

ASHEBORO CITY BOARD OF EDUCATION
May 8, 2014
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 – Zane Callicutt and Tyler Marsh, 5th grade students, Guy B. Teachey Elementary School
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Community Partner Spotlight – North Carolina Mentor
- B. Board Spotlight – Guy B. Teachey Elementary School
- C. Teacher of the Year School Level Winners
- D. 2014 Apple of Excellence Outstanding Teacher of the Year
- E. NCCTM Outstanding Secondary Math Teacher of the Year
- F. Teacher Leadership Academy

III. Public Comments

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

IV. *Consent Agenda

- A. Approval of Minutes – April 10, 2014, and April 24, 2014
- B. Personnel
- C. Budget Amendments S-02 and F-04
- D. Approval of Steve W. Campbell as Engineer for Asheboro High School, North Asheboro Middle School, and South Asheboro Middle School's Air Conditioning Projects

V. Information, Reports and Recommendations

- A. Policies
 - Policy 2121 – Board Member Conflict of Interest
 - Policy 2321 – Closed Sessions
 - Policy 3410 – Testing and Assessment Program
 - Policy 4250/5075/7316 – North Carolina Address Confidentiality Program
 - Policy 4345 Student Discipline Records
 - Policy 4351 – Short-Term Suspension
 - Policy 6225 – Free and Reduced Price Food Services
 - Policy 7130 – Licensure
 - Policy 7410 – Teacher Contracts
 - Policy 7425 – School Administrator Contracts
 - Policy 7811 – Plans for Growth and Improvement of Licensed Employees
 - Policy 7920 – Professional Personnel Reduction in Force
 - Policy 7930 – Professional Employees: Demotion and Dismissal

- Policy 7950 – Non-Career Status Teachers: Nonrenewal
- Policy 8240 – Investments (Remove)
- Policy 8411 – School Fund Raising Activities
- Policy 9110 – Selection and Use of Architects and Engineers

VI. Action Items

***A. Policies**

- Policy 6441/9121 – Bidder’s List
- Policy 8410 – Individual School Accounts
- Policy 8510 – School Finance Officer
- Policy 8520 – School Treasurer
- Policy 8530 – Fidelity Bonds
- Policy 9120 – Bidding for Construction Work
- Policy 9125 – Participation by Women and Minority-Owned Businesses
- Policy 9130 – Supervision of Construction Contracts
- Policy 9400 – Sale, Disposal, and Lease of Board-Owned Real Property

VII. Superintendent’s Report/Calendar of Events

- A. Calendar of Events
- B. Points of Pride
- C. 2013-2014 Board Goals, May Update

VIII. Board Operations

- A. Important Dates to Remember:
 - Teacher Appreciation Week – May 5-9, 2014
 - Teacher of the Year Banquet – May 21, 2014, 6:30 p.m., Pinewood Country Club
 - Budget Presentation to County Commissioners – Tuesday, May 27, 2014
 - Senior Awards Night – May 27, 2014, 7:00 p.m.
 - Baccalaureate – Sunday, June 1, 2014, 7:00 p.m.
 - Retirement Reception for Dr. Frost – Sunday, June 8, 2014, 2:00 p.m.
 - Graduation – Tuesday, June 10, 2014, 7:00 p.m.
 - Retirement Breakfast – Wednesday, June 11, 2014, 7:30 a.m.

IX. Adjournment

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

ASHEBORO CITY BOARD OF EDUCATION
May 8, 2014
7:30 p.m.
Asheboro High School
Professional Development Center

Addendum

- I. **Opening**

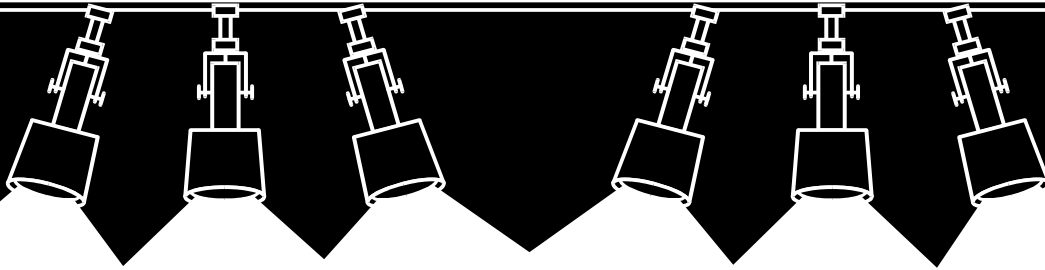
- IV. ***Consent Agenda**
 - B. Personnel

- IX. **Adjournment**

Mission Statement

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

May 8, 2014



Community Partner Spotlight:

Tonight's Community Partner Spotlight is NC Mentor for its work with Teachey School. NC Mentor has provided staff training on working with students with emotional, mental health and behavioral issues. The organization has also provided resources to help students and their families.

Board Spotlight:

Tonight's Board Spotlight comes from Guy B. Teachey Elementary School. Mr. Saunders and guests are here this evening to share information about the WATCH D.O.G.S. (Dads of Great Students) program at Teachey. WATCH D.O.G.S. is an innovative father involvement, educational initiative of the National Center for Fathering. Tonight you will learn about the program goals and benefits from Teachey staff and several Teachey WATCH D.O.G.S. Welcome Guy B. Teachey!

Special Recognitions:

Teacher of the Year Candidates

- Balfour – Melissa Skoglund
- McCrary – Rebecca Kidd
- Loflin – Heather Carr
- Lindley Park – Susan Jarrett
- Teachey – Margaret Beck
- NAMS – Chris Burian
- SAMS – Kristen Runnfeldt
- AHS – Amanda Thompson
- ECDC – Venise Lawrence-Smith

2014 Apple of Excellence Outstanding Teacher of the Year

- Kathryn Chaney, Donna Lee Loflin

NCCTM Outstanding Secondary Math Teacher of the Year

- John Phillips, AHS

Teacher Leadership Academy

- Venise Lawrence-Smith, Amber Watts, Melissa Skoglund, Jennifer Speer, Keisha Dawalt, Katie Henderson, Ella Kern, Sharon Petersen, Laura Popp, Sharon Caviness, Kellie Garcia, Ashley Ellis, Stephanie Wood, Karen Cooper, Vanessa Olson, Claudia Rodriguez, Victoria Mazur, Julia Dawson, Rachel Marinucci, Catherine Byrd, Barry Barber, Sarah Beth Robbins, Jennifer Robbins, Zach Seabrease, James Worstell, D'Vera Tune, Scott Walker

Minutes of the Asheboro City Board of Education

April 10, 2014

Policy Committee

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

Phillip Cheek
Steve Jones
Chris Yow

Gidget Kidd
Jane Redding

Board members absent was Linda Cranford.

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

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

- Policy 2121 – Board Member Conflict of Interest
 - Minor additions to policy
- Policy 2321 – Closed Sessions
 - Addition made to include policy reference
 - School safety plans added to list of permitted purposes for closed sessions based on North Carolina School Boards Association recommendations
- Policy 3410 – Testing and Assessment Program
 - Statement added regarding using assessment data for evaluating educator effectiveness
 - Section covering End-of-Course and North Carolina Final Exam assessments updated to accurately reflect how these assessment affect a student’s final grade
- Policy 4250/5075/7316 – North Carolina Address Confidentiality Program
 - Removed resource that is no longer referenced in policy
- Policy 4345 – Student Discipline Records
 - Updated terminology in policy regarding the student information system
- Policy 4351 – Short-term Suspension
 - Updated to reflect that a principal’s “designee” may hold a hearing
- Policy 6225 – Free and Reduced Price Food Services
 - Minor updates to policy based on North Carolina general statutes
- Policy 7130 - Licensure
 - Updated legal references based on current law
- Policy 7410 – Teacher Contracts
 - New policy
 - Aligns language from multiple polices in one
- Policy 7425 – School Administrator Contracts
 - Updated legal references based on current law
- Policy 7811 – Plans for Growth and Improvement of Licensed Employees
 - Updated definition references and legal references based on current law

- Policy 7920 – Professional Personnel Reduction in Force
 - Legal references throughout policy updated based on current law
 - Terminology updated to reflect change from “probationary” to “non-career status”
- Policy 7930 – Professional Employees: Demotion and Dismissal
 - Terminology updated to reflect change from “probationary” to “non-career status”
 - Updated legal references based on current law
- Policy 7950 – Non-Career Status Teachers: Nonrenewal
 - Policy updated to bring it into alignment with related policies
- Policy 8240 – Investments
 - Policy is recommended for removal
- Policy 8411 – School Fund Raising Activities
 - Notation added to policy to reflect the administrative procedure aligned with this policy
- Policy 9110 – Selection and Use of Architects and Engineers
 - Revisited this policy to discuss the threshold that was decided for required board approval on selection of architects and/or engineers for school projects

All policies will go to the full board in May for 30-day review.

With no further business, the meeting was adjourned at 6:20 p.m.

Finance Committee

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

Gus Agudelo
 Kyle Lamb
 Jane Redding

Joyce Harrington
 Archie Priest, Jr.

Board members absent were Dr. Kelly Harris and Steve Jones.

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

The meeting was called to order at 6:45 p.m. Mr. Blair presented budget information including supplemental tax and state funding information. He then discussed new Child Nutrition regulations related to the Community Eligibility Provision guidelines. Dr. Frost presented information related to the Investing in Innovation Fund (i3) grant pre-application.

There being no further business, the meeting adjourned at 7:10 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
 Phillip Cheek
 Joyce Harrington

Gustavo Agudelo
 Linda Cranford
 Dr. Kelly Harris

Steve Jones
Kyle Lamb
Chris Yow

Gidget Kidd
Archie Priest, Jr.

Archie Smith, Jr., Attorney

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

Following a moment of silence led by Chairman Redding, Leslie Castillo Barrientos, a fifth grade student at Balfour Elementary School, led the Pledge of Allegiance.

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

Special Recognition and Presentations

The Board of Education Spotlight featured Discovery Education at Balfour Elementary School. Discovery Education is a digital resource currently being utilized by teachers and students in grades 2-5 at Balfour. Fifth grade students from Balfour demonstrated six science stations focused on testing a common hypothesis about the transfer of heat.

Nathan Craver presented special recognition of the overall winners of the 3rd Annual Digital Learning Expo held April 2, 2014, at Asheboro High School. Balfour students Mary Vargas, Leslie Castillo, and Hallie White took Best in Show in this year's expo with their project, "Weather Mania."

Public Comments

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

Upon motion by Mr. Jones, 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 – March 13, 2014, and March 24, 2014
Personnel*

RESIGNATIONS/RETIREMENTS/SEPARATIONS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Ackland, Robin	BAL/ESL	6/13/14
Stutzman, April	LP/Sch. Psychologist	6/19/14
Nguyen, Maylin	DLL/ESL	6/12/14

APPOINTMENTS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Smith, Labreeska	NAMS/EC	4/25/14
Hasty, Natalie	Sub. (\$70/per day)	4/1/14
Little, Delores	Substitute Bus Driver	3/17/14
Juarez, Jennifer	TBD/Speech Lang. Path.	8/18/14
Pugh, Alyssa	TBD/Speech Lang. Path.	8/18/14

ADMINISTRATIVE CONTRACTS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Harris, Robin	LP/Principal	7/1/14 - 6/30/18
Roman, Jordi	NAMS/Asst. Principal	7/1/14 - 6/30/18
Pack, Julie	CO/Directory of Secondary Curriculum	7/1/14 - 6/30/18
Zehmer, Brooke	LP/Asst. Principal	7/1/14 - 6/30/18
Maness, Jusmar	BAL/Principal	7/1/14 - 6/30/18
Mize, Michael	CO/Dir. of Facilities	7/1/14 - 6/30/18
Harris, Robin	LP/Principal	7/1/14 - 6/30/18
Roman, Jordi	NAMS/Asst. Principal	7/1/14 - 6/30/18

TRANSFERS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Burian, Johanna	CO to LP - Translator to Secretary	TBD

Information, Reports and Recommendations

Superintendent Frost shared that the Asheboro City Board of Education has the task of appointing a person to the Randolph Community College Board of Trustees as Jimmy Hill will not seek another term of service. The Board agreed on an interview process with an application deadline of May 9, 2014, at 5:00 p.m. A nomination will be submitted at the June 12th meeting of the Board.

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

- Policy 6441/9121 – Bidder’s List
- Policy 8410 – Individual School Accounts
- Policy 8510 – School Finance Officer
- Policy 8520 – School Treasurer
- Policy 8530 – Fidelity Bonds
- Policy 9120 – Bidding for Construction Work
- Policy 9125 – Participation by Women and Minority-Owned Businesses
- Policy 9130 – Supervision of Construction Contracts
- Policy 9400 – Sale, Disposal, and Lease of Board-Owned Real Property

Dr. Maerz shared information on the new College and Career Readiness Standards. The State Board of Education approved on March 6 to change the levels of proficiency from 1-4 to 1-5. This change takes into account the error of measurement inherent in any testing system. Dr. Maerz shared the achievement level descriptors and how it will affect Asheboro City Schools’ testing results.

Action Items

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

- Policy 1510/4200/7270 – School Safety
- Policy 1710/4021/7230 – Prohibition Against Discrimination Harassment and Bullying
- Policy 3540 – Comprehensive Health Education Program
- Policy 4120 – Domicile or Residence Requirements
- Policy 4270/6145 – Concussion and Head Injury
- Policy 4342 – Student Searches
- Policy 5022 – Registered Sex Offenders
- Policy 5027/7275 – Weapons and Explosives Prohibited
- Policy 5028/6130/7267 – Automated External Defibrillator
- Policy 5120 – Relationship with Law Enforcement
- Policy 6140 – Student Wellness

The Board unanimously approved to accept the policies as presented. (A copy of the policies will become a part of these minutes.)

Dr. Julie Pack presented a proposal to add an accelerated course option at our middle school level for 8th grade students to enroll in the high school Earth and Environmental Science Course. Mr. Yow made a motion to approve adding the accelerated course to both middle schools' curriculum for school year 2014-2015, with Ms. Kidd seconding. Board members unanimously approved adding Earth and Environmental Science to the middle school curriculum.

Superintendent's Report/Calendar of Events

Carla Freemyer shared the Calendar of Events highlighting the following dates and events: Expert Project Fair, April 24; Board of Education Work Session, April 24; Guy B. Teachey 50th Anniversary Celebration, April 27; Teacher of the Year Banquet, May 21; and retirement reception for Dr. Frost, June 8.

Ms. Freemyer reviewed the latest edition of *Points of Pride* highlighting several student and staff recognitions.

Superintendent Frost presented an update on the 2013-2014 Asheboro City Schools' Strategic Plan goals.

Board Operations

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

- Blues in the Schools - April 11, 2014, 1:30 p.m., North Asheboro Middle School
- Budget Work Session - April 24, 2014, 7:00 p.m., Professional Development Center
- Guy B. Teachey 50th Anniversary Celebration - April 27, 2014, 2:00-4:00 p.m.
- Teacher Appreciation Week - May 5-9, 2014
- Teacher of the Year Banquet - May 21, 2014, 7:00 p.m., Pinewood Country Club

Chairman Redding thanked the administrators for the work they contributed to the Teacher Leadership Academy presentation for the National School Boards Association Conference. It was an excellent presentation.

Steve Jones, Jane Redding, Chris Yow, Dr. Kelly Harris, Gidget Kidd, Jennifer Smith, and Superintendent Frost shared information on sessions they attended at the National School Boards Annual Conference held April 4-7, 2014.

Chairman Redding announced that two volunteer board members may be needed to serve on the committee to review child nutrition bids on May 9, 2014.

A motion was made by Ms. Cranford, seconded by Ms. Harrington, and unanimously approved by the Board, to adjourn from open session and enter closed session at 8:40 p.m. to discuss confidential personnel matters.

Executive Session

Upon motion by Ms. Cranford, seconded by Mr. Agudelo, and unanimously approved by the board, to close executive session, the Board adjourned from executive session at 9:44 p.m.

Adjournment

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Cheek, and unanimously approved by the Board, to adjourn at 9:44 p.m.

Chairman

Secretary

Minutes of the Asheboro City Schools Board of Education
April 24, 2014
7:00 p.m.
Budget Presentation

The Asheboro City Board of Education met in regular session on Thursday, April 24, 2014, at the Professional Development Center with the following members present:

Jane Redding, Chairman	Gustavo Agudelo
Linda Cranford	Steve Jones
Gidget Kidd	Kyle Lamb
Archie Priest, Jr.	Chris Yow

The following members were absent: Joyce Harrington, Phillip Cheek, and Dr. Kelly Harris.

Staff members present were: Dr. Diane Frost, Harold Blair, Carla Freemyer, Mike Mize, Dr. Brad Rice, Nathan Craver, and Pam Johnson. Additional staff present was Kristen Wright, Assistant Finance Officer.

Chairman Redding welcomed everyone and recognized Mr. Nathan Craver who presented a recommendation to accept the bid from E+ for the Dell Chromebook 11 to replace **current** laptops at Asheboro High School. The unit price of the Chromebook is \$397.20 with a 4-year accidental damage protection. A motion was made by Mr. Lamb, seconded by Mr. Jones, to accept the bid from E+ Dell Chromebooks at \$397.20 each. The Board unanimously approved the motion.

Mr. Blair presented the 2014-2015 Budget Proposal in detail inviting comments and/or questions. He shared that the projected funds required for the 2014-2015 continuation budget would be \$2,076,000. Various measures would be taken to address budget needs comprising of an increase in the request from county appropriations, reductions to instructional and non-certified positions through attrition and the use of available fund balance. Also, once the final budget is approved, there may need to be reductions to instructional support positions including instructional facilitators and instructional coaches through attrition as well.

Mr. Blair proposed that a county appropriation request totaling \$5,971,151 would be submitted including \$4,840,950 for current expense and \$1,130,200 for capital outlay. After discussion, Mr. Jones recommended amending the appropriation request to increase the requested current expense appropriation from the county by \$250,000 to \$5,090,951. The original requested increase for the continuation budget was \$350,000. The additional \$250,000 requested is to provide for a 1% increase in the local supplement paid to Asheboro City Schools' teachers and classified personnel. The Board of Education will request that County Commissioners increase the City Schools supplemental tax rate to \$.1437/100 to match the revenue neutral rate due to the property re-evaluation in Randolph County. Mr. Jones motioned and seconded by Mr. Yow to approve the 2014-2015 Budget Proposal as amended. Motion passed 7-1 with Ms. Redding voting no. (A copy of the 2014-2015 Budget Proposal will become a part of these minutes.)

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

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Agudelo, to adjourn the meeting at 8:16 p.m.

Chairman

Secretary

**Asheboro City Schools
Personnel Transactions
May 8, 2014**

***A. NON-CAREER STATUS TEACHERS RECOMMENDED FOR CONTINUED EMPLOYMENT**

LAST	FIRST	SCHOOL	SUBJECT
Applegate	Tammy	AHS	Mathematics
Brewer	Jordan (Blake)	AHS	Physical Education
Brodersen	Lori	AHS	Foreign Language
Bump	Luke	AHS	English
Bunch	Katie	AHS	Social Studies
Cagle	Amy	AHS	English
Cappello	Anthony	AHS	Mathematics
Church	Leigh Ann	AHS	Family Consumer Science
Deaton	Jodi	AHS	Guidance
Dillion	Jonathan	AHS	English
Dozier	Angela	AHS	English
Ellington	Chad	AHS	NOVA
Faircloth	Josh	AHS	Social Studies
Fernandez	Carlos Gomez	AHS	ESL
Harvey	Patrick (PJ)	AHS	Social Studies
Heckethorn	Ben	AHS	Social Studies
Higgs	Gayle	AHS	Guidance
Hildreth	Misty	AHS	Science
Hurley	Lori	AHS	Family Consumer Science
Kelley	Katherine	AHS	Mathematics
Kingston	Chris	AHS	Physical Education
Knight	Marchelle	AHS	ESL
Lopina	Matthew	AHS	Art
Lowe	Anna	AHS	Exceptional Children
Morton	Joseph	AHS	Technology Education
Parrish	David	AHS	English
Partin	Melissa	AHS	Science
Peters	Nicole	AHS	Science
Phillips	John	AHS	Mathematics
Robbins	Jennifer	AHS	Health Science Education
Robertson	Thomas (Mike)	AHS	Mathematics
Seabrease	Zach	AHS	Science
Silva	Zulema	AHS	Foreign Language
Smith	Patrick	AHS	Long Term Intervention
Stevenson	Matthew	AHS	Technology
Stites	Margeaux	AHS	English
Thompson	Amanda	AHS	Exceptional Children
Watson	Christopher	AHS	Short Term Intervention
Wilson	Elizabeth	AHS	Mathematics

Winsley	Nicole	AHS	English
Worstell	James	AHS	JROTC

LAST	FIRST	SCHOOL	SUBJECT
Beck	Ilena	BAL	Kindergarten
Cox	Brittany	BAL	Kindergarten
Delgado	Izamar	BAL	5th Grade
Dye	Kari	BAL	5th Grade
Farnham	Millie	BAL	Kindergarten
Forrest	Brooke	BAL	4th Grade
Grantham	Jessica	BAL	4th Grade
Hanson	Rebekah	BAL	5th Grade
Hinshaw	Amanda	BAL	3rd Grade
Howell	Myra	BAL	3rd Grade
Jackson	Amanda	BAL	Exceptional Children
Jones	Alisha	BAL	Kindergarten
Leshner	Stacie	BAL	1st Grade
Pocock	Mary	BAL	4th Grade
Przybylowski	Mary Jo	BAL	2nd Grade
Race	Michelle	BAL	2nd Grade
Shelton	Nicole	BAL	1st Grade
Skoglund	Melissa	BAL	Exceptional Children
Speer	Jennifer	BAL	2nd Grade
Staley	Shannon	BAL	5th Grade
Walker	Marlenea	BAL	1st Grade
Watson	Toshia	BAL	Kindergarten
Wise	Allison	BAL	Music

LAST	FIRST	SCHOOL	SUBJECT
Andrews	Laura	CWM	5th Grade
Biaggi	Emmi	CWM	ESL
Caviness	Amelia	CWM	2nd Grade
Coffey	Natalie	CWM	Exceptional Children
Eidy	Julie	CWM	3rd Grade
Hardin	Kristen	CWM	1st Grade
Hardin	Sandra	CWM	Reading (PT)
Hunnings	Erica	CWM	5th Grade
Hutton	Ashley	CWM	1st Grade
Sandt	Celes	CWM	4th Grade
White	Elizabeth	CWM	ESL

LAST	FIRST	SCHOOL	SUBJECT
Chaney	Kathryn	DLL	Art
Dodson	Bailey	DLL	3rd Grade
Faircloth	Kristen	DLL	Physical Education
Feary	Colleen	DLL	1st Grade
Gavin	Roberta	DLL	Media

Golden	Christopher	DLL	5th Grade
Grady	Natalie	DLL	2nd Grade
Gravett	Jaclyn	DLL	1st Grade
Joyce	Meghan	DLL	2nd Grade
Kern	Ella	DLL	4th Grade
Lee	Summer	DLL	Kindergarten
Mitchell	Adam	DLL	Music
Popp	Laura	DLL	Instructional Facilitator
Poston	Kristina	DLL	2nd Grade
Prychodko	Emily	DLL	3rd Grade
Singleton	Megan	DLL	4th Grade
Small	Stephanie	DLL	5th Grade
Underwood	Dana	DLL	Exceptional Children
Wilhelm	Michael	DLL	4th Grade

LAST	FIRST	SCHOOL	SUBJECT
Hays	Dee	ECDC	Pre-K
Ivan	Joyce	ECDC	Pre-K
Lawrence-Smith	Venise	ECDC	Pre-K
Prohoniak	Melanie	ECDC	Pre-K
Watts	Amber	ECDC	Pre-K

LAST	FIRST	SCHOOL	SUBJECT
Brumley	Jennifer	GBT	Reading Specialist
Dunn	Ginny	GBT	Reading Specialist
Faircloth	Nicole	GBT	4th Grade
Hill	Katie	GBT	2nd Grade
Lawton	Hannah	GBT	4th Grade
Mitchell	Rachael	GBT	1st Grade
Murray	Brittany	GBT	1st Grade
Ralph	Amy	GBT	Technology
Roth	Brittany	GBT	5th Grade
Runfeldt	Valerie	GBT	2nd Grade
Westbrook	Jeannie	GBT	4th Grade

LAST	FIRST	SCHOOL	SUBJECT
Aguero	Veronica	LP	ESL
Allred	Kristi	LP	4th Grade
Brown	Jessica	LP	1st Grade
Chase	Leah	LP	Kindergarten
Chervenak	Kaitlin	LP	1st Grade
Hayes	Erica	LP	5th Grade
Johnson	Ebony	LP	4th Grade
Moore	Sarah	LP	Kindergarten
Neal	Heather	LP	ESL
Nye	Mallory	LP	4th Grade
Ross	Samantha	LP	2nd Grade

Scott	Brianna	LP	Art
Scotton	Katie	LP	Kindergarten

LAST	FIRST	SCHOOL	SUBJECT
Abercrombie	Carlie	NAMS	ELA
Berrier	Angie	NAMS	Guidance
Collins	Chandra	NAMS	Science
Copas	Michael	NAMS	Exceptional Children
Daniels	Sadie	NAMS	Mathematics
Dave	Vincent	NAMS	ELA/SS
Frank	Karen	NAMS	ELA
Gallimore	Bryan	NAMS	Science
Gareau	Monique	NAMS	ESL
Gibbs	Ryan	NAMS	Social Studies
Gold	Jennifer	NAMS	Social Studies
Groseclose	Graham	NAMS	Science
Hall	Haven	NAMS	Biotechnology
Marsh	Michelle	NAMS	ELA
McKinnon	Leslie	NAMS	Exceptional Children
Paschal	Adriana	NAMS	ESL
Phillips	Jennifer	NAMS	ELA
Rodriguez	Claudia	NAMS	Mathematics
Roman	Josie	NAMS	Spanish
Staley	Bobby	NAMS	Business
Ward	Clyde	NAMS	Social Studies
Watson	Natasha	NAMS	ELA

LAST	FIRST	SCHOOL	SUBJECT
Beck	Donna	SAMS	ESL
Byrd	Catherine	SAMS	Exceptional Children
Carter	Casey	SAMS	Social Studies
Clarett	Adrienne	SAMS	Social Studies
Curry	Melissa	SAMS	ELA/SS
Dawson	Julia	SAMS	Media
Goodman	Michael	SAMS	Technology
Hagood	Kelly	SAMS	ELA
King	Kathleen	SAMS	Chorus
Lamb	Kerri	SAMS	ELA
Marinucci	Rachel	SAMS	Exceptional Children
Macaulay	Carolyn	SAMS	Social Studies
McElroy	David	SAMS	Mathematics
Mere	Cortney	SAMS	ELA
Murray	April	SAMS	Spanish
Myers	Tamara	SAMS	Exceptional Children
Salamone	Jennifer	SAMS	Mathematics
Szabo	Emily	SAMS	Exceptional Children
Trollinger	Sarah	SAMS	Mathematics

Vaughn Kansas SAMS ELA

***B. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Barnhouse	Wesley	CWM	Art	6/13/2014
Bynum	Julia	NAMS	Mathematics	6/13/2014
Copple	Ronnie	SAMS	ELA	6/13/2014
Crider	Dollie	LP	Instructional Assistant	6/30/2014
Greene	Sheryl	SAMS	Science	6/13/2014
Hodge	Helen	LP	Instructional Assistant	6/30/2014
Hynd	Michael	SAMS	Mathematics	6/13/2014
Larson	Matthew	BAL	Physical Education	6/13/2014
Leondard	Deborah	ECDC	Pre-K	6/30/2014
Luck	Ernest "Buddy"	SAMS	Custodian	6/30/2014
Renne	Michael	AHS	Technology	6/13/2014
Wells	Wanda	GBT	Instructional Assistant	6/13/2014
Wood	Charlene	GBT	Instructional Assistant	6/13/2014

***C. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Forsythe	Jennifer	NAMS/SAN	EC Program Facilitator	8/18/2014*
Lyons	Molly	NAMS/BAL	AIG Consultant	8/18/2014
Turner	Jason	CO	Maintenance	5/12/2014
Tufts	Elizabeth		Substitute (\$70 per day)	5/12/2014

D. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Little	Tracy	BAL to ECD	Kindergarten to Pre-K EC	8/18/2014

*effective date changed from 5/5/2014 to 8/18/2014

**Asheboro City Schools
Personnel Addendum
May 8, 2014**

***B. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

NAME	SCHOOL	SUBJECT	EFFECTIVE
Cook Kimberly	CO	Secretary, Facilities and Maintenance	5/16/2014

***C. APPOINTMENTS**

NAME	SCHOOL	SUBJECT	EFFECTIVE
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D. TRANSFERS

***E. LEAVE OF ABSENCE**

Rice Keasha	CWM	Student Teaching	8/25/2014-12/18/2014
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**Asheboro City Schools
Certified Appointments
May 8, 2014**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Lyons, Molly	Elon University B: English M: Gifted Education	English AIG

Mrs. Molly Lyons is recommended to serve as an Academically Gifted Consultant for Asheboro City Schools for the coming school year. Mrs. Lyons is an experienced educator who is currently teaching Honors English IV and AP English Literature and Composition at Randleman High School. She has also taught at the Early/Middle College at GTCC, Eastern Guilford High School and five years at Asheboro High School. While at AHS she piloted the first AVID elective class and taught Comet Connections. We are pleased to welcome home Mrs. Molly Lyons.

Budget Amendment
Asheboro City Schools Administrative Unit
State Public School Fund

The Asheboro City Board of Education at a regular meeting on the 8th day of May, 2014, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2014.

REVENUE

1.3100.000	State Allocation	\$ <u>655,871.00</u>
		\$ <u><u>655,871.00</u></u>

EXPENDITURE

1.5110.001	Regular Instruction - Classroom Teacher	\$ 250,000.00
1.5400.003	School Leadership - Office Support	2,650.00
1.5120.014	CTE - Career Technical Education	2,008.00
1.6400.015	Technology Support - School Technology Fund	247.00
1.5350.016	Extended Day/Year - Summer Reading Camps	77,727.00
1.5110.024	Regular Instruction - Disadvantaged Students Supplemental Fund	(369.00)
1.5110.027	Regular Instruction - Teacher Assistants	(1,822.00)
1.5860.030	Instructional Technology - Digital Learning	40,504.00
1.5110.031	Regular Instruction - Low Wealth Supplemental Fund	(2,271.00)
1.5260.034	AIG Instruction - Academically & Intellectually Gifted	(297.00)
1.5850.041	Safety & Security - Panic Alarms	1,999.00
1.6550.056	Transportation Services - Transportation of Pupils	35,936.00
1.5110.061	Regular Instruction - Classroom Materials	250,000.00
1.5230.063	Pre-K Children With Disabilities - Children With Special Needs	(39.00)
1.5310.069	Alternative Instruction - At-risk Student/Alternative Schools	(1,202.00)
1.5110.085	Regular Instruction - MCLASS Reading 3D	800.00
		\$ <u><u>655,871.00</u></u>

Total Appropriation in Current Budget	\$ 26,561,306.00
Total Increase/Decrease of above amendment	<u>655,871.00</u>
Total Appropriation in Current Amended Budget	\$ <u><u>27,217,177.00</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 8th day of May, 2014.

Chairman, Board of Education

Secretary

Steve W. Campbell, P.E.

Progressive Design Collaborative, Ltd.

Engineer for Asheboro High School, North Asheboro Middle
School, and South Asheboro Middle School's
Air Conditioning Projects

Any architectural work will be contracted with

Smith Sinnett Associates, PA

Budget Amendment
Asheboro City Schools Administrative Unit
Federal Funds

The Asheboro City Board of Education at a regular meeting on the 8th day of May, 2014, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2014.

Revenue

3.3600.060	IDEA VI-B Handicapped	\$ 37,902.00
3.3600.103	Improving Teacher Quality	(39.00)
3.3600.110	Title IV - 21st Century Community Learning Center	155,318.00
3.3600.119	IDEA Preschool Part B Targeted Assistance	5,010.00
		\$ 198,191.00

Expenditure

3.5210.060	Children w/ Disabilities Curricular Services	\$ 37,902.00
3.5870.103	Staff Development Services	(39.00)
3.5350.110	Extended Day/Year Instruction	155,318.00
3.5230.119	Pre-K Children w/ Disabilities Curricular Services	5,010.00
		\$ 198,191.00

Total Appropriation in Current Budget	\$ 5,284,598.53
Total Increase/Decrease of above amendment	198,191.00
Total Appropriation in Current Amended Budget	\$ 5,482,789.53

Passed by majority vote of the Board of Education of Asheboro City on the 8th day of May, 2014.

Chairman, Board of Education

Secretary

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

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

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

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

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

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

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

Adopted:

Closed sessions will be held only when required to permit the board to act in the public interest as provided by law.

A. PERMITTED PURPOSES

By majority vote of its members present, the board and other groups subject to the state opens meeting law and board policy 2320, Compliance with the Open Meetings Law, may hold or retire to a closed session as permitted by law for the deliberation of the following:

1. to prevent the disclosure of information that is privileged or confidential pursuant to the law of this state or of the United States, or that is not considered a public record within the meaning of Chapter 132 of the General Statutes;
2. to prevent the premature disclosure of an honorary degree, scholarship, prize, or similar awards;
3. to consult with an attorney employed or retained by the board in order to preserve the attorney-client privilege between the attorney and the board, including discussions on the handling or settlement of a claim, judicial action, mediation, arbitration, or administrative procedure;
4. to discuss matters relating to the location or expansion of industries or other businesses in the area served by the board;
5. to establish, or to instruct the board's staff or negotiating agents concerning the position to be taken by or on behalf of the board in negotiating (a) the price and other material terms of a contract or proposed contract for the acquisition of real property by purchase, option, exchange, or lease; or (b) the amount of compensation and other material terms of an employment contract or proposed employment contract;
6. to consider the qualifications, competence, performance, character, fitness, conditions of appointment, or conditions of initial employment of an individual employed or considered for employment with the school system; or to hear or investigate a complaint, charge, or grievance by or against any individual employee;
7. to plan, conduct, or hear reports concerning investigations of alleged criminal misconduct;
8. to formulate plans relating to emergency responses to incidents of school violence or to formulate and adopt the school safety components of school improvement plans by

the board or a school improvement team; and

9. to discuss and take action regarding plans to protect public safety as it relates to existing or potential terrorist activity and to receive briefings by staff members, legal counsel, or law enforcement or emergency service officials concerning actions taken or to be taken to respond to such activity.

B. ACTIONS THAT MUST BE REPORTED OR TAKEN IN OPEN SESSION

While deliberations may occur in closed session, the following board actions must be taken or reported in open session:

1. if the board has approved or considered a settlement in closed session, the terms of that settlement will be reported to the public body and entered into its minutes as soon as possible within a reasonable time after the settlement is concluded. The report should be made in open session unless there is a basis for the report to be heard only in closed session; and
2. final action making an appointment or discharge or removal by the board having final authority for the appointment or discharge or removal.

C. REASONS EXPRESSLY PROHIBITED FOR CLOSED SESSIONS

The following are expressly prohibited by law as a basis for closed sessions:

1. to discuss general policy matters or other issues that would be open merely because an attorney employed or retained by the board is a participant; and
2. to consider the qualifications, competence, performance, character, fitness, appointment, or removal of a member of the board or another body, or to consider or fill a vacancy among its own membership.

D. PROCEDURE

The board of education will meet in closed session only upon a motion duly made and adopted in public pursuant to G.S. 143-318.11(c). Every motion will cite one or more of the permissible purposes as provided in G.S. 143-318.11(a) and in this board policy. A motion based on the need to prevent the disclosure of information that is confidential or privileged will also cite or name the law that renders the information confidential or privileged. A motion based on the need to consider with an attorney employed by the board the handling or settlement of a lawsuit will identify the parties in the lawsuit.

E. MINUTES

The board will keep minutes of all closed sessions. The minutes of the board must include a general account of the closed sessions so that a person not in attendance will

have a reasonable understanding of what transpired.

Legal References: G.S. 115C-105.27(c); ch.143, art. 33C

Cross References: Board Committees (policy 2230), Public Records – Retention, Release, and Disposition (policy 5070/7350)

Adopted:

The board believes that an effective testing and assessment program evaluates the progress of individual students and helps ensure that educational goals and objectives are being met for every child. A testing program also assists in the continued refinement of the instructional program. In addition, data from tests and assessments provide measures of student learning that are useful for evaluating educator effectiveness.

Every effort will be made to ensure that the testing program contributes to the learning process rather than detracts from it. Efforts also will be made to use only culture-free or culture-fair tests in order to ensure that measurements are reasonably accurate.

A. ADMINISTRATION OF TESTS, SCREENINGS, AND OTHER ASSESSMENTS

The superintendent shall provide for the ~~secure~~proper administration of all state-required tests, screenings, and other assessments; and any state-required remedial instruction and/or retesting in accordance with all requirements established by law or the State Board of Education.

Results from the North Carolina End of Course, End of Grade, and North Carolina Final Exams will be used in determining students' final grades in accordance with policy 3420, Student Promotion and Accountability.

Students may participate in field testing and other sample testing as designated by the State Board or the Department of Public Instruction.

B. ~~TEST ADMINISTRATION~~

The superintendent shall develop ~~test~~-security and administration procedures for the state testing program and other assessments that are consistent with State Board of Education requirements. The superintendent ~~and~~ shall ensure that all relevant personnel who are responsible for the testing program are instructed in such ~~testing~~ procedures. All testing personnel, teachers, and school administrators are required to be familiar with and adhere to all applicable testing manuals, handbooks, and guides, including the Testing Code of Ethics, for state and locally-required tests ~~and individual school tests~~. Failure to follow procedures may result in disciplinary sanctions, including termination or revocation of administrative and/or teaching licenses.

B. HIGH SCHOOL AND MIDDLE SCHOOL FINAL EXAMS AND END-OF-COURSE TESTING

The End of Course (EOC), End of Grade (EOG) and North Carolina Final Exam results shall count as twenty-five percent (25%) of a student's final grade in each middle school course for which such a test is administered. This requirement does not apply for students assessed on the Extended Content Standards.

The End of Course (EOC) assessment, North Carolina Final Exam and vocational post assessment results shall count as twenty-five percent (25%) of a student's final grade in each high school course for which such a test is administered. This requirement does not apply for students following the Future Ready Occupational Course of Study (State Board of Education Policy GCS-C-003). All other 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.

C. MINIMIZING TIME SPENT TESTING

The superintendent or designee shall ensure that the time students spend taking standardized state and local tests and the frequency of field testing at a particular school are minimized. Specifically, the superintendent shall ensure the following.

1. Schools will devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.
2. Students will not be subject to field tests or national tests during the two-week period preceding their school's administration of end-of-grade tests, end-of-course tests, or regularly scheduled final exams.
3. No school will participate in more than two field tests at any one grade level during a school year.
4. All annual assessments of student achievement adopted by the State Board of Education pursuant to G.S. 115C-174.11(c)(1) and (3) and all final exams for courses will be administered within the final ten instructional days of the school year for year-long courses and within the final five instructional days of the semester for semester courses. Exceptions will be permitted to accommodate a student's individualized education program and Section 504 plans and for the administration of final exams for courses with national or international curricula required to be held at designated times.

Legal References: G.S. 115C, art. 10A; 115C-47, -81, -83.5, -83.6, -174.11, -174.12(a), -174.22, -174.25, -276, -288, -307; State Board of Education Policies GCS-A series; GCS-C series; GCS-N series; TCP-C-006; 16 N.C.A.C. 6D .0301 – .0306

Cross References: Professional and Staff Development (policy 1610/7800), Goals and Objectives of the Educational Program (policy 3000), Student Promotion and Accountability (policy 3420)

Other References: *Online Assessments Best Practices Guide* (NC DPI, July 2011), available at <http://www.dpi.state.nc.us/acre/assessment/guide/>; *Measures of Student Learning: NC's Common Exams* (NC DPI, March 2013), available at <http://www.nepublicschools.org/docs/effectiveness-model/measures/implementation-guide.pdf>

<http://www.ncpublicschools.org/docs/accountability/common-exams/implementation-guide.pdf>

Adopted:

NORTH CAROLINA ADDRESS CONFIDENTIALITY PROGRAM

Policy Code: 4250/5075/7316

The board seeks to provide a work and school environment free from violence or the threat of violence against employees, students, or other persons. The board encourages eligible individuals to participate in the North Carolina Address Confidentiality Program established pursuant to Chapter 15C of the General Statutes. This program protects the address of relocated victims of domestic violence, sexual offense, stalking, or human trafficking to prevent a victim's assailants or potential assailants from finding the victim through public records. The program provides participants with the use of a substitute mailing address and denies public access to a participant's actual address.

A. PROGRAM DETAILS

The Address Confidentiality Program is administered by the State Attorney General. Information and assistance in applying to the program may be obtained by telephone from the Attorney General's Address Confidentiality Program Office at (919) 716-6785.

Program participants receive an authorization card with a substitute mailing address that may be presented whenever an address is required. Mail sent to the substitute address is forwarded cost-free by the program to the participant at his or her residential address.

B. SCHOOL PERSONNEL PARTICIPANTS

The name, actual address, and telephone number of any school system personnel participating in the Address Confidentiality Program will not be open to inspection as a public record, will not be included as part of any employee directory published by the school system, and will be redacted from any record released pursuant to G.S. 115C-320. (See policies 5070/7350, Public Records – Retention, Release, and Disposition, and 7820, Personnel Files.)

C. STUDENT PARTICIPANTS

The school system will use the actual address of a program participant, not the substitute address designated by the Attorney General, for any purpose related to admission or assignment but will keep the actual address confidential from the public. Student records will reflect only the substitute address and not the student's actual address. The student's telephone number also will be kept confidential from the public. The parent or guardian of a student participant may request that a student's name be withheld from any release of directory information by the school, as provided in policy 1310/4002, Parental Involvement.

When transferring school records from one school to another, the transferring school may send the files to the participant (parent or guardian) via the substitute address provided by

the Address Confidentiality Program to ensure confidentiality of the student's new location.

D. DISCLOSURE PROHIBITED

The knowing and intentional disclosure of a program participant's actual address or telephone number to unauthorized persons is prohibited. Failure to comply with this policy may result in disciplinary action, up to and including termination. In addition, violators may be subject to criminal prosecution.

Legal References: G.S. Ch. 15C; 115C-47, -320, -366(g), -402(f); 132-1.1(d)

Cross References: Parental Involvement (policy 1310/4002), Domicile or Residence Requirements (policy 4120), School Assignment (policy 4150), Student Records (policy 4700), Public Records – Retention, Release, and Disposition (policy 5070/7350), Personnel Files (policy 7820)

~~Other Resources: Address Confidentiality Program Student Records and Address Confidentiality Program Employee Records (August 21, 2003) (Office of Attorney General Roy Cooper), available at <http://www.newise.org/generaldoes.html>~~

Adopted:

A. RETENTION OF RECORDS AND REPORT OF DATA

The principal shall retain in each student's file, either in paper or electronic form, all records related to violations of board policies, the Code of Student Conduct, school standards, or school rules.

As required by law, the superintendent shall maintain the following data on each student who was suspended for more than 10 days, reassigned for disciplinary reasons, expelled, or to whom corporal punishment was administered: race, gender, age, grade level, ethnicity, disability status, type of incident or offense, duration of the suspension, whether alternative education services were provided, and whether the student had multiple suspensions in that academic year.

As secretary to the board, the superintendent also shall maintain records from the board's considerations of 365-day suspensions and expulsions and any readmission reconsiderations of 365-day suspensions and expulsions.

The superintendent shall ensure that data on disciplinary incidents is reported using the North Carolina Window on Education (NC-WISE) state student information system application in accordance with State Board of Education policies and procedures.

B. DISCLOSURE OF RECORDS

Confidential student records concerning conduct that posed a significant safety risk to the student or others in the school community may be disclosed to teachers and school officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student.

C. REMOVAL OF RECORDS**1. End of Year Removal**

The following types of discipline records may not be removed from student records, electronic files, and databases at the end of the school year:

- a. notice of any suspension for a period of more than 10 days and the record of the conduct for which the student was suspended;
- b. notice of any expulsion under G.S. 115C-390.11 and the record of the conduct for which the student was expelled; and
- c. any records (including of in-school suspensions or short-term suspensions) that need to be maintained in order to be able to serve the student

appropriately or to protect the safety of others.

2. Expunging Records

The superintendent or designee shall expunge any record of suspension for a period of more than 10 days or expulsion if the following criteria are met:

- a. a request that the record be expunged is made to the superintendent or designee by the student's parent or guardian, or by the student if the student is at least 16 years old or is emancipated;
- b. the student either graduates from high school or is not suspended or expelled again during the two-year period commencing on the date of the student's return to school after the expulsion or suspension; and
- c. the superintendent or designee determines that the maintenance of the record is no longer needed to adequately serve the child or to maintain safe and orderly schools.

In addition, the superintendent may expunge any notice of suspension or expulsion from a student's official record provided that criteria b. and c. above are met.

This section is not intended to limit parents' right to request removal of information from a student's record under policy 4700, Student Records.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g(h), 34 C.F.R. 99.31, 99.36; G.S. 115C-47, -276(r), -390.4, -390.7, -390.8, -390.10, -390.11, -390.12, -402

Cross References: Theft, Trespass, and Damage to Property (policy 4330), Assaults, Threats, and Harassment (policy 4331), Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety (policy 4333), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353), Student Records (policy 4700)

Other References: *North Carolina Discipline Data Reporting Procedures*, N.C. Department of Public Instruction ~~Program Monitoring and Support~~ Safe and Healthy Schools Support Division (~~March 2011~~ Revised, October 2013), available at <http://www.ncpublicschools.org/docs/research/discipline/collection/discipline-reporting-procedures.pdf>

Adopted:

A short-term suspension is the disciplinary exclusion of a student from attending his or her assigned school for up to 10 school days. A short-term suspension does not include (1) the removal of a student from class by the classroom teacher, the principal or other authorized school personnel for the remainder of the subject period or for less than one-half of the school day or (2) the changing of a student's location to another room or place on the school premises. A student who is placed on a short-term suspension will not be permitted to be on school property or to take part in any school function during the period of suspension without prior approval from the principal.

The principal or designee has the authority to determine when a short-term suspension is an appropriate consequence and to impose the suspension, so long as all relevant board policies are followed.

In accordance with G.S. 115C-390.6(e) and 115C-45(c)(1), a student is not entitled to appeal the principal's decision to impose a short-term suspension to either the superintendent or the board unless it is appealable on some other basis.

A. PRE-SUSPENSION RIGHTS OF THE STUDENT

Except in the circumstances described below, a student must be provided with an opportunity for an informal hearing with the principal or designee before a short-term suspension is imposed. The principal or designee may hold the hearing immediately after giving the student oral or written notice of the charges against him or her. At the informal hearing, the student has the right to be present, to be informed of the charges and the basis for the accusations against him or her, and to make statements in defense or mitigation of the charges.

The principal or designee may impose a short-term suspension without first providing the student with an opportunity for a hearing if the presence of the student (1) creates a direct and immediate threat to the safety of other students or staff or (2) substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school. In such cases, the principal or designee shall give the student notice of the charges and an opportunity for an informal hearing as soon as practicable.

B. STUDENT RIGHTS DURING THE SUSPENSION

A student under a short-term suspension must be provided with the following:

1. the opportunity to take textbooks home for the duration of the suspension;
2. upon request, the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connection with such assignments; and

3. the opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.

C. NOTICE TO PARENT OR GUARDIAN

When imposing a short-term suspension, the principal or designee shall provide the student's parent or guardian with notice that includes the reason for the suspension and a description of the student conduct upon which the suspension is based. The principal or designee must give this notice by the end of the workday during which the suspension is imposed when reasonably possible, but in no event more than two days after the suspension is imposed. If English is the second language of the parent, the notice must be provided in English and in the parent's primary language, when the appropriate foreign language resources are readily available. Both versions must be in plain language and easily understandable.

The initial notice may be by telephone, but it must be followed by timely written notice. The written notice must include all of the information listed above and may be sent by fax, e-mail, or any other method reasonably designed to give actual notice. School officials also shall maintain a copy of the written notice in the student's educational record.

Multiple short-term suspensions for a student with disabilities will be addressed in accordance with the *Policies Governing Services for Children with Disabilities* and other applicable state and federal law.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12131 *et seq.*, 28 C.F.R. pt. 35; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 115C art. 9; 115C-45 (c); 115C-47, -276(r), -288, -307, -390.1, -390.2, -390.5, -390.6; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy GCS-D-000

Cross References: School Safety (policy 1510/4200/7270), School Plan for Management of Student Behavior (policy 4302), School-Level Investigations (policy 4340), Parental Involvement in Student Behavior Issues (policy 4341), Removal of Student During the Day (policy 4352)

Adopted:

The school district will provide free meals and reduced price meals to eligible students in the schools.

The principal shall make Applications for free or reduced price meals readily available to parents or guardians by the principal and may be submitted shall accept completed applications at any time during the school year.

In accordance with the guidelines for participation in these programs, and in accordance with the wishes of the board, no student who meets the criteria for eligibility for free and reduced meal benefits will be denied a free lunch, milk, or other food simply because the proper application has not been received from his or her parent or guardian. The principal ~~may~~ will complete an application for a student known to be needy if the parent or guardian fails to apply. The principal shall ensure that school rules and procedures are implemented in ways that do not impede eligible students from participating fully in these programs.

The information provided on each application is confidential. Employees with access to this confidential information must make reasonable efforts to maintain the anonymity of students participating in the free or reduced price meal program.

Each year, the superintendent or designee shall ensure that the school system has met all federal requirements to verify the eligibility of applicants. When school personnel become aware of information that raises concerns about the integrity of an application, the superintendent or designee must verify the questionable information by following the verification for cause procedures set forth in federal regulations.

The superintendent ~~shall~~ will establish procedures that conform ~~with~~ to state and federal requirements regarding participation in programs for free and reduced priced meal lunch benefits.

Legal References: Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.; 7 CFR Parts 210, 215, 220, and 245; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; National School Lunch Act, 42 U.S.C. 1751, *et seq.*; G.S. 115C-263, -264

Cross References: Goals of Student Food Services (policy 6200)

Adopted:

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.

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.

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.

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.

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, -325(e)(1)(m) (applicable to career status teachers), -325.4(a)(12) (applicable to non-career status teachers), -333, -333.1, ~~325(e)(1)(m)~~; State Board of Education Policies TCP-A-000, -001, -004, -005, -016, -018, -021, TCP-C-004

Cross References:

Adopted:

The board recognizes the importance of establishing a clear contractual relationship with teachers employed by the school system. All teacher employment contracts entered into by the board will meet the requirements of state law and State Board of Education policy. For the purposes of this policy, the term “teacher” is defined as a person who meets the requirements of G.S. 115C-325.1(6). An individual who is employed under a part-time teacher contract does not meet this definition of teacher; however, the board’s performance expectations established in this policy apply to such individuals.

Employment contracts for teaching will be granted or renewed only for individuals of proven ability who strive for excellence. Teachers should be familiar with the current statewide instructional standards for their teaching assignment and able to teach the curriculum effectively. The board expects teachers to facilitate student learning and effectively carry out the responsibilities of providing for a safe and orderly environment in which students learn and become college and career ready.

The board will employ teachers upon the recommendation of the superintendent. The superintendent is expected to be able to substantiate any new contract or renewed contract recommendation with data from the selection process for an applicant (see policy 7100, Recruitment and Selection of Personnel) and with evaluation data for a current teacher (see policy 7810, Evaluation of Licensed Employees). The superintendent’s recommendation for a new or renewed contract must include the length of the term of the contract. For more information regarding a decision by the superintendent not to recommend that the board offer a teacher a renewed contract, see policy 7950, Non-Career Status Teachers: Nonrenewal.

If the board is not satisfied that an applicant or employee has met the standards established by the board, initial or continued employment will be denied, following any statutorily prescribed procedures.

A teacher who has or obtains a contract with the school system is expected to strive for excellence, meet all performance standards established by the board, state law, and State Board of Education policy, and pursue professional development as provided in policy 1610/7800, Professional and Staff Development. Any employee who is unable or unwilling to meet reasonable standards of the board, the standards of state law or the State Board of Education, or the terms of the employment contract may be subject to demotion or dismissal, as provided in policy 7930, Professional Employees: Demotion and Dismissal.

Legal References: G.S. 115C-36, -47(18), -325.1, -325.3 through -325.13; S.L. 2013-360; State Board of Education Policy TCP-D-009

Cross References: Professional and Staff Development (policy 1610/7800), Hearings Before the Board (policy 2500), Recruitment and Selection of Personnel (policy 7100), Evaluation of Licensed Employees (policy 7810), Professional Employees: Demotion and Dismissal (policy 7930), Non-Career Status Teachers: Nonrenewal (policy 7950)

Adopted:

The board recognizes that an effective staff is critical to the smooth operations of the school system and to creating a learning environment in which students can succeed. The board further believes that students will not excel in performance unless those who most directly affect students, including school administrators, teachers, and other licensed professionals, excel in their performance. For the purposes of this policy, the term “school administrator” is defined as a principal, assistant principal, supervisor, or director whose major function includes the supervision of teaching or any other part of the instructional program.

School administrator contracts will be granted, extended, or renewed only for individuals of proven ability who strive for excellence. School administrators should be able to facilitate student learning and effectively carry out the responsibilities of providing for school safety and enforcing student discipline. The superintendent is expected to be able to substantiate any recommendation for granting a new contract, extending a current contract, or renewing a contract with evaluation data, as described in policy 7810, Evaluation of Licensed Employees, or with regard to applicants, with data from the selection process as provided in policy 7100, Recruitment and Selection of Personnel. If the board is not satisfied that an applicant or employee has met the standards established by the board, employment will be denied, following statutorily prescribed procedures.

Initial contracts between a school administrator and the board will be for a term of two to four years. Four-year initial contracts will be granted only to exemplary school administrators. Absent unusual circumstances, two-year initial contracts will be granted for individuals who do not have experience as school administrators. In addition, one-year contracts may be granted to individuals who hold a provisional assistant principal’s license. Subsequent contracts between a principal or assistant principal and the board will be granted for a term of four years.

An employee who has a school administrator contract with the school system is expected to continue to strive for excellence, meet all performance standards established by the board, and pursue professional development as provided in policy 1610/7800, Professional and Staff Development. Any employee who is unable or unwilling to meet reasonable standards of the board may be subject to demotion or dismissal, as provided in policy 7930, Professional Employees: Demotion and Dismissal, and in accordance with statutorily prescribed procedures.

If the superintendent decides not to recommend that the board offer a school administrator a new, renewed, or extended contract, the employee has all procedural rights accorded by G.S. 115C-287.1.

Legal References: G.S. 115C-36, -47(18), -284(c), -287.1, -289, -325.1 et seq.

Cross References: Professional and Staff Development (policy 1610/7800), Hearings Before the Board (policy 2500), Recruitment and Selection of Personnel (policy 7100), Evaluation of Licensed Employees (policy 7810), Professional Employees: Demotion and Dismissal (policy 7930)

Adopted:

PLANS FOR GROWTH AND IMPROVEMENT OF LICENSED EMPLOYEES

Policy Code:

7811

The board expects all professionally licensed employees to maintain high levels of performance. If an employee does not meet this standard, the superintendent and administrative staff shall address any identified performance or other deficiencies through appropriate means, including by placing the employee on a monitored growth, directed growth, or mandatory improvement plan when required by state law, State Board policy or this policy, or when otherwise deemed necessary.

Growth and mandatory improvement plans as defined by law and this policy are valuable tools to promote the professional development of licensed employees. The board recognizes, however, that not all conduct and performance issues require the development of a plan. Administrators and supervisory personnel are authorized to address inappropriate conduct and/or inadequate performance using such other lawful means as they may deem appropriate. This policy shall not be interpreted to limit in any way the authority of administrators or other supervisory personnel to direct and reprimand licensed employees for inappropriate conduct or inadequate performance.

The superintendent shall develop procedures in accordance with state law, State Board guidelines, and this policy as necessary to carry out the board's directives.

A. DEFINITIONS

1. As used in this policy, "teacher" means an individual defined as a teacher in G.S. 115C-325(a)(6) (for career status teachers) or G.S. 115C-325.1(6) (for non-career status teachers).
2. As used in this policy, "licensed employee(s)" includes school administrators as defined in G.S. 115C-325.1(a)(5b) and teachers.

B. INDIVIDUAL, MONITORED, AND DIRECTED GROWTH PLANS

1. Use of Growth Plans
 - a. Teachers

Teachers who receive an overall rating of at least "proficient" on all standards on the North Carolina Teacher Evaluation Rubric as indicated on the Teacher Summary Rating Form shall develop an individual growth plan designed to improve performance on specifically identified standards and elements.

A teacher who is performing below a proficient level on the Teacher Summary Rating Form shall be placed on a monitored growth plan or a

directed growth plan unless dismissal, demotion, nonrenewal, or placement on a mandatory improvement plan (see Section C, below) is warranted. A monitored growth plan developed in accordance with State Board policy is required for a teacher who is rated “developing” on one or more standards of the North Carolina Teacher Evaluation Rubric. State Board policy also requires that a teacher who is rated “not demonstrated” on any standard or who is rated “developing” on any standard for two sequential years be placed on a directed growth plan. The superintendent may establish other criteria that will be deemed evidence that performance is below a proficient level or otherwise represents unsatisfactory or below standard performance and warrants placement on either a monitored growth plan or a directed growth plan.

Unless otherwise limited by state law or State Board policy, the principal is authorized to place a teacher on a monitored or directed growth plan or other plan of improvement at any point during the school year if the principal determines that the teacher is performing below the expected level.

b. School Administrators

Professional growth plans will be developed for school administrators as provided in State Board policy. A professional growth plan will include mutually agreed upon performance goals and recommendations based upon the school administrator’s self-assessment, the consolidated assessment and the summary evaluation using the *North Carolina School Executive; Principal and Assistant Principal Evaluation Process*. Development of the professional growth plan will be discussed at a meeting between the school administrator and the superintendent or designee when completing the annual evaluation process.

The superintendent may move to dismiss or demote a licensed employee whether or not the employee has been first placed on a growth or other improvement plan. See policy 7930, Professional Employees: Demotion and Dismissal.

2. Components of Growth Plans

Individual growth plans may contain, but are not limited to, any of the components listed below. However, monitored or directed growth plans must include at least the following components.

a. Identification of Deficiencies

All performance deficiencies, including all specific standards and elements of the Teacher Evaluation Rubric identified for improvement during the teacher’s evaluation, must be identified and addressed in the

growth plan.

b. Performance Expectations and Goals

For each problem identified, the growth plan must include a statement of the expected level of performance and/or other goals to be accomplished.

c. Strategies

The growth plan must set forth a strategy or strategies designed to correct each identified deficiency. The strategies should be specific and clearly state the activities the teacher should undertake to achieve the expected level of performance. The strategies also should identify all individuals responsible for implementing the plan.

d. Dates for Monitoring and Completion

The growth plan must include dates upon which the teacher's progress under the plan will be reviewed and the date by which performance is to be improved to the expected level. Under a monitored growth plan, the teacher must achieve proficiency within one school year. A directed growth plan may provide for a shorter period to achieve proficiency, not to exceed one school year.

3. Review of Growth Plans

Individual and professional growth plans should be reviewed at least annually with the licensed employee's supervisor and/or the principal, the superintendent, or their designees, as applicable.

In the case of a teacher's monitored or directed growth plan, once the designated time period for completion of a plan has elapsed, the principal or supervisor shall review the teacher's performance, including the results of any subsequent evaluation and determine whether the teacher continues to perform below the expected level in any area or whether the teacher's performance has improved sufficiently. If the teacher's performance remains below proficient, the principal or supervisor shall recommend to the superintendent one of the following:

- a. the board dismiss the teacher or demote or transfer the teacher to a position in which the teacher can be successful;
- b. the teacher be placed on a mandatory improvement plan in accordance with the provisions of Section C below; or
- c. the teacher be moved to a new monitored or directed growth plan or continue on a previous growth plan that has been revised as necessary,

provided the principal or supervisor determines that:

- 1) the teacher's continuing performance problems are not having an adverse impact on student learning or the school environment, or
- 2) the teacher is making good progress toward improvement in deficient areas and is likely to improve to an acceptable level within a reasonable, additional time period.

C. MANDATORY IMPROVEMENT PLANS

A mandatory improvement plan is an instrument designed to improve a licensed employee's performance by providing the employee with notice of specific performance areas that have substantial deficiencies and a set of strategies, including the specific support to be provided to the employee, so that he or she may satisfactorily resolve such deficiencies within a reasonable timeframe.

The use of mandatory improvement plans as provided in this policy is discretionary and will be determined on a case-by-case basis. Nothing in this policy will be interpreted so as to require the use of mandatory improvement plans in addition to, or in lieu of, growth plans or other disciplinary action, including dismissal from employment as provided by law.

1. Initiating a Mandatory Improvement Plan

a. Licensed Employees in Low-Performing Schools

If a licensed employee in a low-performing school receives a rating on any standard on an evaluation that is below proficient or otherwise represents unsatisfactory or below standard performance in an area that the licensed employee was expected to demonstrate, the individual or team that conducted the evaluation shall recommend to the superintendent that (i) the employee receive a mandatory improvement plan designed to improve the employee's performance or (ii) the superintendent recommend to the board that the employee be dismissed or demoted. If the individual or team that conducted the evaluation elects not to make either of the above recommendations, the said individual or team shall notify the superintendent of this decision. The superintendent shall determine whether to develop a mandatory improvement plan or to recommend a dismissal proceeding.

b. Teachers in Schools Not Identified as Low-Performing

If, in an observation report or year-end evaluation, a teacher in a school not identified as low-performing receives a rating that is below proficient or otherwise represents unsatisfactory or below standard performance on

any standard that the teacher was expected to demonstrate, the principal may place the employee on a mandatory improvement plan. The mandatory improvement plan will be utilized only if the superintendent or designee determines that an individual, monitored or directed growth plan would not satisfactorily address the deficiencies.

c. Any Licensed Employees Engaging in Inappropriate Conduct or Performance

A principal may recommend to the superintendent or designee that a licensed employee be placed immediately on a mandatory improvement plan if the employee engages in inappropriate conduct or performs inadequately to such a degree that the conduct or performance causes substantial harm to the educational environment, but immediate dismissal or demotion of the employee is not appropriate. The principal must document the exigent reason for immediately instituting such a plan.

2. Components of the Plan

A mandatory improvement plan for any licensed employee must include the following components.

a. Identification of Deficiencies

The performance areas in which the employee is deficient must be identified and addressed in the mandatory improvement plan.

b. Performance Expectations

For each problem identified, the plan must include a statement of the expected level of performance.

c. Strategies

The plan must establish a strategy or strategies designed to correct each identified deficiency. The strategies should be specific and clearly state the activities the employee should undertake to achieve the expected level of performance and the specific support to be provided to the employee. The strategies also should identify all individuals responsible for implementing the plan.

d. Dates for Monitoring and Completion

The plan must include dates upon which the employee's progress under the plan will be reviewed and the date by which performance is to be improved to the expected level.

3. Development and Implementation of the Plan

a. Licensed Employees in Low-Performing Schools

When directed by the superintendent, a mandatory improvement plan to improve the performance of a licensed employee will be developed by the person who evaluated the licensed employee or the employee's supervisor, unless the evaluation was conducted by an assistance team. If the evaluation was conducted by an assistance team, that team shall develop the mandatory improvement plan in collaboration with the employee's supervisor. Mandatory improvement plans will be designed to be completed within 90 instructional days or before the beginning of the next school year.

b. Teachers in Schools Not Identified As Low-Performing

When a principal decides to put a teacher on a mandatory improvement plan, the principal shall develop the plan in consultation with the teacher. The teacher shall have five instructional days after receiving the plan to request a modification to the plan before it is implemented. The principal must consider the requested modification before finalizing the plan. The teacher shall have at least 60 instructional days to complete the mandatory improvement plan.

A teacher has five workdays after finalization of the mandatory improvement plan within which to submit a request to the principal for a qualified observer, as defined in G.S. 115C-333.1(c)(1), to observe the teacher in the area or areas of concern identified in the plan. In accordance with G.S. 115C-333.1(c)(2), the board will create and maintain a list of qualified observers who are employed by the board and available to conduct observations. The board will strive to limit the list to administrators and teachers who have excellent reputations for competence and fairness. Selection of the qualified observer and submission of the qualified observer's report to the principal will be in accordance with G.S. 115C-333.1(c)(3).

4. Reassessment

a. Licensed Employees in Low-Performing Schools

After the expiration of the time period for the mandatory improvement plan, the superintendent or designee or the assistance team shall assess the employee's performance. If the assessor determines that the employee has failed to become proficient in any of the performance standards articulated in the mandatory improvement plan or to demonstrate sufficient

improvement toward such standards, the superintendent shall recommend that the employee be dismissed or demoted under ~~G.S. 115C-325~~applicable state law.

b. Teachers in Schools Not Identified As Low-Performing

Upon completion of a mandatory improvement plan, the principal or supervisor shall assess the performance of the employee. For teachers, the principal shall also review and consider any report provided by the qualified observer if one has been submitted before the end of the mandatory improvement plan period. If, after the assessment of the employee and consideration of any report from the qualified observer, the superintendent or designee determines that the teacher has failed to become proficient in any of the performance standards identified as deficient in the mandatory improvement plan or demonstrate sufficient improvement toward such standards, the superintendent may recommend that the employee be dismissed or demoted ~~G.S. 115C-325~~applicable state law

Legal References: G.S. 115C-325 (applicable to career status teachers), -325.1 et seq. (applicable to non-career status teachers), -333, -333.1; State Board of Education Policy TCP-C-004, TCP-C-005

Cross References: Professional and Staff Development (policy 1610/7800), Evaluation of Licensed Employees (policy 7810), Professional Employees: Demotion and Dismissal (policy 7930)

Adopted:

PROFESSIONAL PERSONNEL REDUCTION IN FORCE

Policy Code:

7920

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

A. GROUNDS FOR REDUCTION IN FORCE

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

1. System Reorganization

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

2. Declining Enrollment

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

3. Financial Exigency

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

B. PRELIMINARY DETERMINATION

- 1.** The superintendent shall determine whether or not a reduction in force for licensed employees is necessary, appropriate, or in the best interests of the school system.
- 2.** If the superintendent decides to recommend to the board a reduction in force, he or she shall first determine which licensed positions shall be subject to the

reduction. In making that determination, the superintendent shall account for both:

- a. structural considerations, such as identifying positions, departments, courses, programs, operations, and other areas where there are (1) less essential, duplicative, or excess personnel; (2) job responsibility and/or position inefficiencies; (3) opportunities for combined work functions; and/or (4) decreased student or other demands for curriculum, programs, operations, or other services; and
 - b. organizational considerations, such as anticipated organizational needs of the school system and program/school enrollment.
3. The superintendent shall then present a recommendation to the board. The recommendation must include:
- a. the grounds for a reduction in force;
 - b. the licensed positions to be reduced, categorized by area(s) of licensure and/or program responsibility; and
 - c. the background information, data, and rationale for the recommendation.
4. The board will review the superintendent's recommendation and will determine whether to reduce the number of licensed employees or to reduce their terms of employment.
5. If the board, after exploring, considering, and discussing a variety of ways to avoid a reduction in force, determines that a reduction in force of licensed employees is necessary, the superintendent shall recommend to the board which individuals are to be dismissed, demoted, or reduced to part-time employment, based on the criteria set forth below.

C. CRITERIA

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

1. performance ratings;
2. areas of licensure;
3. highly qualified status;

4. program enrollment;
5. service in extra duty positions and ability to fill such positions;
6. length of service, with higher priority given to service in this school system; and
7. degree level.

The superintendent shall develop a system for using the above-mentioned factors to determine which employees will be recommended to the board for inclusion in the reduction in force.

D. PROCEDURE FOR TERMINATION

The board will consider the superintendent's recommendation and may, by resolution, order dismissal or demotion of an individual or reduce an individual to part-time employment. All requirements of G.S. 115C-325 (for teachers with career status) and 115C-325.6 (for non-career status teachers) will be met, including the time limits and procedures for notice and the opportunity for a hearing, when any teacher with career employee status (as defined in G.S. 115C-325) or teacher or administrator (as defined in G.S. 115C-325.1) is terminated, demoted, or reduced to part-time employment due to a reduction in force.

E. TERMINATION/REEMPLOYMENT OF A TEACHER WITH CAREER STATUS EMPLOYEE

When a teacher with career status employee is dismissed in accordance with this policy, his or her name will be placed on a list of available employees to be maintained by the board.

F. NONRENEWAL OF AN EMPLOYEE

The board, upon recommendation of the superintendent, may refuse to renew the contract of a ~~probationary non-career status teacher;~~ to offer a new, renewed, or extended contract to a school administrator; or to reemploy any non-career status teacher who is not under contract for any cause it deems sufficient (see policies 7410, ~~Career Status,~~ and 7950, ~~Probationary Non-Career Status Teachers: Nonrenewal~~). A decision (1) not to renew a probationary non-career status teacher's contract, (2) not to renew, extend, or offer a new contract to a school administrator, or (3) to not reemploy any non-career status teacher who is not under contract is not considered a "termination" under this policy. In such circumstances the procedures set forth in this policy are not required to be followed before the board's decision.

Legal References: G.S. 115C-325 (applicable to career status teachers), -325.4, -325.6 to -325.9 (applicable to non-career status teachers); S.L. 2011-145

Cross References: ~~Career Status (policy 7410), Probationary-Non-Career Status Teachers:~~
Nonrenewal (policy 7950)

Adopted:

PROFESSIONAL EMPLOYEES: DEMOTION AND DISMISSAL

Policy Code:

7930

The board recognizes that an effective professional staff is critical to the smooth operations of the school system and to creating a learning environment where students are able to succeed. When a licensed employee is unable or unwilling to meet performance expectations, the supervisor and superintendent should consider whether dismissal or demotion is appropriate.

Evaluators of licensed employees are expected to follow policy 7810, Evaluation of Licensed Employees, policy 7820, Personnel Files, and policy 7811, Plans for Growth and Improvement of Licensed Employees. Evaluators should provide the superintendent with carefully documented evidence concerning a person's inadequacies and lack of competencies when such deficiencies have led to the recommendation and contemplation of dismissal or demotion. These documents also should show ways in which the evaluator has endeavored to help the employee become a more effective professional. In the interest of students and the welfare of the school system, dismissal or demotion may be pursued regardless of whether the evaluator has met these expectations and regardless of whether the employee has first been placed on a growth plan or mandatory improvement plan, so long as the legal grounds for seeking dismissal or demotion can be sufficiently demonstrated.

All legally required ~~or contractually agreed upon~~ procedures, including those prescribed in ~~G.S. 115C-325~~ the applicable state law, will be followed in the dismissal or demotion of employees. ~~Career status teachers~~ employees, ~~probationary employees~~ non-career status teachers during the terms of their contracts, and school administrators during the terms of their contracts may be dismissed only for the following reasons ~~as outlined in G.S. 115C-325(e)(1)~~:

1. inadequate performance, as defined in accordance with G.S. 115C-325(e)(3) by the applicable state statute;
2. immorality;
3. insubordination;
4. neglect of duty;
5. physical or mental incapacity;
6. habitual or excessive use of alcohol or non-medical use of a controlled substance as defined in Article 5, Chapter 90 of the General Statutes;
7. conviction of a felony or a crime involving moral turpitude;
8. advocating the overthrow of the government of the United States or of the state of North Carolina by force, violence, or other unlawful means;

9. failure to fulfill the duties and responsibilities imposed upon teachers or school administrators by the General Statutes;
10. failure to comply with such reasonable requirements as the board may prescribe;
11. any cause that constitutes grounds for the revocation of an employee's career teacher's teaching or school administrator license;
12. a justifiable decrease in the number of positions due to school system reorganization, ~~or~~ decreased enrollment, or decreased funding, provided that there is full compliance with other statutory requirements;
13. failure to maintain one's license in current status;
14. failure to repay money owed to the state in accordance with the provisions of Article 60, Chapter 143 of the General Statutes; and
15. providing false information or knowingly omitting a material fact on an application for employment or in response to a pre-employment inquiry.

Resignation by a ~~career employee teacher~~ who has been recommended for dismissal under the applicable state statute G.S. 115C 325(e)(1) is subject to the provisions of policy 7900, Resignation.

Legal References: G.S. 90 art. 5; 115C 287.1, -307, -325 (applicable to career status teachers), -325.1 et seq. (applicable to non-career status teachers), -333, -333.1; 143 art. 60; 16 N.C.A.C. 6C .0502

Cross References: Professional and Staff Development (policy 1610/7800), Staff Responsibilities (policy 7300), Job Descriptions (policy 7400), ~~Career Status (policy 7410)~~, Evaluation of Licensed Employees (policy 7810), Plans for Growth and Improvement of Licensed Employees (policy 7811), Personnel Files (policy 7820), Resignation (policy 7900), ~~Probationary~~ Non-Career Status Teachers: Nonrenewal (policy 7950)

Adopted:

NON-CAREER STATUS TEACHERS: NONRENEWAL

Policy Code:

7950

The board, upon recommendation of the superintendent, may refuse to renew the contract of any non-career status teacher for any cause it deems sufficient, so long as the cause is not arbitrary, capricious, discriminatory, prohibited by state or federal law, or for personal or political reasons.

If the superintendent decides to recommend nonrenewal of a non-career status teacher, the superintendent shall provide written notice of the recommendation no later than June 1. The teacher may, within 10 days of receipt of the superintendent's recommendation, request written notice of the reasons for the superintendent's recommendation for nonrenewal and the information that the superintendent may share with the board to support the recommendation for nonrenewal. If a teacher files a timely request, the superintendent shall provide the requested information, and the teacher will be permitted to submit supplemental information to the superintendent and board prior to the board's decision.

A non-career status teacher has the right to petition the board for a hearing no later than 10 days after receiving notice of the superintendent's recommendation for nonrenewal. If the teacher requests a hearing, the board chair and vice chair will confer and determine whether such a hearing will be granted. If the chair and vice chair cannot agree, a hearing will be granted. [Note: It is within the board's discretion to determine how it will decide whether to grant a discretionary hearing. This method is a suggestion, and it may be modified to incorporate the board's current practice. (The board should DELETE THIS NOTE prior to adopting the policy.)] The board will notify the teacher of its decision whether to grant a hearing.

The board will notify the non-career status teacher whose contract will not be renewed for the next school year of its decision by June 15. If, however, a teacher is granted a hearing, the board will provide the nonrenewal notification within 10 days of the hearing or such later date upon the written consent of the superintendent and teacher.

Non-career status teachers may be demoted or dismissed during the terms of their contracts only in accordance with policy 7930, Professional Employees: Demotion and Dismissal.

Legal References: G.S. 115C-45(c), -325.1 *et seq.*

Cross References: Teacher Employment Contracts (policy 7410), Professional Personnel Reduction in Force (policy 7920), Professional Employees: Demotion and Dismissal (policy 7930)

Adopted:

The school administrative unit may deposit at interest or invest all or part of the cash balance of any fund. The finance officer will manage investments subject to whatever restrictions and directions the board of education may impose. The finance officer will have the authority to purchase, sell and exchange securities on behalf of the board of education. The investment program is to be so managed that investments and deposits can be converted into cash when needed.

Monies may be deposited at interest, in any bank, savings and loan association, or trust company in this state in the form of certificates of deposit or such other forms of time deposit as the local government commission may approve. Investment deposits will be secured as provided in G.S. 115C-444(b).

Investment securities may be bought, sold, and traded by private negotiation and administrative units may pay all incidental costs thereof and all reasonable costs of administering the investment and deposit program. Securities and deposit certificates will be in the custody of the finance officer who will be responsible for their safekeeping and for keeping accurate investment accounts and records.

Legal References: N.C. Const. art IX, § 7; G.S. 115C-433, -443, -452, -437, -444(b)

Cross References:

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

Administrative Procedure: None

School fund raising activities are to be kept to a minimum.

All such student activity funds must be receipted using standard receipt forms and turned over to the designated faculty representative.

The principal is responsible for the security, proper handling, and proper spending of all activity funds. The principal is also responsible for seeing that accounts are not over-spent.

Money raising projects must have the prior approval of both the principal and the superintendent, and the principal is responsible for supervising the conduct of each approved activity.

All purchases made from activity funds, athletic or otherwise, are to be approved by both the faculty representative and the principal. Bids should be received whenever practical and any and all bids may be refused.

The officers of any high school senior class or any other school organization or club, which is to be disbanded and which has funds accrued after all other obligations are satisfied, is to be informed by the principal of the amount of the balance along with a request for a recommendation for expending the funds. The officers of the class or organization, in consultation with the faculty representative and the principal, will make their recommendation to the principal regarding the use of the remaining funds. Should no acceptable recommendation be received by the principal within 30 calendar days of the request, then the funds may be transferred to the school general fund and expended at the discretion of the principal.

Legal References: G.S. 115C-435, -436, -445, -448

Cross References: Fiscal Management Standards (policy 8300), Daily Deposits (policy 8325), School Finance Officer (policy 8510), School Treasurer (policy 8520)

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

Administrative Procedure: 8411 School Fund Raising Activity Request for Approval

SELECTION AND USE OF ARCHITECTS AND ENGINEERS

Policy Code:

9110

A. **SERVICES FOR WHICH ARCHITECTS AND/OR ENGINEERS WILL BE USED**

To the extent required by North Carolina General Statute 133-1.1, a registered architect or registered engineer, or both, will be used to design and inspect school system buildings being repaired or constructed as required by law in accordance with Chapter 133, art. 1. In addition, architects and/or engineers may be used for services, such as:

1. preparing feasibility studies for additions, alterations, or renovations of existing facilities;
2. providing consulting services on technical matters;
3. providing services related to long-range planning or facility design; and
4. assisting in the preparation and submission of any documents requested by other governmental agencies.

B. **SELECTION PROCESS**

In selecting an architect and/or engineer for facility design and related services, the superintendent shall solicit proposals and provide to the board for consideration a list of architects and/or engineers who are selected based upon the following criteria:

1. training and experience of project managers, project architects, and/or engineers and project designers, especially in school-related designs;
2. planning ability and promptness;
3. experience in specification writing, including reputation for accuracy and sufficiency of detail;
4. reputation for quality of design in appearance and utility;
5. history of thorough inspections and follow-through with jobs;
6. relationships with contractors; and
7. any other factors the board deems relevant.

The board will approve the selection of architects and/or engineers for school projects with expenditures of \$500,000 or more. The board will grant a North Carolina resident architectural or engineering firm a preference over a nonresident architectural or

engineering firm if the home state of the nonresident firm has a practice of granting a preference to its resident firms over North Carolina resident firms. Any preference granted to a resident firm will be in the same manner, on the same basis, and to the same extent as the preference granted by the nonresident firm's home state. The bid documents must require that nonresident firms disclose and describe any construction contract preferences granted by the firm's home state.

Fees will be negotiated with the selected architect and/or engineer. If a fair and reasonable fee cannot be agreed upon, the board will select the next best qualified architect and/or engineer and negotiate fees. The contract with the architect and/or engineer must be reviewed by the board attorney, be approved by the board, and meet all applicable laws and board policies.

The board reserves the right to exempt itself from the process provided in this policy as permitted by G.S. 143-64.32 or other applicable statutes. The superintendent may recommend an exemption for particular projects by stating in writing the reasons and circumstances giving rise to the request.

Legal References: G.S. 133, arts. 1 and 3; 143-64.31, -64.32

Cross References: Site Selection (policy 9010), Facility Design (policy 9020)

Adopted:

The board encourages processes that will foster competition among potential bidders. The identity of contractors who have obtained proposals for bid purposes for a public contract is confidential until the bids are opened in public ~~and~~ recorded in the board minutes. Any employee who divulges such information to any unauthorized person will be subject to disciplinary action.

This policy is not intended to limit the superintendent's discretion to conduct prebid meetings.

Legal References: G.S. 133-33

Cross References: Ethics and the Purchasing Function (policy 6401)

Adopted:

The board authorizes the maintenance of appropriate individual school accounts.

All employees and volunteers who handle checks, receipts, deposits, money, or financial records related to the individual school accounts are expected to be familiar with applicable laws and board policies.

The principal ~~will be~~ is responsible for the proper administration of financial activities of the school in accordance with provisions of law and appropriate accounting practices and procedures. All checks issued from individual school accounts are required to have the signatures of two authorized personnel. Authorized personnel include the principal, school treasurer, and finance officer.

The school treasurer will perform duties as provided in board policy 8520, School Treasurer.

The finance officer will establish any procedures necessary to help ensure that all funds are handled in accordance with law, board policy, and standards for accounting.

All accounts are subject to audit at any time by the superintendent or finance officer.

Legal References: G.S. 115C-435, -436, -445, -448

Cross References: Fiscal Management Standards (policy 8300), Daily Deposits (policy 8325), School Finance Officer (policy 8510), School Treasurer (policy 8520)

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

Administrative Procedure: ~~None~~ Financial Procedures Manual

A. SELECTION AND EVALUATION

The superintendent will select and the board will approve a school finance officer. The finance officer serves at the pleasure of the superintendent. The superintendent shall evaluate the finance officer to help ensure that all duties as required by law, board policy and/or the superintendent are met.

B. DUTIES

The school finance officer provides critical services for the effective planning and use of fiscal resources. The school finance officer shall be responsible to the superintendent for:

1. keeping the accounts of the school system in accordance with generally accepted principles of governmental accounting, board policy, the rules and regulations of the State Board of Education, and the rules and regulations of the Local Government Commission;
2. giving the preaudit certificate required by G.S. 115C-441 and establishing procedures to assure compliance;
3. signing and issuing all checks, drafts and state warrants by the school system;
4. investing the cash balance of any funds, subject to board policy 8110, Budget Resolution;
5. receiving and depositing all moneys accruing to the school system;
6. preparing and filing a statement of the financial condition of the school system as often as requested by the superintendent;
7. preparing and filing a statement of the financial condition of the school system when requested by the board of education or the board of county commissioners, but only if such requests are in writing and copied to the superintendent;
8. performing such other duties as may be assigned by law, by the superintendent, or by rules and regulations of the State Board of Education and the Local Government Commission;
9. submitting reports to the Secretary of the Local Government Commission as required by law;
10. receiving and accounting for all clear proceeds of fines, penalties and forfeitures and notifying the superintendent and board of such funds;

11. reviewing school improvement plans ~~that provide for~~ as they relate to the transfer of funds between funding allotments or lease purchase contracts;
12. evaluating all continuing contracts, including the principal and interest to be paid, and making recommendations to the superintendent and reports to the superintendent and board as provided in board policy 6425, Continuing Contracts;
13. assisting the superintendent in the development of the budget;
14. prescribing the form and detail of records maintained by the school treasurer;
15. making salary deductions as provided in policy 7620, Payroll Deductions;
16. maintaining custody of the facsimile signature device as provided in policy 8330, Facsimile Signatures;
17. maintaining custody of insurance policy and programs as provided in policy 8340, Insurance.

C. FIDELITY BOND

The finance officer will carry a true accounting and faithful performance bond as provided in board policy 8530, Fidelity Bonds.

Legal References: G.S. 115C-105.25, -435, -436, -441, -442, -445, -446, -448, -452, -528

Cross References: Continuing Contracts (policy 6425), Payroll Deductions (policy 7620), Budget Resolution (policy 8110), Facsimile Signatures (policy 8330), Insurance (policy 8340), Fidelity Bonds (policy 8530)

Adopted:

Upon the recommendation of the superintendent, the board will appoint an employee to serve as school treasurer at each school that handles special funds.

DUTIES

The school treasurer ~~will be~~is responsible for:

1. being familiar with and complying with applicable law and board policy;
2. keeping a complete record of all moneys in his or her charge, following the form and detail prescribed by the finance officer;
3. making deposits as required by law and board policy 8325, Daily Deposits; and
4. performing any other duties as may be assigned by the superintendent.

Any principal, school employee, parent or other individual who has reason to believe that a school treasurer is not performing his or her duties in accordance with law or board policy is required to immediately notify the finance officer or the superintendent.

Legal References: G.S. 115C-448

Cross References: Daily Deposits (policy 8325)

Adopted:

A. FINANCE OFFICER

The school district will pay the premium for a true accounting and faithful performance bond with sufficient sureties to cover all funds in the school finance officer's custody except state funds placed to the credit of the school district by the State Treasurer. The board will fix the amount of the bond.

B. OTHER EMPLOYEES

The school district will pay the premium for a true accounting blanket bond with sufficient sureties which will cover all school treasurers and other employees who have custody of public school money in the normal course of their employment or agency. The board will fix the amount of the bond.

Legal References: G.S. 115C-442

Cross References:

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

Administrative Procedure: None

The board strives to obtain high quality services at a reasonable price through the bidding process employed by the school system.

A. STANDARDS FOR PARTICIPATION IN CONSTRUCTION CONTRACTS

All contracts formally or informally bid will be awarded to the lowest responsible bidder, taking into consideration quality, performance, reliability and the time specified in the bids for performance of the contract. To be eligible for an award of a formally bid contract subject to G.S. 143-129, the contractor and its subcontractors, if any, must demonstrate compliance with all applicable provisions of G.S. Chapter 64, Article 2, including the responsibility to use E-Verify.

The board prohibits discrimination against any person or business on the basis of race, color, ethnic origin, sex, disability or religion. In addition, in accordance with G.S. 143-133.5, the board prohibits discrimination against a bidder or contractor for being party to, refusing to be party to, adhering to, or refusing to adhere to an agreement with a labor organization. The superintendent is required to conduct contracting and purchasing programs so as to prevent such discrimination.

The superintendent, on behalf of the board, must certify that good faith efforts have been made to increase the participation in construction contracts by minority-owned and female-owned businesses, as required by policy 9125, Participation by Women- and Minority-Owned Businesses.

The board will grant a North Carolina resident firm providing architectural, engineering, surveying, ~~or~~ construction management at-risk service, design-build services, or public-private construction services a preference over a nonresident firm, if the home state of the nonresident firm has a practice of granting a preference to its resident firms over North Carolina resident firms. Any preference granted to a resident firm will be in the same manner, on the same basis, and to the same extent as the preference granted by the nonresident firm's home state. The school system's bid documents will require that nonresident firms disclose and describe any construction contract preferences granted by the firm's home state.

B. BIDDING METHODS

The board may request bids for contracts for building projects using either single prime, multi-prime (separate prime), construction management at-risk, ~~or~~ dual bidding, design-build, design-build bridging, and public-private partnership methods, as permitted by law. The superintendent shall make a recommendation to the board as to the method(s) that should be used for a particular project.

If the superintendent believes the project cannot be reasonably completed under the

methods authorized by G.S. 143-128, the superintendent shall so inform the board and make the recommendation to the board that it approve the use of alternative methods. Upon board approval, the superintendent shall submit to the State Building Commission a request to use an alternative contracting method along with supporting documentation.

C. FORMAL BIDDING

Construction and repair work requiring the estimated expenditure of \$500,000 or more will be advertised for bid and will be awarded through formal bidding procedures. Dividing contracts to lower the expenditure amounts so as to evade these requirements is prohibited. The superintendent shall establish formal bidding procedures consistent with this policy and applicable law and make the procedures available to all bidders or potential bidders.

D. INFORMAL BIDDING

Informal bids will be obtained for construction and repair contracts between \$30,000 and \$500,000. Quotations from contractors may be solicited by telephone or in writing. Informal bids are recommended, but not required, for construction and repair work costing less than \$30,000.

Dividing contracts to lower the expenditure amounts so as to evade the informal bidding requirements is prohibited. The superintendent shall develop informal bidding procedures consistent with this policy and applicable law and make the procedures available to all bidders and potential bidders.

E. APPROVAL

All formally bid construction contracts must be reviewed by the board attorney and submitted by the superintendent to the board for approval.

The superintendent shall consult with the board attorney in developing standard form contracts for informally bid construction projects. Board approval of informally bid projects is not required, unless otherwise directed by the board on specific projects.

F. RECORDS AND REPORTING REQUIREMENTS

Records of all informal or formal bids received will be maintained and will be available for public inspection. Such records should include the date the bid is received, from whom it is received, and what project it is for. The records will document why the selected contractor was the lowest responsive, responsible bidder if the contractor was not the low bidder.

~~Each year by April 1, the superintendent shall submit to the secretary of the Department of Administration a report on the cost and effectiveness of each construction method used by the board during the previous year. The superintendent also must submit required~~

reports to the State and provide reports to the board on the progress being made towards reaching the board's goals.

G. DISPUTE RESOLUTION PROCESS

The board establishes the following dispute resolution process to resolve issues arising out of construction and repair projects or contracts related to such projects. The dispute resolution process may be used by any party involved in the construction project for those disputes in which the amount in controversy is at least \$15,000.

Prior to initiating litigation concerning a dispute, parties to the dispute must do the following: (1) submit the dispute for review by the superintendent or other designated school official and the project architect, as appropriate, and (2) participate in mediation, if the matter cannot be resolved by school officials and the architect. The cost of the dispute resolution process will be divided between the parties to the dispute. If the board is a party to the dispute, the board will pay at least one-third of the cost.

Legal References: G.S. 115C-521, -522; 143-64.31 and -128 to -135

Cross References: Participation by Women- and Minority-Owned Businesses (policy 9125)

Adopted:

PARTICIPATION BY WOMEN- AND MINORITY- OWNED BUSINESSES

Policy Code:

9125

The board affirms the State's commitment to encouraging the participation of minority-owned and female-owned businesses in the school system's construction contracts.

After notice and public hearing, the board has adopted the following verifiable percentage goals for participation in the school system's contracts by historically underutilized businesses:

1. Projects in which the cost exceeds \$100,000 and the board has received state appropriations or grants for the project:

Ten percent participation by minority-owned and female-owned businesses in the total value of work for each building project involving erection, construction, alteration or repair for which the cost exceeds \$100,000.00.

2. Projects in which the cost exceeds \$500,000 (i.e., for which formal bidding is required):

Ten percent participation by minority-owned and female-owned businesses in the total value of work for each building project involving erection, construction, alteration or repair.

3. Projects in which the costs are at least \$30,000 but do not exceed \$500,000 (i.e., for which informal bidding is required):

Except as otherwise required for projects in subsection 1 above, the board will solicit participation by minority business enterprises and maintain a record of contractors solicited and efforts to recruit minority participation. The board also will comply with any reporting and documentation requirements of the Department of Administration.

A. SCHOOL SYSTEM GOOD FAITH EFFORTS

The board has adopted the following guidelines to ensure that the school system will make good faith efforts to reach diverse contractors and to encourage participation in the school system's construction contracts by such contractors. The school system will:

1. make information about the school system's formal and informal bidding process readily available.
2. develop and implement a minority business participation outreach plan to identify minority businesses that can perform building projects and to implement outreach efforts to encourage minority business participation in such projects;
3. advertise for bids in media that reaches minority businesses and provide notice to minority businesses as provided in G.S. 143-128.2.

4. ensure access to building documents needed for making bids on projects.
5. encourage businesses experiencing difficulty in meeting the bonding, licensing and bid deposits required by state law in larger construction projects to utilize resources and assistance offered by local, state and federal agencies.
6. attend the scheduled pre-bid conference.

B. GOOD FAITH EFFORTS REQUIRED BY CONTRACTORS

All bidders on major school construction and renovation projects who intend to subcontract any part of the project must provide affidavits indicating that a good faith effort has been made in preparing the bid to meet the board of education's verifiable goal for participation by minority-owned and female-owned businesses.

The failure to make a good faith effort to meet the board's goal may result in the bid being considered non-responsive and being rejected.

The superintendent will establish administrative procedures to verify qualified businesses and good faith efforts by bidders.

Legal References: *City of Richmond v. J.A. Croson Co.*, 488 U.S. 469 (1989); G.S. 143-128, -128.2, -128.3

Cross References:

Issued: June 1997

Revised: September 24, 1999; May 7, 2004

The superintendent is responsible for monitoring the contracts with the architect and all contractors. The superintendent or designee will report periodically to the board on the progress being made by the contractors and architects, including whether the work is being performed in accordance with plans, specifications, contracts and specified deadlines.

The superintendent may utilize consultants for performing the review required by this policy. Any contract for such services must be approved by the board and the cost included in the budget for the project.

Legal References: G.S. 115C-36, -47, 133-1.1

Cross References:

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

Administrative Procedure: None

SALE, DISPOSAL AND LEASE OF BOARD-OWNED REAL PROPERTY

Policy Code:

9400

The board will consider the sale and disposal of board-owned real property, including land and buildings, as authorized by law. The board is guided in its decisions by its commitment to help students succeed by providing appropriate facilities and to use its resources in a fiscally and environmentally sound manner.

Any sale or disposal of real property, including school buildings, will be conducted in accordance with statutory requirements. The superintendent should secure the services of consultants as necessary to conduct feasibility assessments and determine the fair market value. No building or land will be sold below the fair market value or exchanged for less than full and fair consideration, except that the board will afford the board of county commissioners the first opportunity to obtain any real property at the fair market price or a price negotiated between the two boards. ~~Leases of real property also will be at fair market value, except the board may negotiate a lesser amount with another governmental unit.~~

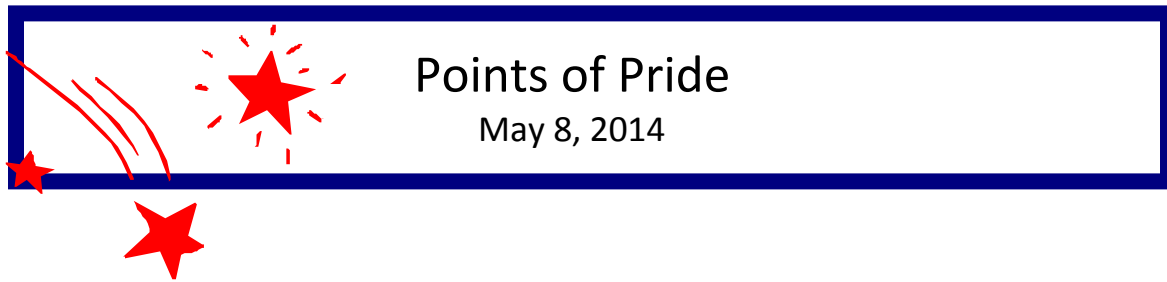
When the board decides to lease board-owned property to another entity, the lease will be at the fair market value, except that the board may negotiate a lesser amount with another governmental unit.

Legal References: G.S. 115C-72, -518, -521; 160A, art. 12

Cross References: Planning to Address Facility Needs (policy 9000), Site Selection (policy 9010), Selection and Use of Architects and Engineers (policy 9110)

Adopted:

School/Location	Date	Event	Time
ACS	Mon., May 4 - Fri., May 9	Teacher Appreciation Week	All Week
AHS/PAC	Tuesday, May 6	SAMS Chorus Concert	7:30pm
PDC	Thursday, May 8	Board of Education Meeting	7:30pm
CO Board Room	Friday, May 15	Superintendent's Advisory Council Meeting	11:30am
AHS/PAC	Thursday, May 15	AHS Spring Choral Concert	7:30pm
AHS/PAC	Tuesday, May 20	AHS Jazz Concert	7:30pm
Pinewood	Wednesday, May 21	Teacher of the Year Banquet	6:30pm
AHS/PAC	Thursday, May 22	AHS Spring Band Concert	7:00pm
AHS/PAC	Tuesday, May 27	AHS Senior Awards Evening	7:00pm
AHS	Wednesday, May 28	Senior Board Night	5:00pm
AHS/PAC	Thursday, May 29	AHS Percussion Concert	7:30pm
CUMC	Monday, June 2	AHS Band Awards Banquet	6:30pm
PDC	Sunday, June 8	Retirement Reception for Dr. Frost	2:00pm - 4:00pm
Lee J. Stone Stadium	Tuesday, June 10	Graduation	7:00pm
AHS	Wednesday, June 11	Retirement Breakfast	7:30am



Student achievements:

- NAMS students were recognized by the National Farm Worker Ministry for winning a photo competition.
- Cherie Berry visited NAMS to address letters that the students wrote her.
- SAMS students raised more than \$2,000 for JDRF.
- Students K-12 participated in the 3rd Annual Digital Learning Expo.

Staff recognition:

- The fourth cohort of TLA participants presented their final projects and graduated from the program.
- Kathy Saunders, AHS, was honored at a luncheon for being a finalist for the N.C. Teacher of the Year award.

Events bringing community into our schools:

- Teachey celebrated its 50th anniversary with a public reception.
- Teachey held a family art event.
- Lindley Park held a volunteer tea to thank volunteers.
- Cherie Berry visited NAMS to address letters that the students wrote her.
- Community members attended the 3rd Annual Digital Learning Expo.



Asheboro City Schools

...the subject is excellence!

BOARD OF EDUCATION GOALS 2013-2014

Update: May, 2014

We are in the process of our final review of our objectives and goals, and will provide a complete report of our progress at our Summer Board Retreat on Thursday, June 26.

STRATEGIC GOAL:

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

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 7th 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**.
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.
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.
5. Improve **application review, interview preparation, and reference-checking protocols**.
6. Update and implement **support program for beginning teachers**.