully with all licensure requirements of the No Child Left Behind Act of 2001 (NCLB), state law and State Board of Education policies. Except as provided below, a professional employee must hold at all times a valid North Carolina license appropriate to the position in which he or she is employed. To the extent possible, all professional teaching assignments will be in the area of the professional employee's license except as may be otherwise allowed by state and federal law and State Board policy. In addition, all professional teachers employed to teach core academic subjects must be "highly qualified" as required by NCLB. Core academic subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography.

The board encourages lateral entry into the teaching profession by skilled individuals from the private sector.

**A. BEGINNING TEACHER SUPPORT PROGRAM**

The superintendent or designee shall develop a plan and a comprehensive program for beginning teacher support. The plan must be approved by the board and kept on file for review. The superintendent or designee shall submit an annual report on the Beginning Teacher Support Program to the Department of Public Instruction (DPI) by October 1 of each year. The report must include evidence of demonstrated proficiency on the Beginning Teachers Support Program Standards and evidence of mentor success in meeting Mentor Standards. The school system will also participate in implementing a regionally-based annual peer review and support system.

**B. LICENSE CONVERSION**

The superintendent or designee shall designate a school official in the Beginning Teacher Support Program plan to be responsible for approving the acceptance of all continuing (Standard Professional 2) licenses automatically converted from the initial (Standard Professional 1) license. The designated official shall reject an automatic conversion license and immediately notify DPI if (1) the teacher has not taught three years; or (2) the official has knowledge of any reason related to conduct or character to deny the individual teacher a continuing license.

Beginning teachers must be rated "Proficient" on North Carolina Professional Teaching Standards I through V on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License.

Licensing is a state decision and cannot be appealed at the local level. The superintendent or designee shall ensure that teachers not qualifying for continuing licensure are informed of the process for appealing the state decision.

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**B.C. LICENSE RENEWAL**

Licensure renewal is the responsibility of the individual, not of the school system. Any employee who allows a license to expire must have it reinstated prior to the beginning of the next school year. A teacher whose license has expired is subject to dismissal.<sup>7</sup>

The school system may offer courses, workshops and independent study activities to help school personnel meet license renewal requirements. Any renewal activity offered must be consistent with State Board of Education policy. In addition, the superintendent or designee shall develop a procedure to determine the appropriateness of any credit offered in advance of renewal activities.

**C.D. PARENTAL NOTIFICATION**

At the beginning of each school year, the school system shall notify the parents or guardians of each student attending a Title I school or participating in a Title I program of their right to request the following information about qualifications of their child's teacher: whether the teacher has met NC licensing requirements; whether the teacher has had any licensure requirements waived; what the teacher's bachelor degree major(s) is/are; what other degrees and teaching license area(s) the teacher holds; and whether the child is provided services by a paraprofessional, and if so, the paraprofessional's qualifications.

The school system shall give notice within 10 school days to the parents of children who, after four consecutive weeks, have been taught a core academic subject by a teacher who is not highly qualified.

**D.E. EQUITABLE DISTRIBUTION OF HIGHLY QUALIFIED TEACHERS**

The superintendent shall develop a plan in accordance with DPI requirements to ensure that low-wealth, minority, learning disabled and/or English language learners are taught by experienced and highly qualified teachers to the same extent as are students who do not fall into these categories. If DPI does not require such plan of the LEA, the superintendent is not required to develop a plan under this subsection unless he or she determines that one is needed to address inequities within the school system.

Legal References: No Child Left Behind Act, 20 U.S.C. 6301 *et seq.*; 34 C.F.R. 200.55-57, 200.61; 20 U.S.C. 6319; 20 U.S.C. 7801(11); G.S. 115C-296, -333, -333.1, -325(e)(1)(m); State Board of Education Policies TCP-A-000, -001, -004, ~~-005~~, -016, -018, -021, TCP-C-004

Issued: June 1997

Revised: January 22, 1999; December 20, 2006; June 30, 2008; September 30, 2011; March 28, 2013

**A. GENERAL EMPLOYMENT OF SUBSTITUTES**

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

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

**B. TEACHER ASSISTANTS AS SUBSTITUTES**

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

**C. PARENTAL NOTIFICATION**

In accordance with policy ~~1310/4002, Parental Involvement~~ 1320/3560, Title I Parent Involvement, school principals shall notify the parent of any child who receives instruction in a core academic subject for four or more consecutive weeks from a substitute teacher who does not meet the definition of “highly qualified” under the No Child Left Behind Act.

Legal References: No Child Left Behind Act, 20 U.S.C 6311(h)(6)(B)(ii); G.S. 115C-12, -36, -47, -332; 16 N.C.A.C. 6C .0313, 16 N.C.A.C. 6C .0403; State Board of Education Policy TCP-A-001, TCP-D-005

Cross References: Title I Parental Involvement (policy ~~1310/4002~~ 1320/3560), Recruitment and Selection of Personnel (policy 7100)

Issued:

Revised: April 7, 2008; April 28, 2009; March 28, 2013



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All eligible employees will be provided leave as required by the federal Family and Medical Leave Act of 1993 (FMLA), as amended, and applicable state laws and State Board of Education policies. The FMLA allows eligible employees to take job-protected, unpaid leave, or to substitute appropriate paid leave if the employee has earned or accrued it, for up to a total of 12 work weeks (or 26 work weeks in certain cases) in any 12-month period for certain qualifying conditions or events. The employee may continue to participate in the school system's group insurance plan while on FMLA leave.

This policy is intended for guidance only and is not intended to alter or expand the school system's responsibilities beyond the requirements of law. If any provision of this policy is inconsistent with federal law or regulation, the federal rule must take precedence. The superintendent is authorized to develop additional regulations for FMLA leave consistent with the requirements of the law and this policy. Employees can find more information about FMLA leave in the North Carolina Public Schools *Benefits and Employment Policy Manual*.

The board strictly prohibits interfering with, restraining or denying the ability of any employee to exercise any right provided by the FMLA. The board also strictly prohibits any type of discrimination against or discharge of an employee who has filed a complaint in regard to the FMLA. A copy of this policy will be provided to each employee upon hiring.

#### **A. DEFINITIONS**

##### **1. Serious Health Condition**

A serious health condition is an illness, injury, impairment or physical or mental condition that involves either an overnight stay in a medical care facility or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job or prevents the qualified family member from participating in school or other daily activities.

##### **2. Continuing Treatment**

Subject to certain conditions, the continuing treatment requirement in the above definition of "serious health condition" may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment or incapacity due to pregnancy or a chronic condition. Other conditions may meet the definition of continuing treatment.

##### **3. Other Terms**

Unless otherwise noted, all terms in this policy must be defined in accordance with 29 C.F.R. pt. 825.

#### **B. ELIGIBILITY**

Generally, Employees are eligible for unpaid FMLA leave if they have:

1. been employed by the school system for at least 12 months (not necessarily consecutively); and
2. \_\_\_\_\_ worked at least 1,250 hours during the previous 12 months.

Further information about these requirements can be found in the Code of Federal Regulations at 29 C.F.R. 825.110.

### C. QUALIFYING CONDITIONS

Except in cases of leave to care for a covered servicemember with a serious illness or injury, an eligible employee is entitled to a total of 12 workweeks of FMLA leave during any 12-month period for any one or more of the following reasons:

1. the birth and first-year care of the employee's child;
2. adoption or foster placement of a child with the employee;
3. a serious health condition of the employee or the employee's spouse, child or parent;
4. a qualifying exigency (see Section F) arising out of the fact that the spouse or a son, daughter or parent of the employee has been deployed, or is on notice of an impending deployment to a foreign country as a member of the regular Armed Forces on active duty or as a member of the National Guard or Reserves components of the Armed Forces under a federal call or order to active duty in support of a contingency operation; or
5. to care for a covered servicemember with a serious illness or injury ("covered servicemember" and "serious injury or illness" are as defined in federal regulation 29 C.F.R. 825.127 by federal law and/or regulation) ~~who has incurred a serious injury or illness, or aggravated an existing illness or injury, in the line of duty while on active duty in the Armed Forces, which may render the family member medically unfit to perform his or her office, grade, rank or rating.~~ An employee who is a spouse, son, daughter, parent or next of kin of the servicemember may take leave for a period of up to 26 workweeks under this provision.

### D. DETERMINING THE 12-MONTH LEAVE PERIOD

The 12-month period during which an employee is eligible for FMLA leave will be ~~from July 1 to June 30~~ a 12-month period rolled forward from the date the employee's first FMLA leave begins. Exception: The period for leave to care for a covered servicemember with a serious injury or illness begins on the first day the employee takes leave for this reason and ends 12 months later.

**E. ENTITLEMENT TO LEAVE**

Eligible employees may take leave as follows:

1. **Medical leave for serious health conditions:** A combined total of 12 workweeks during a 12-month period. The leave may be taken intermittently or on a reduced leave schedule as is medically necessary.
2. **Family leave for pregnancy, birth of a child or placement of a child for foster care or adoption:** A combined total of 12 consecutive workweeks during a 12-month period. Eligibility for FMLA leave expires 12 months from the birth, foster care placement or adoption of the child. Leave must be used in a single block of time unless the board agrees to another arrangement.
3. **Military service exigency:** A combined total of 12 workweeks during a 12-month period. The leave may be taken intermittently or on a reduced leave schedule.
4. **Leave to care for injured service member:** A combined total of no more than 26 workweeks during a single 12-month period. The leave may be taken intermittently or on a reduced leave schedule. If combined with other types of FMLA leave, the total leave taken in a single 12-month period still may not exceed 26 weeks.
5. **Spouses employed by the school system:** Spouses who are both employed by the school system and eligible for FMLA leave are limited in the amount of family leave they may take for the birth and care of a newborn child, for the placement of a child for adoption or foster care or to care for a parent who has a serious health condition to a combined total of 12 weeks (or 26 weeks if leave to care for a covered service member with a serious injury or illness is also used).

**F. QUALIFIED MILITARY SERVICE EXIGENCIES**

A military service exigency that qualifies for FMLA leave must be defined in accordance with federal regulations. Qualified exigencies may include:

1. short-notice deployment;
  2. military events and related activities;
  3. school and childcare activities;
  4. financial and legal arrangements;
  5. counseling;
  6. rest and recuperation leave;
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7. \_\_\_\_\_ post-deployment activities;

7.8. \_\_\_\_\_ parental care; and

8.9. \_\_\_\_\_ additional activities agreed upon by the board and employee.

#### **G. INTERMITTENT OR REDUCED WORK SCHEDULE**

1. An employee may take FMLA leave on an intermittent or reduced leave schedule as required for the health of the employee or family member, due to a qualifying exigency, or as otherwise approved by the superintendent. The employee must make a reasonable effort to schedule treatment so as not to disrupt unduly the operations of the school. Whenever possible, the employee should discuss scheduling with his or her immediate supervisor prior to scheduling any medical treatment in order to accommodate the work schedule.
2. An employee who requests intermittent or reduced leave time for medical treatment of a serious health condition may be required to give the reasons for the intermittent or reduced leave schedule and the schedule for treatment.
3. To better accommodate an employee's need for intermittent or reduced leave for a serious health condition, the school system may require an employee to take an alternative position during the period of leave. The alternative position must have equal pay and benefits, but it does not have to have equivalent duties.
4. Employees may take intermittent leave in increments of one hour.
5. Instructional personnel are subject to special rules for taking intermittent or reduced leave. (See Section H.)

#### **H. INSTRUCTIONAL PERSONNEL**

The following special rules apply to instructional personnel only. For the purposes of this policy, instructional personnel are teachers, athletic coaches, driving instructors, special education assistants and any other employees whose principal function is to teach and instruct students.

1. Use of Intermittent or Reduced Schedule Leave
  - a. Instructional employees may use intermittent or reduced schedule leave only when the employee and the school system have reached an agreement on how the leave will be used.
  - b. If an instructional employee requests intermittent or reduced schedule leave for more than 20 percent of the workdays of the duration of a leave due to medical treatment, the school system may require the employee to take continuous leave for up to the entire duration of the scheduled leave

or to transfer to an alternative position with equivalent pay and benefits for the period of leave.

- c. Instructional employees who take intermittent or reduced schedule leave that constitutes 20 percent or less of the workdays during the leave period are not subject to transfer to an alternative position.

## 2. Extension of FMLA Leave at School System Discretion

The school system may require instructional personnel to continue leave through the end of the school semester if any of the following conditions exist:

- a. the leave will begin more than five weeks before the end of the term; the leave will last at least three weeks; and the employee would return to work in the last three weeks of the academic term;
- b. the leave is for a purpose other than the employee's own serious health condition or for a military exigency; the leave will begin in the last five weeks of the term; the leave will last more than two weeks; and the employee would return to work during the last two weeks of the academic term; or
- c. the leave is for a purpose other than the employee's own serious health condition or for a military exigency; the leave will begin in the last three weeks of the term; and the leave will last at least five days.

If the school system requires an instructional employee to take leave until the end of the academic term, only the period of leave until the employee is ready and able to return to work will be charged against the employee's FMLA entitlement.

## I. EMPLOYEE'S RESPONSIBILITY WHEN REQUESTING LEAVE

To ensure that employees receive proper notification of their rights and responsibilities and that leave is properly designated, all employees requesting any type of leave must make the request to the human resources officer or designee.

### 1. Employee's Responsibilities When Leave is Foreseeable

- a. The employee must provide 30 days' advance notice of the need to take FMLA leave when the need is foreseeable. If this amount of notice is not possible, then notice must be given as soon as practicable, taking into account all of the facts and circumstances.
- b. The employee must provide sufficient information for the school system reasonably to determine (1) whether the FMLA may apply to the leave request and (2) the anticipated timing and duration of the leave. This

information would include, for example, notice that the employee is unable to perform job functions, notice that the family member is unable to perform daily activities, notice of the need for hospitalization or continuing treatment by a health care provider or notice of circumstances supporting the need for military family leave.

- c. If the employee does not provide 30 days' notice and there is no reasonable justification for the delay, the school system may delay the FMLA leave until at least 30 days after the employee provides notice of the need for FMLA leave.
- d. If an instructional employee fails to give the required notice of foreseeable leave for an intermittent or reduced leave schedule, the school system may require the employee to take continuous leave for the duration of his or her treatment or may temporarily transfer the employee to an alternative position for which the employee is qualified and that has the same benefits. (See Section H.)

## 2. Employee's Responsibilities When Leave is Not Foreseeable

- a. When leave is not foreseeable, the employee must comply with the usual school system procedures for notifying his or her supervisor of the absence and requesting leave, including any applicable requirements established by policy 7510, Leave. If the employee fails to do so, the leave may be delayed or denied.
- b. When giving notice of an absence, the employee must inform the supervisor if the requested leave is for a reason for which FMLA leave was previously taken or certified.
- c. The employee also must notify the ~~assistant superintendent~~ of human resources officer or designee of the need for FMLA leave as soon as practicable.
- d. All employee responsibilities in the FMLA for notice, medical certification, fitness for duty certification and notice of intent to return to work apply as specified in this policy and policy 7510.

## J. SCHOOL SYSTEM'S DESIGNATION AND NOTICE TO EMPLOYEE

1. Whether or not the employee specifically requests FMLA leave, the ~~assistant superintendent~~ of human resources officer or designee is responsible for asking any questions of the employee necessary to make a determination of whether the leave is FMLA-eligible, unless the employee has already requested and received FMLA leave or certification for the same condition or event. The ~~assistant superintendent~~ human resources officer may require the employee to provide notice of the need and the reason for leave.

2. The ~~assistant superintendent~~ of human resources officer or designee shall provide all legally-required notices to the employee within five days of receiving this information or otherwise learning that an employee's leave may be for an FMLA-qualifying reason, unless there is a justifiable delay, such as a delay for documentation.

The required notices must indicate whether the employee is eligible under the FMLA. If the employee is eligible, the notice must specify any additional information required from the employee and must explain the employee's rights and responsibilities under the FMLA. If the employee is not eligible, the notice must provide a reason for the ineligibility. The required notices also must state whether the leave will be designated as FMLA-protected and, if so, the amount of leave that will be counted against the employee's leave entitlement.

3. Leave may be designated as both FMLA-eligible and as leave under the school system's paid leave policy if paid leave has been substituted. Such leave would be counted toward the employee's 12-week FMLA entitlement. In addition, the ~~assistant superintendent~~ of human resources officer may designate an absence (taken as paid or unpaid leave) that meets the criteria for an FMLA-qualifying absence as part of the employee's total FMLA entitlement, whether or not the employee has requested FMLA leave. (See Section M.)
4. Leave that has been taken for an FMLA-qualifying reason may be retroactively designated as FMLA leave with appropriate notice to the employee, provided that such designation does not cause harm or injury to the employee.

#### **K. CERTIFICATION**

The school system reserves the right to require employees to provide certification of any FMLA-qualifying event or condition of the employee or the employee's spouse, child, parent or next of kin, including certification for military exigency leave. The school system will not request more medical certification information than that allowed by the FMLA and the Americans with Disabilities Act. The ~~assistant superintendent~~ human resource officer may request a second or third ~~verification~~ opinion at the school system's expense if reason to doubt the validity of a medical certification exists. The school system may require periodic recertification to support the leave, as permitted by law.

#### **L. RETURN TO WORK**

The school system may require an employee to periodically report on his or her status and intent to return to work. Any employee who is taking leave through the end of an academic semester must report on his or her intent to return to work no later than four weeks before the end of the academic semester. In addition, the school system may require the employee to report on his or her intent to return to work on a regular basis while on FMLA leave.

Before an employee returns to work from FMLA leave taken for the employee's own serious health condition, the employee must present a "fitness-for-duty" certification that states that the employee is able to return to work. This requirement does not apply to an employee taking intermittent leave unless the employee's condition presents a reasonable safety concern.

#### **M. SUBSTITUTION OF PAID LEAVE**

1. The school system will substitute appropriate paid leave, including sick leave, personal leave and vacation time for unpaid, FMLA leave to the extent allowed by law and policy, giving proper notice to the employee that the leave is designated as FMLA. If an employee has exhausted his or her accrued paid leave but an FMLA-qualifying reason for absence continues, the school system will designate resulting absences as protected FMLA leave until the employee has used all allowable FMLA leave. Such absences will be unpaid.
2. When an employee has an absence (taken as paid or unpaid leave) that meets the criteria for an FMLA-qualified absence, the school system may, with proper notice to the employee, designate the absence as part of the employee's total annual FMLA entitlement. If the absence continues for more than 10 days, all employee responsibilities in the FMLA to provide notice for foreseeable and unforeseeable leave, medical certification, fitness for duty certification and notice of intent to return to work apply as specified in this policy and policy 7510.
3. An employee must not be permitted to exhaust paid leave before beginning FMLA leave if it has been determined that the employee's reason for using paid leave meets the FMLA eligibility requirements.

#### **N. RESTORATION TO EQUIVALENT POSITION**

1. Generally

Employees, except "key" employees, will be restored to the same or an equivalent position upon return from FMLA leave.

The equivalent position will have virtually identical pay, benefits and working conditions, including privileges, perquisites and status, as the position the employee held prior to the leave. The position also must involve substantially similar duties and responsibilities, which must entail substantially equivalent skill, effort, responsibility and authority. All positions within the same job classification are considered "equivalent positions" for the purposes of this policy, so long as these conditions are met. For licensed employees, all positions with the same salary and licensure requirements also will be considered equivalent positions, so long as these conditions are met.



## 2. Key Employees

Key employees do not have the right to be restored to the same or an equivalent position upon their return from FMLA leave. Key employees are salaried FMLA-eligible employees who are among the highest paid 10 percent of all employees. If restoring a key employee would result in substantial and grievous economic injury to the school system, then the school system has no obligation to restore the employee to the same or an equivalent position.

An employee will be informed at the time leave is taken if he or she is considered a key employee and will be informed once a determination is made that the employee will not be restored to the same or an equivalent position upon return from FMLA leave. A key employee who has been informed that he or she will not be restored still has the right to health benefits for the full period in which he or she is eligible for FMLA leave.

## **O. CONTINUATION OF HEALTH BENEFITS**

Health care coverage and benefits will be continued for the duration of an employee's FMLA leave on the same conditions as would have been provided if the employee had continued working. Employees do not have the right to the accrual of earned benefits during FMLA leave. If an employee takes intermittent or reduced leave, he or she has the right to maintain the same health care benefits, but earned benefits may be reduced in proportion to hours worked when such a reduction is normally based upon hours worked.

The school system may recover from the employee the cost of health insurance premiums paid on behalf of the employee while the employee was on unpaid FMLA leave if the employee does not return to work after the leave, so long as the reason for not returning does not relate to a serious health condition or to circumstances beyond his or her control.

## **P. POSTING REQUIREMENT**

The superintendent or designee shall ensure that notices of FMLA provisions and information on procedures for filing complaints are posted in places that are readily accessible to employees and applicants.

## **Q. RECORDKEEPING REQUIREMENT**

The personnel department shall maintain records of the following information for at least three years: basic payroll and identifying employee data, the dates (or hours) of FMLA leave taken by each employee, and premium payments of employee benefits. Medical information, such as that relating to medical certifications, also will be maintained in the personnel department in confidential medical records.

The human resources officer will maintain for at least three years copies of employee notices, including general and specific notices, any other documents describing employee benefits or policies and records of disputes between the school system and any employee regarding designation of FMLA leave.

**R. ENFORCEMENT**

An employee may file a complaint with the U.S. Department of Labor or bring a private lawsuit against the school system for violations of the FMLA.

FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law that provides greater family or medical leave rights.

**S. OUTSIDE EMPLOYMENT/FALSIFICATION OF RECORDS**

The school system may deny FMLA benefits to an employee who engages in self-employment or employment for any employer while on continuous leave if the employee fraudulently obtained FMLA leave. Falsification of records and failure to correct records known to be false are violations of this policy and will result in discipline, which may include termination from employment.

Legal References: Americans With Disabilities Act, 42 U.S.C. 12101 *et seq.*; Family and Medical Leave Act of 1993, as amended, 29 U.S.C. 2601 *et seq.*; 29 C.F.R. pt. 825; National Defense Authorization Act for 2008, Pub. L. 110-181 sec. 585; *North Carolina Public Schools Benefits and Employment Policy Manual*, N.C. Department of Public Instruction (current version~~2008-2009, revised February 2009~~)

Cross References: Leave (policy 7510)

Issued:

Revised: June 30, 2009; September 30, 2010; March 28, 2013

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*NOTE: Footnotes are for reference only. They should be eliminated from an individual board's policy.*

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## **EVALUATION OF LICENSED EMPLOYEES**

Policy Code:

**7810**

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The board places a high priority on securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. An effective evaluation program that clearly describes an employee's performance is a critical aspect of professional growth and assistance.

The superintendent is directed to develop and implement an effective evaluation system for licensed personnel that is consistent with State Board of Education policies. School administrators who are responsible for conducting evaluations shall comply with all state requirements with regard to the type and frequency of evaluation. The school principal shall evaluate teachers and may incorporate any guidelines or strategies developed by the State Board to assist in the evaluations. The superintendent or designee shall evaluate principals and assistant principals.

All licensed personnel must be evaluated at least annually using state-approved evaluation instruments in conformance with any processes established by the State Board for that class of personnel. For a career teacher who is in his or her license renewal year, the teacher must be evaluated by using the formal teacher evaluation process as set forth in State Board Policy TCP- C-004. For a career teacher who is not in his or her license renewal year, the abbreviated evaluation process established in State Board Policy TCP-C-004 is sufficient to satisfy the annual evaluation requirement; however, in any given year, the principal may use the formal evaluation process to evaluate a career teacher. The annual evaluation of principals and assistant principals must include a mid-year review

The evaluation system must incorporate the following directives.

1. Evaluators must clearly identify exemplary performance as well as deficiencies in performance.
2. Evaluators are encouraged to use supplementary means of assessing and documenting performance in addition to the state performance standards, assessment rubrics and evaluation instruments, including, but not limited to, additional formal observations, informal observations, conferences, reviews of lesson plans and grade books, interactions with the employee, plans of growth or improvement and any other accurate indicators of performance.<sup>7</sup>
3. Student performance and ~~other student outcome~~growth data will be considered as a part of the evaluation of licensed personnel, as provided in the assessment rubric for the class of employees under evaluation. Such data shall include required state assessments Multiple means of assessing student performance must be used whenever possible. If

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only one method is used to measure student performance, it must be a clearly valid tool for evaluating an employee's impact on student performance.

4. Peer observations of probationary teachers must be conducted as required by law using the evaluation instrument and process established by the State Board and must be considered by the school administrator in evaluating teacher performance.
5. Supervisors and principals should facilitate open communication with employees about performance expectations.
6. An employee who is unclear about how performance is being assessed or who desires additional evaluation opportunities should address these issues with his or her immediate supervisor.
7. Evaluators will be held accountable for following the evaluation system and all applicable state guidelines on the evaluation of employees.
8. Evaluation data will be submitted to the central office personnel file in accordance with state law and policy 7820, Personnel Files.
9. Evaluation data will be used in making employment decisions, including decisions related to professional and staff development (see policy 1610/7800, Professional and Staff Development), career status (see policy 7410, Career Status) and suspension, demotion and dismissal of employees (see policy 7930, Professional Employees: Demotion and Dismissal, and policy 7940, Classified Personnel: Suspension and Dismissal). Employment decisions may be made by the board and administrators regardless of whether evaluators have followed the evaluation system, so long as there is a legally sufficient basis for the decisions.
10. The superintendent and all evaluators are encouraged to develop ways to recognize distinguished performance and to capitalize on the abilities of such exemplary employees in helping other employees.<sup>13</sup> The superintendent and evaluators are encouraged to involve employees in developing these processes.

The superintendent shall develop any other necessary procedures and shall provide training, as necessary, to carry out the board's directives and to meet state requirements.<sup>14</sup>

Legal References: G.S. 115C-47(18), -286.1, -325, -333, -333.1; State Board of Education Policies TCP-C-004, -005, -006, -022

Cross References: Professional and Staff Development (policy 1610/7800), Career Status (policy 7410), School Administrator Contracts (policy 7425), Plans for Growth and Improvement of Licensed Employees (policy 7811), Personnel Files (policy 7820), Professional Employees: Demotion and Dismissal (policy 7930), Classified Personnel: Suspension and Dismissal (policy 7940)

Issued:

Revised: January 22, 1999; January 31, 2006; June 30, 2009; September 30, 2010; September 30, 2011; March 28, 2013

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

The board directs each principal or designee to develop a parental involvement plan as a part of the school improvement plan. This plan must include, at a minimum, efforts that meet the requirements established in this policy. In addition, the plan must include ways to enhance parental involvement in the following areas:

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

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

**A. PARENT COMMUNICATION AND CONFERENCES**

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

The principal or designee shall provide the parent of an at-risk student with a copy of the student's personal education plan in accordance with policy 3405, Students at Risk of

Academic Failure. Parents should be included in the implementation and ongoing review of their child's personal education plan.

Beginning in the 2013-14 school year, the principal or designee shall provide the parent of each student in kindergarten, first or second grade with written notification of the student's reading progress. The notice will be provided three times a year, following each benchmark assessment and will include: (1) assessment results, (2) whether the child may not reach reading proficiency by the end of third grade; and (3) instructional support activities for use at home.

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

## **B. PARENTAL NOTIFICATION**

Each principal or designee of a Title I school shall effectively notify parents of all parental rights and other required information regarding Title I schools and programs, in accordance with federal law. Parents of students in Title I schools shall receive a copy of the system-wide Title I parent involvement policy (policy 1320/3560, Title I Parent Involvement) and the school-wide parent involvement plan.

In addition, annually every building principal or designee shall effectively notify parents of the following:

1. parental rights related to student records (see policy 4700, Student Records);
2. parental rights related to student surveys (see policy 4720, Surveys of Students);
3. the approximate dates of any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered and scheduled in advance by the school administration, and (c) not necessary to protect the immediate health and safety of students;
4. the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use (see policy 9205, Pest Management);
5. student behavior policies, the Code of Student Conduct and school standards and rules (see policies in the 4300 series);
6. the permissible use of seclusion and restraint in the schools (see policy 4302, School Plan for Management of Student Behavior);
7. policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure;

8. policy 1740/4010, Student and Parent Grievance Procedure;
9. grading practices that will be followed at the school and, in the high schools, the method of computing the grade point averages that will be used for determining class rank (see policies 3400, Evaluation of Student Progress and 3450, Class Rankings);
10. a description of the curriculum being offered (see policy 3100, Curriculum Development);
11. student performance standards (see policies in the 3400 series);
12. a report containing aggregate information, including, but not limited to, student achievement (disaggregated by category), graduation rates, performance of the school system and teacher qualifications;
13. the grade awarded to the school on the most recent annual report card issued for it by the State Board of Education if the school received a grade of D or F;
14. sports and extracurricular activities available for students (see policy 3620, Extracurricular Activities and Student Organizations);
15. supportive services available to students, including guidance, counseling and health services (see policies 3540, Comprehensive Health Education Program and 3610, Counseling Program);
16. information about meningococcal meningitis and influenza, including the causes, symptoms and vaccines, how the diseases are spread, and places where parents and guardians may obtain additional information and vaccinations for their children;
17. for parents of students in grades 5 through 12, information about cervical cancer, cervical dysplasia and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children;
18. how to reach school officials in emergency situations during non-school hours;
19. information about and an application form for free and reduced price meals and/or free milk (see policy 6225, Free and Reduced Price Food Services);
20. information about the school breakfast program;



21. information about the availability and location of free summer food service program meals for students when school is not in session;
22. for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
23. information on the availability of the asbestos management plan and planned or in-progress inspections, re-inspections, response actions and post-response actions, including periodic re-inspection and surveillance activities;
24. education rights of homeless students (see policy 4125, Homeless Students);
25. the content and implementation of the local school wellness policy (see policy 6140, Student Wellness);
26. their right to take four hours of unpaid leave from their jobs every year in order to volunteer in their child's school as stated in G.S. 95-28.3 (see policy 5015, School Volunteers);
27. that the school system does not discriminate on the basis of race, color, national origin, sex, disability or age (see policies 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying and 1730/4022/7231, Nondiscrimination on the Basis of Disabilities); ~~and~~
28. that the school system provides equal access to its facilities, programs and activities to the Boy Scouts and other designated youth groups (see policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying); and
29. the availability of and the process for requesting a waiver or reduction of student fees (see policy 4600, Student Fees).

**C. OPPORTUNITIES TO WITHHOLD CONSENT/OPT OUT**

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

1. release of student directory information about their child for school purposes or to outside organizations (see policy 4700, Student Records);
2. release of their child's name, address and telephone listing to military recruiters or institutions of higher education (see policy 4700, Student Records);
3. their child's participation in curricula related to (a) prevention of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS); (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety

education, as provided in policy 3540. A copy of the materials that will be used in these curricula will be available in the school media center during the school year and at other times that the media center is available to the public. To meet any review periods required by law, materials also may be made available for review in the central office;

4. their child's participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders). However, parental notification and permission are not required for: (a) short-duration academic, career, personal or social guidance and counseling and crisis intervention that is needed to maintain order, discipline or a productive learning environment; (b) student-initiated individual or group counseling targeted at a student's specific concerns or needs; and (c) counseling if child abuse or neglect is suspected (see policies 3610, Counseling Program, and 4240/7312, Child Abuse – Reports and Investigations);
5. their child's participation in non-Department of Education-funded surveys concerning protected topics (see policy 4720, Surveys of Students);
6. their child's participation in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration; and (c) not necessary to protect the immediate health and safety of students;
7. the collection, disclosure or use of their child's personal information for marketing purposes (see policy 4720, Surveys of Students); and
8. release of their child's free and reduced-price meal information to State Medicaid or State children's health insurance program (SCHIP).

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

#### **D. PARENTAL PERMISSION REQUIRED**

Written parental permission is required prior to the following activities:

1. the administration of medications to students by employees of the school system (see policy 6125, Administering Medicines to Students);
2. the release of student records that are not considered directory information, unless

- the release is allowed or required by law (see policy 4700, Student Records);
3. off-campus trips;
  4. students' participation in high-impact or high-risk sports or extracurricular activities, such as football or mountain climbing (see policy 4220, Student Insurance Program);
  5. all decisions or actions as required by the IDEA with regard to providing special education or related services to students with disabilities (see policy 3520, Special Education Programs/Rights of Students with Disabilities);
  6. certain health services, as required by law;
  7. students' participation in programs or services that provide information about where to obtain contraceptives or abortion referral services;
  8. students' participation in surveys funded by the Department of Education that are conducted concerning protected topics (see policy 4720, Surveys of Students);
  9. disclosure of students' free and reduced price lunch eligibility information or eligibility status; and
  10. disclosure of the identity of any student receiving supplemental education services under the Title I program.

Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98; Individuals with Disabilities Education Act, 20 USC 1400, *et seq.*; Asbestos Hazard Emergency Response Act, 15 U.S.C. 2641, *et seq.*; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; 42 U.S.C. 1758, 7 C.F.R. pt. 245; 42 U.S.C. 1758b; National School Lunch Program, 42 U.S.C. 1751 *et seq.*, 7 C.F.R. 210(12); Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. 108.9; 20 U.S.C. 7908; G.S. 90-21.1; 95-28.3; 115C-47(47), -47(51), -47(54), -47(58), -81(e1), -105.41,-109.1, -307(c), -375.4, -390.2, -391.1, -407.16; State Board of Education Policies FCB-A-000, GCS-J-002

Cross References: Title I Parent Involvement (policy 1320/3560), Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 1740/4010), Curriculum Development (policy 3100), Student Performance Policies (3400 series), Students at Risk of Academic Failure (policy 3405), Special Education Programs/Rights of Students with Disabilities (policy 3520), Comprehensive Health Education Program (policy 3540), Counseling Program (policy 3610), Extracurricular Activities and Student Organizations (policy 3620), Homeless Students (policy 4125), Student Insurance Program (policy 4220), Child

Abuse – Reports and Investigations (policy 4240/7312), Student Behavior Policies (4300 series), Student Fees (4600), Student Records (policy 4700), Surveys of Students (policy 4720), School Volunteers (policy 5015), Registered Sex Offenders (policy 5022), Administering Medicines to Students (policy 6125), Student Wellness (policy 6140), Free and Reduced Price Food Services (policy 6225), Pest Management (policy 9205)

Adopted: April 14, 2011

Revised: March 14, 2013

In order to help fulfill the educational goals and objectives of the school system, the board strives to provide instructional materials that will enrich and support the curriculum and enhance student learning. Instructional materials should be representative of the rich diversity of our nation and appropriate for the maturity levels and abilities of the students.

Instructional materials constitute all materials, whether print, non-print, digital or any combination thereof, used in the instructional program. For purposes of this policy, instructional materials will be divided into two categories: textbooks and supplementary materials.

**A. SELECTION OF TEXTBOOKS**

State-approved textbooks will be used as a means to help students meet the goals and objectives of the ~~Common Core State and North Carolina Essential~~ current statewide instructional standards, unless the superintendent, or designee, approves alternative materials recommended by the appropriate textbook selection committee. Textbooks will be recommended for selection for district-wide use by a committee under the chairmanship of the superintendent, or designee, with input from all affected personnel. The committee should include teachers and other professional staff representing various grade levels. Textbook committee members will ensure that textbooks are aligned with the ~~Standard Course of Study~~ current statewide instructional standards, support articulation from grade to grade, and meet the educational goals of the board of education.

**B. SELECTION OF SUPPLEMENTARY MATERIALS**

Supplementary materials are instructional and learning resources which are selected to complement, enrich or extend the curriculum.

**1. Objectives for Selection of Supplementary Materials**

The procurement of materials must be accomplished in accordance with law. The objectives for the selection of supplementary materials are as follows:

- a. to provide a wide range of materials that will enrich and support the curriculum, taking into consideration the individual needs and varied interests, abilities, socio-economic backgrounds, learning styles and developmental levels of the students served;
- b. to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
- c. to provide a background of information that will enable students to

become successful lifelong learners, prepared for 21st century global citizenship and to make intelligent judgments in their daily lives;

- d. to provide resources representing various points of view on controversial issues so that students as young citizens may develop, under guidance, the skills of critical thinking and critical analysis; and
- e. to provide resources representative of the many religious, ethnic and cultural groups in our nation and the contributions of these groups to our American heritage.

## 2. Process and Criteria for Selecting Supplementary Materials

The selection of supplemental instructional materials for school use will be made primarily at the school level with the involvement of an advisory committee. The committee should include media specialists, teachers and instructional support personnel representing various subject areas and grade levels, as well as parents. Principals will be responsible for establishing rules concerning what materials may be brought in by teachers without review. Principals are encouraged to involve teachers in establishing these rules.

### **C. REMOVAL OF OUTDATED SUPPLEMENTARY MATERIALS**

To ensure that the supplementary media collection remains relevant, the media and technology professionals, assisted by the media and technology advisory committee, shall review materials routinely to determine if any material is obsolete, outdated or irrelevant. The school media and technology advisory committee should remove materials no longer appropriate and replace lost, damaged and worn materials still of educational value.

### **C.D. ACCEPTANCE OF GIFT MATERIALS**

Supplementary materials offered as a gift will be reviewed pursuant to the criteria outlined in this policy; policy 8220, Gifts and Bequests; and any regulations established by the superintendent. Gift material may be accepted or rejected by the board based upon such criteria.

### **D.E. CHALLENGES TO TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS**

Challenges to materials will be addressed pursuant to policy 3210, Parental Inspection of and Objection to Instructional Materials.

Legal References: U.S. Const. amend. I; N.C. Const. art. I, § 14; G.S. 115C-45, -47, -81, -98, -101; Board of Education v. Pico, 457 U.S. 853 (1982)

Cross References: Goals and Objectives of the Educational Program (policy 3000), Parental

Inspection of and Objection to Instruction Materials (policy 3210), School Improvement Plan (policy 3430), Gifts and Bequests (policy 8220)

Adopted: January 10, 2013

**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. Students will be promoted to the next level of study as described in this policy. ~~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 will be based, in part, upon proficiency in reading. The standards and process must provide multiple criteria for assessing a student's readiness to progress to the next level of study, such as standardized test scores, formative and diagnostic assessments, grades, a portfolio or anthology of the student's work and, when appropriate, accepted standards for assessing developmental growth. The standards and process will incorporate all state law and State Board of Education policy requirements, including those for the assessment and promotion of third grade students as described in G.S. 115C-83.6 et seq. and State Board of Education Policies GCS-J-002 and 003.

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~~ approved by the board and any applicable standards set by the State Board of Education.

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.

**C. ~~STUDENT ACCOUNTABILITY~~ LOCAL PROMOTION 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 on the current state instructional standards in reading, writing, and mathematics. Multiple measures are to be used to determine grade level proficiency on the current state instructional standards including, but not limited, to:

- a. K-5 Literacy Portfolio, including writing samples
- b. ~~K-2 Math Portfolio~~
- e.b. Grades 1 and K-2 math benchmark assessments
- d. ~~Student work portfolios~~
- e.c. Grades Demonstration of the current state grade level instructional standards
- f.d. Teacher observation and recommendation
- e. Reading 3D Diagnostic Data

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 E 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 Demonstration of the current state grade level instructional standards
- c. Student work K-5 portfolios, including writing samples
- d. Benchmark assessments
- e. Teacher observation and recommendation
- f. Reading 3D Diagnostic Data

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 E 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, including writing samples
- 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 E 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.D. INTERVENTION FOR STUDENTS NOT MEETING UNLIKELY TO MEET 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 or making progress toward graduation established by the Local Board or State.

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Every student who does not meet grade level proficiency, is at risk of academic failure, or is not making progress toward graduation 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 (Students At Risk of Academic Failure, policy 3405).

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;~~
- e.b. differentiated instruction for students who have been retained; and
- d.c. 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.E. REVIEW OF STUDENT ~~ACCOUNTABILITY~~ PROMOTION STANDARDS**

1. Previous retentions

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

2. Review Process

In the case where a student's promotion is in question, the ~~student may be promoted with~~ principal must consider the following before recommending promotion or retention ~~recommendation under the following review process.~~

a) Teachers shall provide documentation of the student's performance during a review process. Documentation may include but is not limited to:

1. Student work samples;
2. Other assessment data;
3. Information supplied by parents;
4. For student with disabilities, information that is included in the individualized education program; and
5. Other information that verifies that a student is at grade level or, is making adequate progress to meet grade level requirements.

b) Light's Retention Scale for deciding whether or not a student should be retained.

#### **G.F. 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.G. 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.H. 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.I. 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~~ Dual Enrollment).

**K.J. 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 number and percentage ~~proportion~~ of students retained and/or not meeting the standards for their grade level; ~~and~~
- ~~b.c.~~ the number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in state law; and
- ~~e.d.~~ 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 State Board of Education and Department of Public Instruction

Pursuant to statutory requirements and standards established by the Department of Public Instruction, all required information regarding student performance will be provided ~~the superintendent~~ annually to ~~shall provide~~ the Department ~~with all required information regarding student performance.~~

3. Publication on the School System Website

Information about the reading performance of third grade students will be posted on the school system website in accordance with state law.

**L.K. NOTIFICATION TO PARENTS**

The superintendent or designee shall provide information regarding promotion standards to all students and parents. In addition, if a kindergarten, first grade, second grade or third grade student (1) is demonstrating difficulty with reading development; (2) is not reading at grade level; or (3) has a personal education plan under G.S. 115C-105.41, the student's teacher shall provide the student's parents timely written notice advising that if the student is not demonstrating reading proficiency by the end of third grade, the student will be retained, unless exempt from mandatory retention for good cause. Parents are encouraged to help their children meet the promotion standards and will have opportunities to discuss the promotion standards and procedures with teachers and the principal. Information provided to parents should be in the parents' native language when appropriate foreign language resources are readily available.

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~~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. When a student is to be retained, the principal shall provide the student's parents written notice of the retention and, if the student will be retained in accordance with G.S. 115C-83.7(a) for failure to demonstrate reading proficiency, (1) written notice of the reason the student is not eligible for a good cause exemption as provided in G.S. 115C-83.7(b) and (2) a description of proposed reading interventions that will be provided to the student to remediate identified areas of reading deficiency. Teachers shall provide parents of students retained under G.S. 115C-83.7(a) at least monthly written reports on student progress toward reading proficiency. The evaluation of a student's progress will be based upon the student's classroom work, observations, tests, assessments and other relevant information.

#### **M.L. 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.

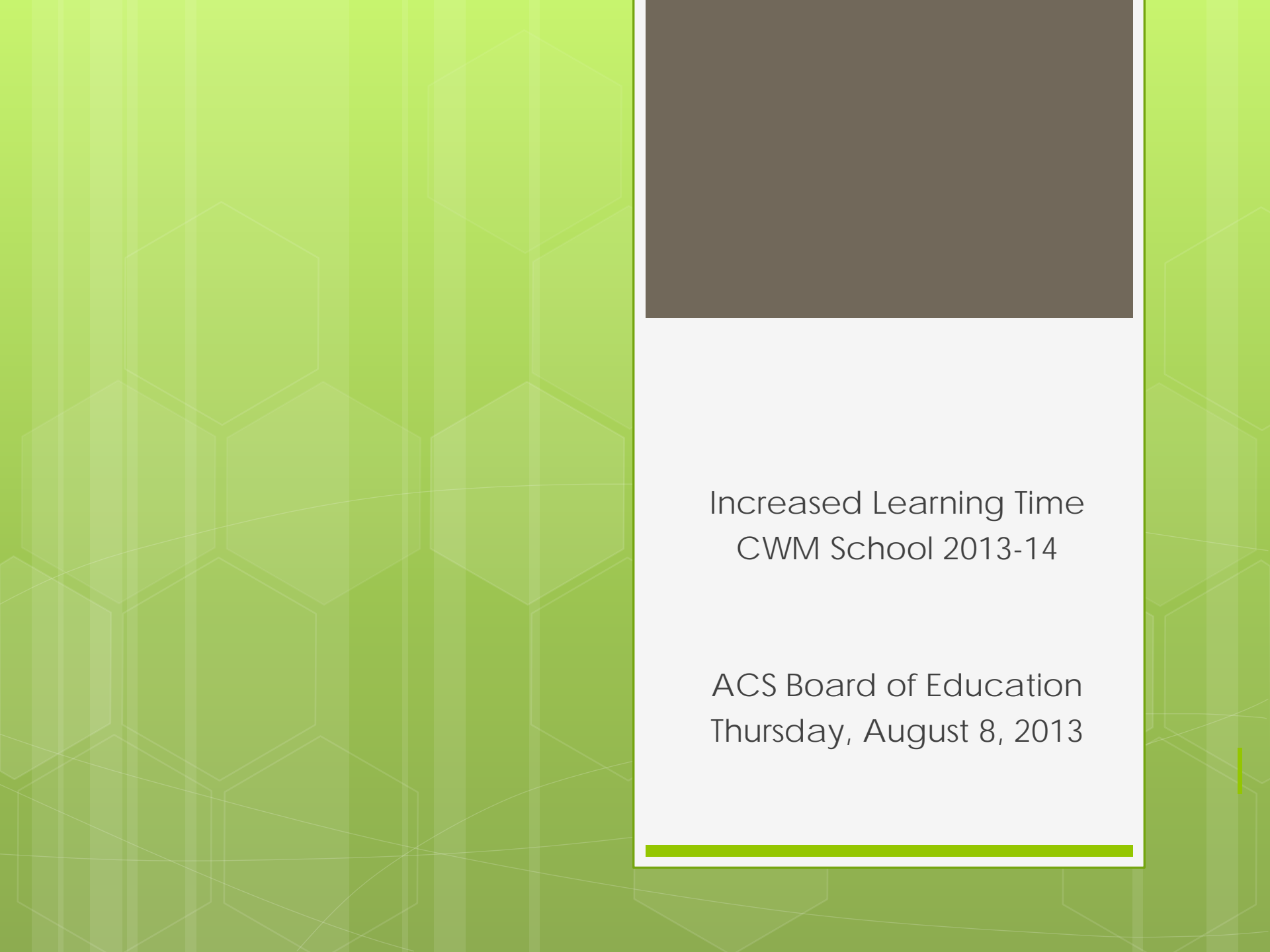
Legal References: G.S. 115C-36, -45(c), -47, -81, -105.21, -174.11, -288(a), -407.5; State Board of Education Policy GCS-C-031

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), Students At Risk of Academic Failure (Policy 3405), 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: August 11, 2011





Increased Learning Time  
CWM School 2013-14

ACS Board of Education  
Thursday, August 8, 2013

# BOE Policy 3300

## **SCHOOL CALENDAR AND TIME FOR LEARNING** Policy Code: **3300**

The board believes that time is a variable in the educational process and that children may need different amounts of instructional time in order to fulfill the educational goals and objectives of the board. The board also recognizes that the school day and school year should be planned in such a manner as to facilitate student learning and to permit an accurate assessment of student achievement in scheduled testing periods.

### **A. INSTRUCTIONAL TIME**

Interruptions of instructional time and time off task must be kept to a minimum. The principal is responsible for ensuring that instructional time is maintained and protected in the school schedule. Each teacher is responsible for ensuring optimal use of instructional time in his or her classes. School personnel are encouraged to seek creative means of reducing transitional time and scheduling non-instructional activities. A proposal for alternative scheduling of classes or other such strategies may be a part of a school improvement plan.

### **B. SCHOOL DAY**

Every school will provide a minimum of 5.5 hours per day of instructional time unless the board has approved a school improvement plan for that school that provides varying amounts of instructional time. The daily schedule for elementary schools is 7:55 AM – 2:25 PM, for middle schools, 8:30 AM – 3:30 PM and for the high school, 8:30 AM – 3:24 PM. The “instructional” day includes only those hours a student is assigned to a teacher for the primary purpose of instruction. Breaks in the instructional day for changing classes, homeroom, lunch, pep rallies and similar non-instructional activities are not part of the instructional day and may not be counted towards the minimum instructional hours requirement established in Section D, below.

# Turnaround Model Overview

## Teachers and Leaders

- Replace principal
- Use locally adopted “turnaround” competencies to review and select staff for school (rehire no more than 50% of existing staff)
- Implement strategies to recruit, place and retain staff

## Instructional and Support Strategies

- Select and implement an instructional model based on student needs
- Provide job-embedded PD designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

## Time and Support

- Provide increased learning time
  - Staff and students
- Social-emotional and community oriented services and supports

## Governance

- New Governance Structure
- Grant operating flexibility to school leader

May also implement any of the required or permissible strategies under the Transformation Model

# Restart Model Overview

- Restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected **through a rigorous review process.**
- A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.
- A rigorous review process could take such things into consideration as an applicant's team, track record, instructional program, model's theory of action, sustainability.
- As part of this model, a State must review the process the LEA will use/has used to select the partner.

# School Closure Model Overview

- School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are **higher achieving**.
  - These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
  - Office for Civil Rights Technical Assistance Module – Struggling Schools and School Closure Issues: *An Overview of Civil Rights Considerations*

# Transformation Model Overview

## Teachers and Leaders

- Replace principal
- Implement new evaluation system
  - Developed with staff
  - Uses student growth as a significant factor
- Identify and reward staff who are increasing student outcomes; support and then remove those who are not
- Implement strategies to recruit, place and retain staff

## Instructional and Support Strategies

- Select and implement an instructional model based on student needs
- Provide job-embedded professional development designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

## Time and Support

- Provide increased learning time
  - Staff and students
- Provide ongoing mechanism for community and family engagement
- Partner to provide social-emotional and community-oriented services and supports

## Governance

- Provide sufficient operating flexibility to implement reform
- Ensure ongoing technical assistance

An LEA with nine or more Tier I and Tier II schools may not implement the Transformation Model in more than 50% of those schools.

# Transformation Model Component 8:

Provide increased learning time  
for staff and students

# Increased Learning Time: Beyond the Regular School Day

High quality additional learning time can bridge the achievement gap between high- and low-achieving students. An IES Practice Guide, *Structuring Out-of-School Time to Improve Academic Achievement*, identified key areas for implementation of research-based practices: alignment with the regular school day, student attendance, instructional strategies, and program evaluation. With the exception of alignment with the school day, these recommendations are applicable also to schools operating a longer school day or year.

## Maximize Attendance

Maximize student participation and attendance.



Monitor attendance regularly

Collaborate with parents and community-based organizations to address reasons for absenteeism



Provide services including transportation, snacks, and rewards



## Structure Time

Structure instructional time to engage, enrich, and support students, as part of a longer school day.



Use data to allocate additional instructional time

Address individual differences and students' motivation to learn



Allocate time for teachers' collaborative planning and learning



## Evaluate Program

Evaluate implementation and outcomes to improve program quality.



Collect and analyze data

Use findings for program improvement



## Organize Instruction

Provide engaging instruction tailored to students' needs, as part of out-of-school programs.

Make learning active and engaging



Use one-on-one tutoring or small group instruction

Use assessment data to inform instruction



## Align Instruction

Align out-of-school academic activities with instruction provided during the regular school day.

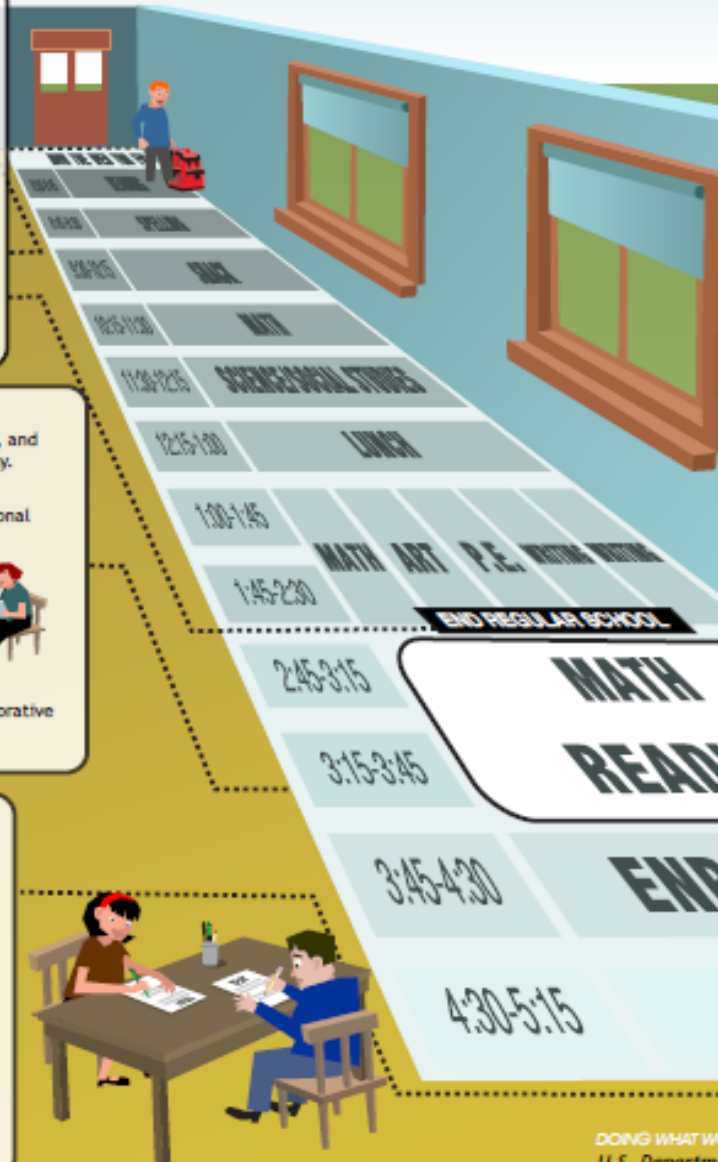


Align curriculum with academic standards

Maintain ongoing communication with classroom teachers



Connect lesson plans to school instruction





# McCrary's School Day

## Current School Day

- Students—7:55-2:25
- Staff
  - Certified—7:20-3:20
  - Classified—7:15-3:00

## Proposed School Day

- Students—7:45-2:35
- Staff
  - Certified—7:20-3:20
  - Classified—7:15-3:00

# The Student Day

## Current School Day

- 7:55-2:25
  - 6 hours, 30 minutes/day
  - 390 minutes/day
  - 1,950 minutes/week
  - 70,200 minutes/year

## Proposed School Day

- 7:45-2:35
  - 6 hours, 50 minutes/day
  - 410 minutes/day
  - 2,050 minutes/week
  - 73,800 minutes/year

# How does it add up?

73,800 minutes (proposed) – 70,200 minutes (current) =

3,600 minutes

3,600 additional minutes / 390 minutes (current day) =

**9.2 additional school days**

# Impact on Teachers

- Teacher workday is not affected: 7:30 am – 3:20 pm;
- Teachers will not lose designated planning time during the school day;
- With continued improvements to master schedule, teachers will have 65 additional minutes for planning each week;
- Extends direct instruction 20 minutes:
  - Currently one intervention/enrichment block each day
  - Increased time will allow for two intervention/enrichment blocks each day

# Transportation Plan

- No changes in morning bus pick-up and drop off times;
- Morning car riders will report 10 minutes earlier (7:45 am vs. 7:55 am);
- Afternoon dismissal 2:35 – all students;
- Changes to afternoon dismissal will not impact other schools' bus routes.

# Communication Plan

- If approved, plan will be communicated to parents:
  - Postcards will be mailed;
  - Automated phone calls;
  - Signage will be posted outside school;
  - Notification will be given at open house

# Key Points:

- Proposal is linked to the requirements of the Transformation Model;
- Informational meetings (4) held at CWM for staff to ask questions, give input;
- School Leadership Team met and discussed proposal;
- All staff contacted personally by principal.
- Parental input taken into consideration.
- Communication and transportation plans are in place.

# Research

- Department of Education
  - <http://www.edpubs.gov/document/ed005281i.pdf?ck=5>
- Arizona Department of Education

Frazier, Julie A.; Morrison, Frederick J. “The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School.” *Child Development*. Vol. 69 (2), April 1998, pp.495-497.
- [Increased Learning Time Under the Stimulus-Funded School Improvement Grants: High Hopes, Varied Implementation](#)
- Chapter from a book citing Frazier and Morrison
  - [http://www.centerii.org/handbook/Resources/Chapter\\_8\\_Scheduling\\_and\\_Learning\\_Time%20.pdf](http://www.centerii.org/handbook/Resources/Chapter_8_Scheduling_and_Learning_Time%20.pdf)





Questions?

School/Location	Date	Event	Time
AHS/PDC	Thursday, August 8	Board of Education Meeting	7:30pm
AHS/PDC	Thursday, August 15	Health Sciences Academy Kickoff Event	5:00pm
SAMS	Friday, August 16	AHS Football Jamboree	6:00pm
AHS Zoo School	Wednesday, August 21	Zoo School Open House	9:00am - 11:00am
All Elementary Schools	Wednesday, August 21	K-5 Open House	4:00pm - 6:00pm
NAMS & SAMS	Wednesday, August 21	6th Grade Open House	6:30pm - 8:00pm
AHS	Thursday, August 22	9th Grade Open House	9:00am - 11:30am
AHS	Thursday, August 22	10th, 11th & 12th Grade Open House	5:00pm - 7:00pm
NAMS & SAMS	Thursday, August 22	7th & 8th Grade Open House	6:30pm - 8:00pm
AHS	Friday, August 23	AHS Football vs. Eastern Randolph	7:30pm
ECDC	Monday, August 26	Open House	6:00pm - 7:00pm
AHS	Friday, August 23	Convocation	7:30am
All Schools	Monday, August 26	Students Report	7:30am
AHS/PDC	Wednesday, August 28	New Employee Reception	4:00pm
AHS	Friday, August 30	AHS Football vs. High Point Central	7:30pm
BAL	Thursday, September 5	PTO Presentation	5:30pm
AHS	Friday, September 6	AHS Football vs. North Davidson	7:30pm
GBT	Monday, September 9	PTO Presentation	TBA
AHS/PDC	Thursday, September 12	Board of Education Meeting	7:30pm
Randolph Co. Schools	Wednesday, September 18	District 5 School Board Association Meeting	4:00pm - 8:00pm
ECDC	Sunday, September 22	ECDC Ribbon Cutting/Open House	3:00pm
DLL	Monday, September 23	PTO Presentation	TBA
SAMS	Monday, September 30	PTO Presentation	TBA
AHS	Friday, October 4	AHS Football vs. Southwestern Randolph	7:30pm
AHS/PDC	Wednesday, October 9	Superintendent's Student Advisory Council	7:30am
AHS/PDC	Thursday, October 10	Board of Education Meeting	7:30pm
NAMS	Tuesday, October 15	PTO Presentation	TBA

<b>School/Location</b>	<b>Date</b>	<b>Event</b>	<b>Time</b>
AHS	Friday, October 18	AHS Football vs. Southern Guilford - homecoming	7:30pm
CO Board Room	Monday, October 21	Superintendent's PTO President's Round Table	6:30pm - 8:00pm
CWM	Monday, October 28	PTO Presentation	TBA
LP	Tuesday, October 29	PTO Presentation	TBA
AHS	Friday, November 1	AHS Football vs. Western Guilford - senior night	7:30pm

# BOARD OF EDUCATION GOALS 2013-2014

**Update: August, 2013**

## STRATEGIC GOAL:

By 2016, **90 percent** or more of Asheboro City Schools students will graduate with the skills needed as 21<sup>st</sup> century learners, workers, and citizens.

**NOTE:** Each of the objectives below has been assigned to a cabinet member who will be responsible for developing, implementing, and evaluating an action plan to reach the objective or goal. They are in the process of organizing teams and identifying action steps and target dates for implementation. These will be reviewed at our cabinet meetings beginning August 12.

## STRATEGIC OBJECTIVES:

### 1. Engage each student

1. Teach the standards through the lens of critical thinking and collaboration so that students will be critical thinkers and problem solvers (**4 C's**).
2. Identify and nurture **problem-based learning** partnerships with the community and beyond for planning and evaluating real world solutions.
3. Complete professional development book study on **global awareness** and explore Spanish immersion or global programming at the elementary level.
4. Implement **Positive Behavior Instructional Support** program at each school.
5. Implement strategies to **reduce number of office referrals and out of school suspensions for black students**.
6. Develop a district-wide program to prevent **bullying**.
7. Review and update **crisis plans**.

### 2. Assess for learning

1. Establish **core curriculum proficiency indicators and performance rubrics** for monitoring academic progress in K-12 **reading and mathematics**.

2. Improve design and use of **performance rubrics** to guide students in demonstrating learning.

### **3. Improve achievement**

1. Develop K-12 instruction and assessment plan for the **writing process**.
2. Implement **transition plans** for at-risk students in order to facilitate their educational transitions between elementary, middle, and high school.
3. Develop an **academic plan with each 7<sup>th</sup> grade student** that supports their vocational interests, is aligned with their individual goals, includes course selection, and culminates in graduation.
4. Implement strategies to **prevent summer reading loss**.

Each school has held summer programs targeting literacy as well as transitions from elementary to middle and from middle to high school. We will report on student achievement data collected from these summer programs at a future meeting.

5. Using 2012-13 data, implement **early intervention system for struggling readers**.
6. Provide **academic enrichment opportunities** for targeted students in middle school.
7. Explore strategies to **increase availability of high school courses for middle school students**.

### **4. Create opportunities**

1. Increase **parent outreach** through workshops or classes on targeted topics related to academic achievement priorities.
2. Partner with UNCG and community stakeholders to assess and **evaluate the needs for a Parent Academy**.
3. Implement **communication strategy** to increase community awareness and involvement in our schools.
4. **Formalize community partnerships and volunteer services** and establish protocols for data collection.
5. Increase **student internship and job shadowing opportunities**, including paid student internships.

### **5. Build capacity**

1. Provide district support for **teacher-led professional development** and continue Teacher Leadership Academy cohort #4.

Cohort #4 of the Teacher Leadership Academy kicked off their year on July 24 with a full day session on knowing themselves as teacher leaders. The session was led by Dr. Larry Coble, executive director of the Piedmont Triad Education Consortium. Participants completed various self-assessments on their basic drive and personality types.

2. Implement State Board of Education process for **evaluating teacher performance tied to student outcomes (Standard 6)**.

3. **Explore performance pay options** for future.

4. Implement strategies to **improve inter-rater reliability** in performance evaluations.

Professional development for principals and assistant principals on improving inter-rater reliability is scheduled for September 4.

5. Improve **application review, interview preparation, and reference-checking protocols**.

Carla Freemyer has been instrumental in developing support materials to improve quality and consistency in the hiring process. Guidance on reviewing employment applications, conducting interviews and checking references has been provided and implemented across the district.

6. Update and implement **support program for beginning teachers**.

## **School Assignments for 2013-2014**

**Asheboro High School – All**

**South Asheboro Middle – Kelly Harris, Linda Cranford, Gustavo Agudelo, Gidget Kidd, Phillip Cheek**

**North Asheboro Middle – Steve Jones, Archie Priest, Chris Yow, Kyle Lamb, Joyce Harrington**

**Balfour Elementary – Steve Jones, Linda Cranford**

**McCrary Elementary – Joyce Harrington, Gustavo Agudelo**

**Loflin Elementary – Kelly Harris, Kyle Lamb**

**Teachey Elementary – Gidget Kidd, Archie Priest**

**Lindley Park – Chris Yow, Phillip Cheek**

**Early Childhood Development Center – Jane Redding**