

ASHEBORO CITY BOARD OF EDUCATION
September 12, 2013
7:30 p.m.
Asheboro High School
Professional Development Center

***5:15 p.m. – Tour of Early Childhood Development Center**

***6:15 p.m. – Policy Committee**

***6:45 p.m. – Finance Committee Meeting**

I. Opening

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – Jane Redding
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Board Spotlight – Early Childhood Development Center

III. Public Comments

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

IV. *Consent Agenda

- A. Approval of Minutes – August 8, 2013
- B. Randolph Community College Articulation Agreement with Asheboro City Schools
- C. Personnel

V. Information, Reports and Recommendations

- A. School Safety and Student Disciplinary Annual Update
- B. Policies
 - Policy 8100 – Budget Planning and Adoption
 - Policy 8110 – Budget Resolution
 - Policy 8300 – Fiscal Management Standards
 - Policy 8310 – Annual Independent Audit
 - Policy 9300 – Naming Facilities

VI. Action Items

- *A. Policies
 - Policy 1200 – Governing Principle – Student Success
 - Policy 1740/4010 – Student and Parent Grievance Procedure
 - Policy 1750/7220 – Grievance Procedure for Employees
 - Policy 7130 – Licensure
 - Policy 7430 – Substitute Teachers
 - Policy 7520 – Family and Medical Leave
 - Policy 7810 – Evaluation of Licensed Employees
- *B. 2013-2014 Budget Resolution
- *C. 2013 Chinese Delegation Approval

VII. Superintendent's Report/Calendar of Events

- A.** Calendar of Events
- B.** Membership and Class Sizes
- C.** 2013-2014 Board Goals, September Update

VIII. Board Operations

- *A.** NCSBA Awards
- B.** Important Dates to Remember:
 - NCSBA District 5 Meeting – Wednesday, September 18, 2013, 4:00 p.m., at Wheatmore High School
 - Fall Law Conference – October 16-18, 2013, Asheville, NC
 - NCSBA Annual Conference – November 18-20, 2013, Koury Convention Center
 - NSBA Annual Conference – April 13-15, 2014, New Orleans, Louisiana (Registration opens on October 23, 2013)

IX. Executive Session

- A.** Superintendent's Annual Performance Evaluation

X. 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
September 12, 2013
7:30 p.m.
Asheboro High School
Professional Development Center

Addendum

- I. **Opening**

- IV. ***Consent Agenda**
 - C. Personnel
 - D. Field Trip Approval – Washington, DC Trip, North Asheboro Middle School

- VII. **Superintendent's Report/Calendar of events**
 - B. Membership and Class Size

- X. **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.

September 12, 2013

Board Spotlight:

The Board Spotlight this evening is the Early Childhood Development Center. Tonight, Kimberly Borden and members of her staff will share information about the summer 2013 implementation of Phase I of the Outdoor Learning Environment grant work that began at ECDC in 2010-2011 and plans for Phase II of the grant. The Board of Education and audience will learn more about the use of certain natural items and plants in the outdoor area, as well as future plans for a bamboo teepee and butterfly bushes. Welcome Ms. Borden and staff!

Minutes of the Asheboro City Board of Education

August 8, 2013

Policy Committee

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

Gidget Kidd
Chris Yow

Jane Redding
Archie Priest

Committee members absent were Phillip Cheek and Steve Jones.

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

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

- Policy 8100 - Budget Planning and Adoption
 - Due date of calendar outlining the annual budget development process changed to February 15
- Policy 8110 - Budget Resolution
- Policy 8300 - Fiscal Management Standards
- Policy 8310 - Annual Independent Audit
- Policy 9300 - Naming Facilities
 - Policies reviewed with committee, no revisions recommended at this time

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

Committee reviewed the special provisions proposed under Senate Bill 402 which will have an impact on the education budget for North Carolina schools.

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

Finance Committee

The Finance Committee convened at 6:50 p.m. in the Professional Development Center conference room with the following board members present:

Linda Cranford
Gus Agudelo
Kyle Lamb

Jane Redding
Archie Priest, Jr.

Committee members absent were Joyce Harrington and Dr. Kelly Harris.

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

The meeting was called to order and Mr. Blair presented information on the signature card for Charles W. McCrary Elementary School. There was also discussion of the 2013-14 budget recently passed by the state legislature.

There being no further business, the meeting adjourned at 7:20 p.m.

Board of Education

Opening

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

Jane Redding, Chairman	Gustavo Agudelo
Phillip Cheek	Linda Cranford
Kyle Lamb	Gidget Kidd
Archie Priest, Jr.	Chris Yow
Archie Smith, Jr., Attorney	

Dr. Kelly Harris arrived at 8:06 p.m.

Board members absent were Joyce Harrington and Steve Jones.

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

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

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

A motion was made by Mr. Lamb and seconded by Mr. Priest to temporarily waive Board Policy 2300-Board Meetings, Section E, to allow Joyce Harrington to participate remotely in the Executive Session meeting due to medical issues. Motion carried 7-1 with Ms. Kidd voting no.

Public Comments

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

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

Consent Agenda

The following Consent Agenda items were approved:

Approval of Minutes – July 11, 2013

Executive Summary for Title I and Title II Applications 2013-2014 (A copy of the plans will become a part of these minutes.)

Signature Card, Charles W. McCrary Elementary School (A copy of the signature card will become a part of these minutes.)

Personnel

RESIGNATIONS/RETIREMENTS/SEPARATIONS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Barnes, Luke	SAMS/Business Ed.	7/16/13
Baxter, Crystal	LP/Inst. Assistant	8/1/13
Cammareri, Kathryn	NAMS/ELA	7/22/13
Costas, Zachary	SAMS/ELA	7/25/13
Gallimore, Sarah	BAL/5th Grade	8/29/13
Howard, Donna	BAL/Inst. Asst./EC	6/11/13
Lowery, Faith	AHS/Mathematics	7/16/13
Norris, Sammie	SAMS/Science	8/15/13
Ward, Devan	AHS/Eng./Theatre	7/16/13
Cagle, Frank	SAMS/Math	8/1/13
Gallimore, Sarah	BAL/5th Grade	7/30/13
McDonald, Melanie	BAL/1st Grade	8/6/13
Priest, Kristen	SAMS/ELA	8/7/13

TRANSFERS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Jones, Jasmine	SAMS to NAMS/Inst. Asst. EC	8/19/13
Brown, Celeste	GBT to CWM/Inst. Asst.	8/19/13
Hardin, Sandy	GBT to CWM/Reading Spec. (PT)	8/19/13
Worsham, Jamie	GBT to LP/Inst. Asst.	8/19/13

APPOINTMENTS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Arellano, Amanda	BAL/Inst. Asst./EC	8/19/13
Brumley, Jennifer	GBT/Reading Spec.	8/19/13
Carl, Mischale	CO/Bus Driver	8/1/13
Carter, Casey	SAMS/Social Studies	8/19/13
Chervenak, Kaitlin	LP/5th Grade	8/19/13
Davis, Kathryn	NAMS/Inst. Asst./EC	8/19/13
Dunn, Virginia	GBT/Reading Spec.	8/19/13
English, Kendra	CWM/Data Man./Treas.	7/24/13
Frank, Karen	NAMS/ELA	8/19/13
Hagood, Kelly	SAMS/ELA	8/19/13
Hinshaw, Amanda	BAL/3rd Grade	8/19/13
Martin, Catherine	BAL/Inst. Asst./EC	8/19/13
Miller, Tracii	SAMS/Inst. Asst./EC	8/19/13
Simmons, Kerick	AHS/Inst. Asst./EC	8/19/13
Tatum, Toccara	SAMS/Business Ed.	8/19/13
Allgood, Timothy	AHS/Interim AP	8/12-9/20/13
Blackwelder, Jr., Ricky	CO/Bus Driver	8/13/13
Chen, Jie	AHS/Chinese	8/19/13

APPOINTMENTS cont'd

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Leonard, Sandra	AHS/Health Science Ed.	8/19/13
LeRoy, Laura	CWM/21st CCG Prog. Coord.	8/12/13
Needham, Linda	CO/Sub. Bus Driver	8/13/13
Pate, Sheryl	SAMS/6th Grade Science	8/19/13
Robertson, Thomas "Mike"	AHS/Math	8/19/13
Staley, Shannon	BAL/5th Grade	8/19/13
White, Marlenea	BAL/1st Grade	8/19/13

Charter Bus Approval (A copy of the Charter Bus Approval will become a part of these minutes.)

Information, Reports and Recommendations

Dr. Rice reported on the 2012-2013 athletic program as follows: Fifteen of the twenty varsity teams qualified for the North Carolina High School Athletic Association's Scholar Athletic Team Award with a 3.10 average or better; Asheboro High School varsity teams earned a 3.34 GPA; and 243 varsity students/athletes qualified for the North Carolina High School Athletic Association's Scholar Athlete Award with a 3.50 (weighted) GPA during the 2012-2013 school year.

Dr. Rice also provided information that has been gathered so far in adding lacrosse as a varsity sport at Asheboro High School. A timeline and the plan for determining student interest were also presented.

Carla Freemyer gave the Teacher Turnover Report. The teacher turnover rate for the period of March 2012 through February 2013 was 19.88%. Eighteen of those teachers were retirees; five teachers moved to non-teaching positions in Asheboro City Schools; forty-one teachers resigned; one teacher resigned who will not be continuing in the education field; and two resigned for unknown reasons.

Julie Pack reported on the number of Asheboro City Schools' students who took Advanced Placement exams in 2013. A total of 165 students took the exams and the total number of exams taken was 269. A breakdown of the scores on the AP tests was presented as well. Our test scores for 2012-2013 were much better than 2011-2012 scores. Asheboro High School had twenty AP Scholars which is up from ten last school year. Each AP Scholar was presented with a certificate of accomplishment for their achievement.

Ms. Pack also presented a report on the ACT results for all AHS juniors. The ACT test assesses high school students' general educational development and their ability to complete college-level work.

Along with the ACT report, the WorkKeys results were given as well. WorkKeys is a job skills assessment system measuring "real-world" skills that employers believe are critical to job success. Seventy Asheboro High School students received certificates for proficiency. Reports for PLAN (Grade 10) and EXPLORE (Grade 8) were also shared.

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

- Policy 1200 – Governing Principle – Student Success
- Policy 1740/4010 – Student and Parent Grievance Procedure
- Policy 1750/7220 – Grievance Procedure for Employees
- Policy 7130 – Licensure
- Policy 7430 – Substitute Teachers

- Policy 7520 – Family and Medical Leave
- Policy 7810 – Evaluation of Licensed Employees

Action Items

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

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

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

Jennifer Smith and Julie Brady, principal, presented a proposal to increase learning time at Charles W. McCrary Elementary School in 2013-2014 by adding 20 minutes to each student's day. A motion was made by Mr. Lamb, seconded by Mr. Agudelo, and Board members unanimously approved the proposal.

Superintendent's Report/Calendar of Events

Carla Freemyer shared the Calendar of Events highlighting the following dates: Health Sciences Academy Kickoff Event, August 15; Convocation, August 23; open house dates for the schools; New Employee Reception, August 28; PTO presentations at the schools; District 5 School Board Association Meeting; and ECDC Ribbon Cutting/Open House on Sunday, September 22.

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

Dr. Frost informed board members that the 21st Century Learning Centers Grant for McCrary Elementary was approved by the State Board of Education. In other releases from the State Board of Education, the graduation rate for the state is 82.5% and Asheboro City's graduation rate increased to 86.3%.

Board Operations

Chairman Redding provided board members with school assignments for the 2013-2014 school year and urged them to attend events at their designated schools as well as other schools throughout the school year.

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

- Convocation – Friday, August 23, 2013
- First Day of School – Monday, August 26, 2013
- NCSBA District 5 Meeting – Wednesday, September 18, 2013, 4:00 p.m., at Wheatmore High School, 3768 Finch Farm Rd., Trinity, NC
- Fall Law Conference – October 16-18, 2013, Asheville, NC
- NCSBA Annual Conference – November 18-20, 2013, Koury Convention Center

The Board will also work the concession stand for the first football game of the year on August 23, 2013.

A motion was made by Ms. Cranford, seconded by Mr. Lamb, and unanimously approved by the Board, to adjourn from open session and enter closed session under Statute 143-318.11(a)(1) for the purpose to discuss the Superintendent's Annual Performance Evaluation for 2012-2013.

Executive Session

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

Adjournment

There being no further business, a motion was made by Mr. Priest, seconded by Mr. Lamb, and unanimously approved by the Board, to adjourn at 9:52 p.m.

Chairman

Secretary

**ARTICULATION AGREEMENT
BETWEEN
ASHEBORO CITY SCHOOLS AND
RANDOLPH COMMUNITY COLLEGE
2013-2014**

Articulation is a systematic, seamless student transition process from secondary to postsecondary education which maximizes use of resources and minimizes content duplication. Articulated credit is credit that is granted in specific courses by Randolph Community College to students who have satisfactorily completed equivalent high school courses.

CRITERIA TO AWARD COLLEGE CREDIT

To receive articulated credit, students must enroll at Randolph Community College within two years of their high school graduation date and meet the following criteria:

- Final grade of **B** or higher in the course and
- A score of **93** or higher on the standardized CTE post-assessment

The student must inform the RCC registrar that he/she wishes to receive articulated college credit and must be enrolled the semester for which credit is granted.

High school students who enroll in a Career and College Promise pathway may earn articulated college credit as described in this agreement while enrolled in high school if the CTE articulated college credit is part of their Career and College Promise Pathway and they meet the articulation criteria.

PROCESS TO DOCUMENT CREDIT

The official high school transcript and all official standardized CTE post-assessment scores will be required to verify that the criteria to award credit for articulated course work has been met. Where indicated, students will submit supporting documentation to Randolph Community College.


Randolph Community College officials will have responsibility for verifying eligibility and acceptance of the articulated course or courses on the high school transcript for college credit.

EVALUATION

This agreement will be evaluated annually.

This is to certify that this articulation agreement has been developed in accordance with the "North Carolina High School-to-Community College Articulation Agreement" and will be carried out according to the terms of the agreement.

This Articulated Credit Agreement between Asheboro City Schools and Randolph Community College will become effective for students who enroll at Randolph Community College beginning with the fall semester.

 8.29.13

Signature of Superintendent, Asheboro City Schools Date

Signature of Board Chairman, Asheboro City Schools Date

Signature of President, Randolph Community College Date

Signature of Board of Trustees Chairman, Randolph Community College Date

ARTICULATED COURSES
Asheboro City Schools and Randolph Community College
2013-2014

Courses Articulated by the NC High School to Community College Articulation Agreement - Effective - July 1, 2012

Students completing the following courses at Asheboro High School and who meet the requirements of this document will receive credit as indicated.

<u>Asheboro High School Course</u>	<u>Randolph Community College</u>	<u>College Credits</u>
<i>BUSINESS & INFORMATION TECHNOLOGY / BUSINESS EDUCATION</i>		
6417 Microsoft Word, Power Point, Publisher	OST 136 Word Processing	3
6414 Multimedia and Webpage Design	WEB 110 Internet/Web Fundamentals	3
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<i>FAMILY & CONSUMER SCIENCE / EARLY CHILDHOOD EDUCATION</i>		
7111 Early Childhood Education I AND 7112 Early Childhood Education II	EDU 119 Intro to Early Childhood Education	4
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<i>HEALTH OCCUPATIONS / HEALTH SCIENCES</i>		
7240 Health Sciences I	MED 121 Medical Terminology I AND MED 122 Medical Terminology II	3 3
7243 Nursing Fundamentals	NAS 101 Nursing Assistant I	6
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<i>MARKETING EDUCATION / ENTREPRENEURSHIP</i>		
6621 Marketing	MKT 120 Principles of Marketing	3
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TRADE & INDUSTRIAL / INDUSTRIAL ENGINEERING & TRANSPORTATION

7921 Drafting I AND

7962 Drafting II- Architectural

DFT 119 Basic CAD

2

**Asheboro City Schools
Personnel Transactions
September 12, 2013**

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

NAME		SCHOOL	SUBJECT	EFFECTIVE
Bowman	John	NAMS	Science	9/13/2013
LeRoy	Emily	AHS	NOVA Academy/IA	8/8/2013
Myers	Cindy	SAMS	Mathematics	8/8/2013
Poteat	Brandon	SAMS	ISS/IA	8/8/2013
Saunders	Vivian	ECDC	Parent Educator	6/11/2013
Smith	Allen	AHS	Long-term Intervention	11/30/2013

***B. APPOINTMENTS**

NAME		SCHOOL	SUBJECT	EFFECTIVE
Alexander	Chris	NAMS	EC/IA	8/19/2013
Burrows	Dustin	CO	Bus Driver	8/21/2013
Dorion	Wendy	BAL	AIG (part-time)	8/19/13-1/17/14
Gallimore	Bryan	NAMS	Science	9/16/2013
Hays	Dee	ECDC	Pre-K Teacher	8/26/2013
Lassiter	Reggie	SAMS	ISS/IA	8/19/2013
Luck	Mary	AHS	NOVA Academy IA	9/12/2013
Matthews	Jesse	CO	Bus Driver	8/20/2013
Salamone	Jennifer	SAMS	Math	9/9/2013
Smith	Charlene	NAMS	AIG (part-time)	8/19/13-1/17/14
Strickland	Krystyna	CO	Technology Assistant	9/3/2013

**Asheboro City Schools
Personnel Transactions - ADDENDUM
September 12, 2013**

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

NAME		SCHOOL	SUBJECT	EFFECTIVE
Julius	LaToya	CO	Bus Driver	9/6/2013
Matthews*	Jesse	CO	Bus Driver	8/20/2013
McDaniel	Tanya	CO	Bus Driver	6/6/2013

***B. APPOINTMENTS**

NAME		SCHOOL	SUBJECT	EFFECTIVE
Dunn	Roy	CO	Bus Driver	9/11/2013
Freeman	Glenda	SAMS	EC Program Facilitator	10/14/2013
Walden	Brett	NAMS	EC/Instructional Asst.	9/16/2013
Allen	Jeanne		Substitute (\$70)	9/9/2013
Ball	Shaylon		Substitute (\$70)	9/9/2013
Beal	Wanda		Substitute (\$70)	9/9/2013
Burgess	Samuel		Substitute (\$70)	9/9/2013
Catherwood	Nicole		Substitute (\$70)	9/9/2013
Chilton	Zachary		Substitute (\$70)	9/9/2013
Concutelli	Anthony		Substitute (\$70)	9/9/2013
Hall	Steven		Substitute (\$70)	9/9/2013
Henderson	Tammy		Substitute (\$70)	9/9/2013
Hoffmire	Jessica		Substitute (\$70)	9/9/2013
McEntire	Brenda		Substitute (\$70)	9/9/2013
Mendoza Osorio	Ana		Substitute (\$70)	8/26/2013
Morgan	Sharon		Substitute (\$70)	9/9/2013
Scotton	Kelly		Substitute (\$70)	9/9/2013
Steele	Florence		Substitute (\$70)	9/9/2013
Wease	Joseph		Substitute (\$70)	9/9/2013
Allgood	Timothy		Substitute (\$91)	9/22/2013
Federhart	Stacey		Substitute (\$91)	9/9/2013
Jarrett	Gary		Substitute (\$91)	9/9/2013
Leach	Michelle		Substitute (\$91)	9/9/2013
Morehead	L'anika		Substitute (\$91)	9/9/2013
Williams	Sharon		Substitute (\$91)	9/9/2013

*mistakenly listed as an appointment in the original board packet

**Asheboro City Schools
Certified Appointments
September 12, 2013**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Gallimore, Bryan	Appalachian State University B: Physical Education	Physical Education Science

Mr. Gallimore is recommended to teach Science at North Asheboro Middle School. Mr. Gallimore completed his student teaching at Southeast Guilford High School, along with an internship at Green Valley Elementary School in Boone, NC. Mr. Gallimore has been serving as the ISS Instructional Assistant at North Asheboro Middle School since December 2012. We welcome Mr. Gallimore to his new classroom role.

Hays, Dee	Atlantic Christian College B: Elementary Education	Elementary Pre-K
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Ms. Hays is recommended to teach pre-kindergarten at the Early Childhood Development Center. Ms. Hays has been the lead pre-K teacher for the past eight years at Shepherd's Way Day School and brings a wealth of experience to ECDC. In addition to her pre-K experience, she has taught several years at the elementary level in a private school setting. We welcome Ms. Hays to the Asheboro City Schools family.

Salamone, Jennifer	UNC-Greensboro B: Elementary Education	Elementary
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Ms. Salamone is recommended to teach Mathematics at South Asheboro Middle School. Ms. Salamone is returning home to South Asheboro Middle School after teaching one year in Alamance Burlington. She is very excited to return to her school family at SAMS. Welcome Ms. Salamone!

**Asheboro City Schools
Certified Appointments
September 12, 2013 - Addendum**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Freeman, Glenda	Winthrop University B: Special Education Grand Canyon University M: Special Education	Special Education

Ms. Glenda Freeman is recommended as the Exceptional Children's Program Facilitator to serve our two middle schools. Ms. Freeman is a veteran educator from Anson County Schools who brings twenty years of experience to Asheboro City Schools. She spent 11 years in the classroom, and the past nine in an EC program facilitator capacity. We are pleased to welcome Ms. Freeman to Asheboro City Schools.

**ASHEBORO CITY SCHOOLS
FIELD TRIP / TRANSPORTATION REQUEST
SEND TO TRANSPORTATION SUPERVISOR – CENTRAL OFFICE**

Group Making Request: 8th Grade Team

School: NAMS

Destination: Washington, DC

Date of Trip: March 4, 2014 to March 7, 2014

Number of Students Involved: 180

Percent of Total Group: 100%

Reasons for Students Not Attending: _____

Transportation Method: Activity Bus Bus Charter Private Automobile Other (_____)

If using a Charter Bus service, state name of Vendor here: Holiday Tours

Number of Vehicles Needed (to be secured by the Central Office): 0

Number of Drivers Needed (to be secured by the Central Office): 0

Departure Time: 6:00 am Return Time: 9:00 pm Round Trip Miles (estimated): 1000 miles

Estimated Cost to the Student: \$525

Purpose(s) of the Field Trip: Students will travel to Washington, DC to visit monuments, memorials, and museums in our nation's capital. This trip will provide a memorable experience for our students by exposing them to the unique features of Washington, DC.

List below the names of adult chaperones who will be accompanying this group on the field trip. Place an "*" by individuals who are licensed to drive school vehicles and who will be serving in that capacity for you:

The 8th Grade Teacher Team at NAMS will serve as chaperones, including a school administrator.

If approved, the following procedures must be followed; (1) Written parental permission is required for all field trips. This permission should be acquired using the Asheboro City Schools Parental Field Trip Permission Form; (2) No students can serve as drivers; private vehicles are used as a last resort; and (3) All students in a class or group shall have an opportunity to attend—means will provided for students to participate when necessary.

I certify that all those requirements, in addition to the general guidelines on the back of this form, will be fully met.

C. Ward 8th Grade Social St. 8-30-13
Sponsor Date
Approved: Candace Call 9-4-13
Principal Date

Approved: _____
Superintendent or Designee Date

Transportation Scheduled: _____
Transportation Supervisor Date

Special Comments/

Response: _____

POLICY: FIELD TRIPS

When properly planned, supervised and evaluated, field trips can provide a valuable education experience. Indeed, it is often those events that are extraordinary, unique, or a departure from routine, which create the setting for significant retained learning.

All field trips require the prior approval of a school's principal. That Principal should know the reasons for the experience, the pre-trip work that has been done with the students and the specific objectives the sponsor hopes to accomplish and follow-up plans. It is the responsibility of the trip sponsor to review those matters with the school's principal. Because of the process we use for approval and because of the difficulty in scheduling of activity buses, sponsors need to seek approval as much in advance as possible.

Once trips are approved by the principal, requests will be sent to the central office where the superintendent or his designee will review them. Instructional merits of the trip will be considered and the transportation supervisor will determine whether vehicles/drivers are available on the desired date(s). Schools are encouraged to build a staff of building-level drivers, rather than rely on what might be available

Also keep the following regulations governing field trips in mind:

1. All over-night field trips must have prior written approval of the Superintendent.
2. All out-of-state field trips must have prior written approval of the Board of Education.
3. Field trips must have a legitimate educational value and request to take such trips should be made **at least 10 working days in advance**.
4. Out-of-state requests must be submitted in time to be reviewed for approval by the Board of Education at a regular scheduled board meeting prior to the date of the proposed field trip.
5. The cafeteria manager should be informed as much in advance as possible (two weeks or more) if a group will miss lunch.
6. The principal should assure that adequate adult supervision is provided for all field trips.
7. Field trip costs are assumed by the sponsoring group. That organization or the school must make provisions for students who are financially unable to attend.
8. A list of students participating in the trip must be compiled and maintained in the office during the course of the trip; teachers whose schedules might be altered by the trip must be informed of which students will miss their classes several days in advance of the departure date.
9. Parental permission forms should be filed in the principal's office and maintained for 3 months after the date of the field trip.
10. Under no circumstance will students be allowed to drive their personal automobiles on school sponsored field trips.



NAMS WASHINGTON DC TRIP MARCH 4-7, 2014

DAY ONE:

Depart NAMS 6:00 am and travel to Quantico, VA

- Lunch Fredericksburg, VA (provided)
- National Museum of Marine Corps
 - Holocaust Memorial Museum
 - Jefferson Memorial
 - U.S. Air Force Memorial
- McGill's Pizza buffet (included)

THREE NIGHT STAY IN HOLIDAY INN EXPRESS SPRINGFIELD, VA

DAY TWO:

- Full hot breakfast at hotel
- Arlington National Cemetery with Changing of the Guard Ceremony
 - Iwo Jima Marine Corps Memorial
 - U.S. Navy Memorial
- National Archives (Dec. of Independence, Constitution, Bill of Rights)
 - Lunch at Air and Space Museum (included)
 - National Museum of the Native American
- Photo stop at White House and Washington Monument
- WWII Memorial, Lincoln Memorial, Korean War Memorial, Vietnam War Memorial
 - Pentagon 9/11 Memorial
- Dinner at Old Country Buffet (included)
- Return to hotel

DAY THREE:

- Full hot breakfast at hotel
- Souvenir shopping near Ford's Theater
- Ford's Theater tour
- Guided tour of United States Capitol Building
- Lunch at Union Station (included)
- Smithsonian Museum of American History
- Smithsonian Museum of Natural History
- Martin Luther King Jr. Memorial
- FDR Memorial
- Photo tour of Embassy Row
- Washington National Cathedral
- Dinner at Buca di Beppo (included)
- Return to hotel

DAY FOUR:

- Full hot breakfast at hotel
- Pack up and depart hotel
- Tour of Mount Vernon
- Late lunch at Golden Corral Fredericksburg, VA (included)
- Arrive at NAMS 7:00-7:30 pm

Tour price includes:

10 meals or cash allowances as stated in itinerary

All admission to museums, monuments, and memorials

Nightly security at hotel exclusively for our travel group

Round trip motor coach accommodations with a qualified, experienced coach operator

Full time trained, professional Group Travel tour director for duration of tour

Proposal:

August 20, 2013

The students and teachers of North Asheboro Middle School request permission to travel to Washington, DC from Tuesday March 4 through Friday March 7, 2014

The NAMS 8th Grade Class will travel via motor coaches to Washington, DC through Holiday Tour buses. The length of the visit will be 4 days and 3 nights. Students will depart Tuesday March 4, 2014 at 6:00 a.m. and return Friday March 7, 2014 by 10:00 p.m.

Travel is coordinated through Group Travel Llc. of Hickory, NC. Hotel accommodations will be at a 3-4 star hotel in Virginia for all 3 nights, with 4 students to a room. Chaperone ratio will be one to 1 to 8 students. Staying just outside of the D.C. area will provide some savings rather than if we stayed in the capitol, allowing more students to participate with the trip.

While in Washington students will have an incredible opportunity to see many of the monuments, museums, historical sites, including Mount Vernon and Arlington National Cemetery. The trip's agenda is attached with this letter.

Student safety is paramount in our planning and application of the trip. Students will have a travel buddy they will stay with for the entire trip. They will be bus partners, roommates, and tour buddies. Students will be assigned a chaperone that will be with their same group throughout. Rule #1 of our trip is: NEVER BE ALONE. Students will be more than familiar with the trip safety rules, expectations, and consequences. They will be familiar with behavior expectations as well as dress code and curfew rules. We have reserved night time security guards exclusively for our halls at the hotel for both girls' and boys' halls, this is a great peace of mind for parents and chaperones.

Financial Considerations

The cost of the trip includes entry into all the sites and museums we visit in Washington. It also covers bus and hotel costs. The trip covers ten meals through money vouchers that students will receive as they exit the bus and eat meals. The meals covered are: breakfasts at the hotel for Wednesday, Thursday, and Friday each day. All lunches and dinners at restaurants in Washington are also covered.

Students will be encouraged to bring modest spending money as there will be plenty of opportunities for souvenir shopping as well as gift shops in most of the museums. Students will be required to give a non-refundable deposit of \$100 to reserve their spot on the trip and to reserve tickets for the venues that require reservations in advance (Tour buses, Ford's Theater, The Holocaust Museum, Mount Vernon, etc.) Several of these places require reservations months in advance, so it is important we get those spots before they are gone. The remainder of the cost will be paid in installments until the balances are even. We will also be taking a member of our school's administration team with us.

The cost will be approximately \$520 per student. Realizing this is an obstacle for many of our students we are offering two separate fundraisers exclusively for the Washington, D.C. trip. We will offer

the chance to students to sell Krispy Kreme donuts at two separate times before the final balance is due. The money raised in the students' fundraisers goes to each student's individual account. Also, we will provide donation letters for students' families and friends asking for donations to their student to help with the cost. These fundraising efforts should seriously help parents pay for the trip, or at the least cover most of the cost.

Clyde Ward

8th Grade Social Studies

NAMS



**Asheboro City Schools
Safety and Student Discipline
Annual Update
2013**

...the subject is excellence



What are the Sixteen Reportable Offenses

- **Assault Resulting in Serious Personal Injury**
- **Assault Involving Use of a Weapon**
- **Assault on School Officials, Employees, and Volunteers**
- **Making Bomb Threats or Engaging in Bomb Hoaxes**
- **Willfully Burning a School Building**
- **Homicide**
- **Kidnapping**
- **Unlawful, underage sales, purchase, provision, possession, or consumption of alcoholic beverages**



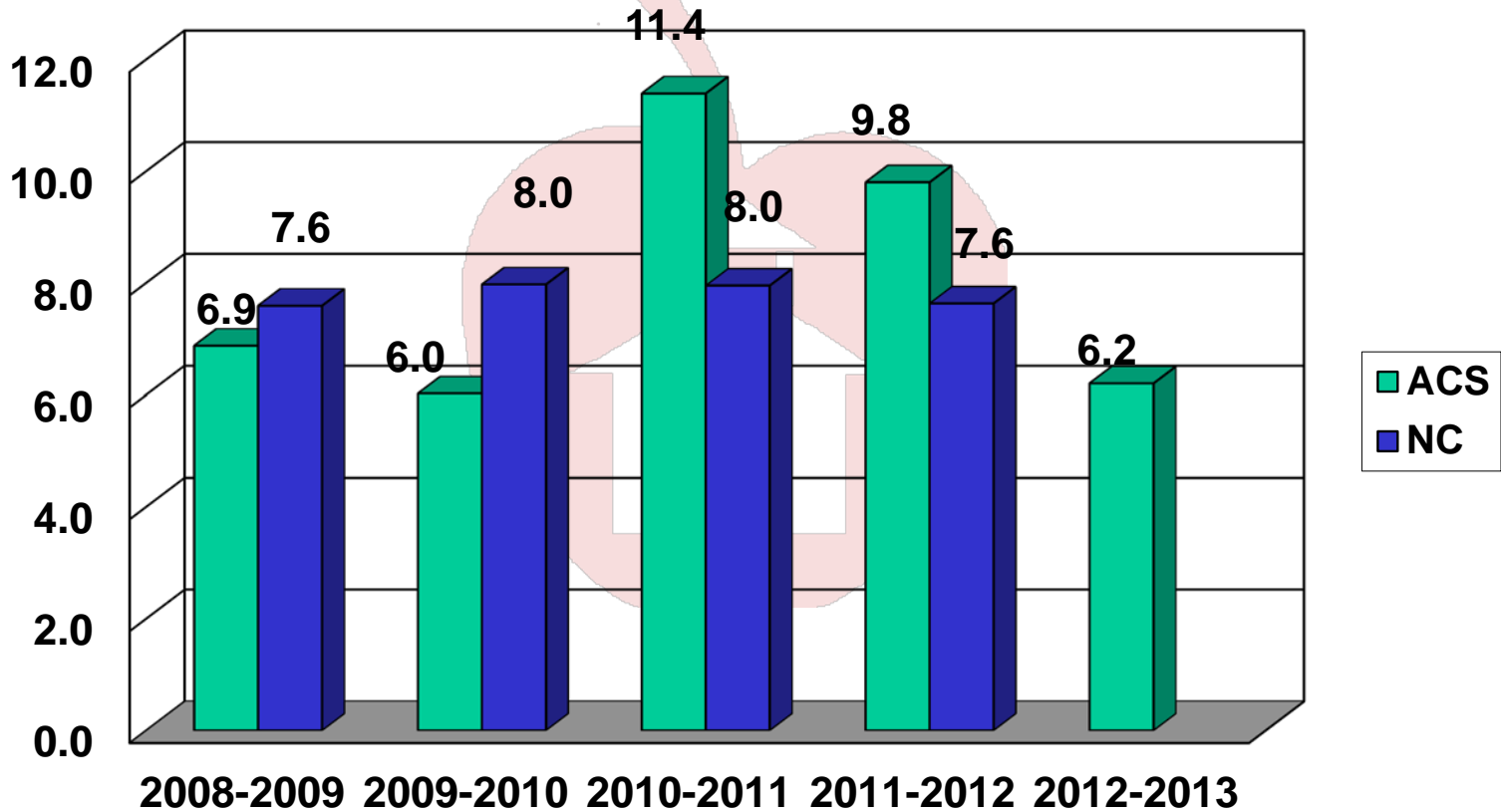
What are the Sixteen Reportable Offenses

- **Possession of Controlled Substance in Violation of Law**
- **Possession of a Firearm**
- **Possession of a Weapon**
- **Rape**
- **Robbery With a Dangerous Weapon**
- **Sexual Assault (not involving rape or sexual offense)**
- **Sexual Offense**
- **Taking Indecent Liberties With A Minor**



Reportable Acts -- Rate

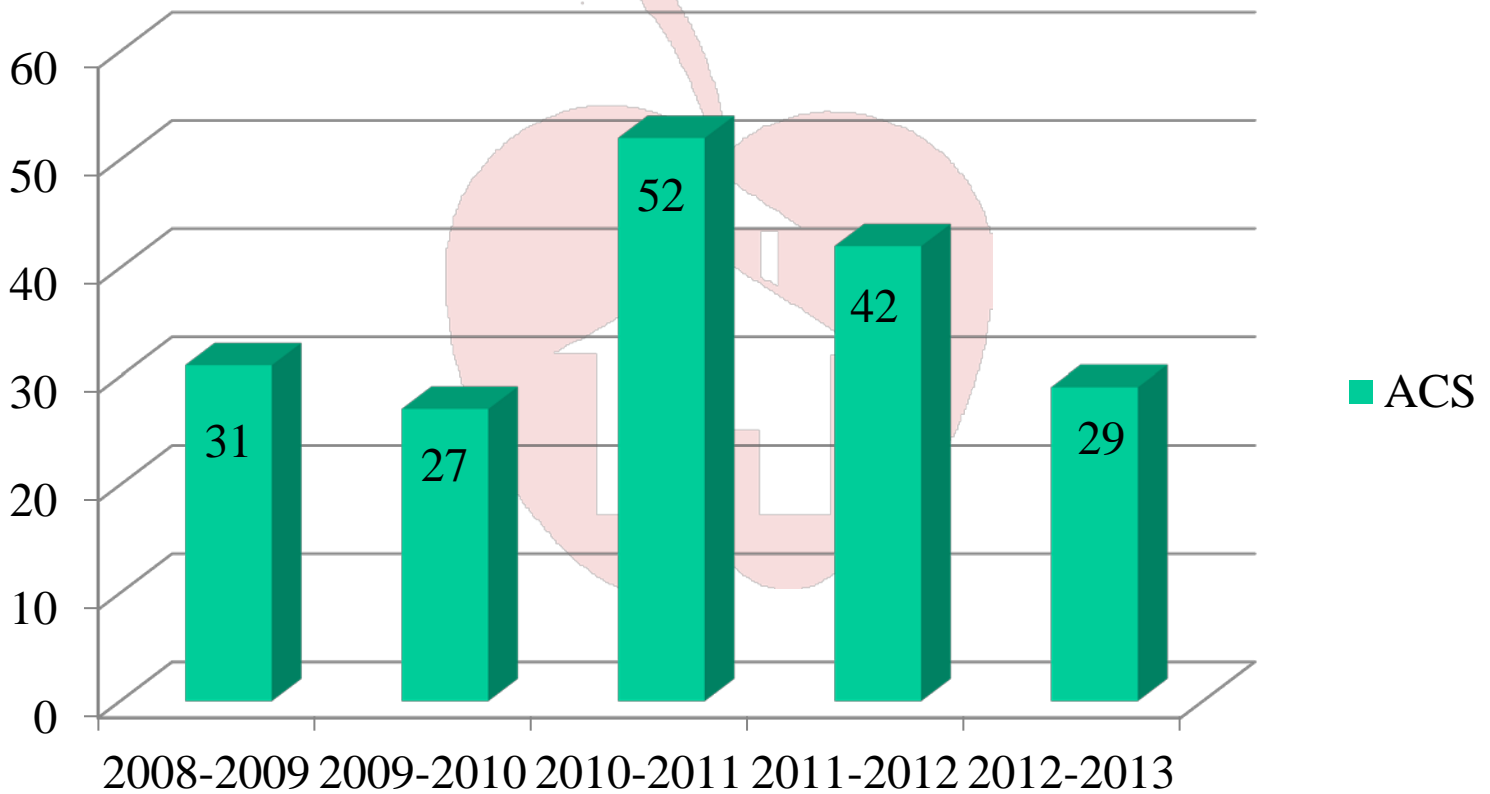
(Total Number of Acts/ADM) x 1,000



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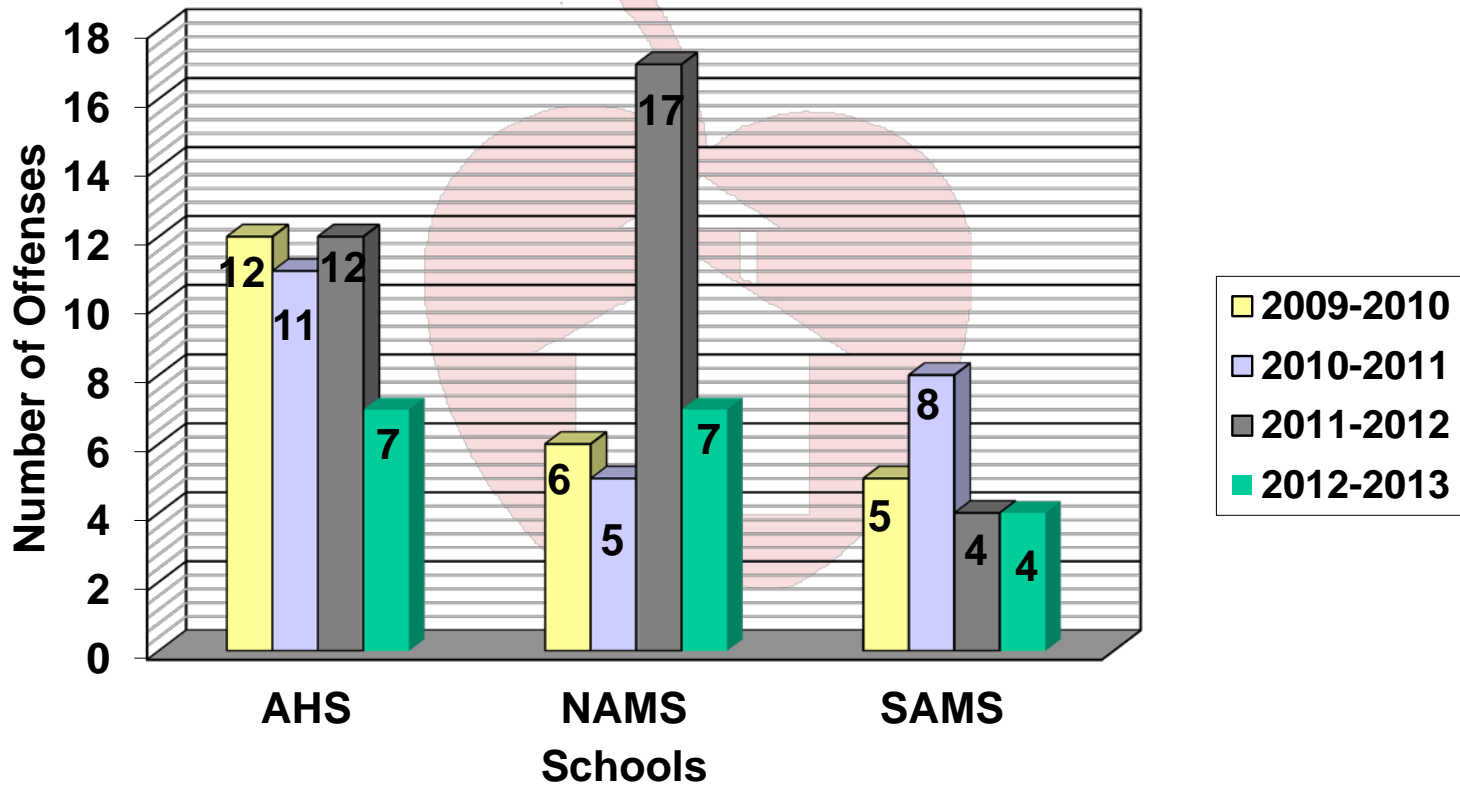
Total Number of Reportable Acts



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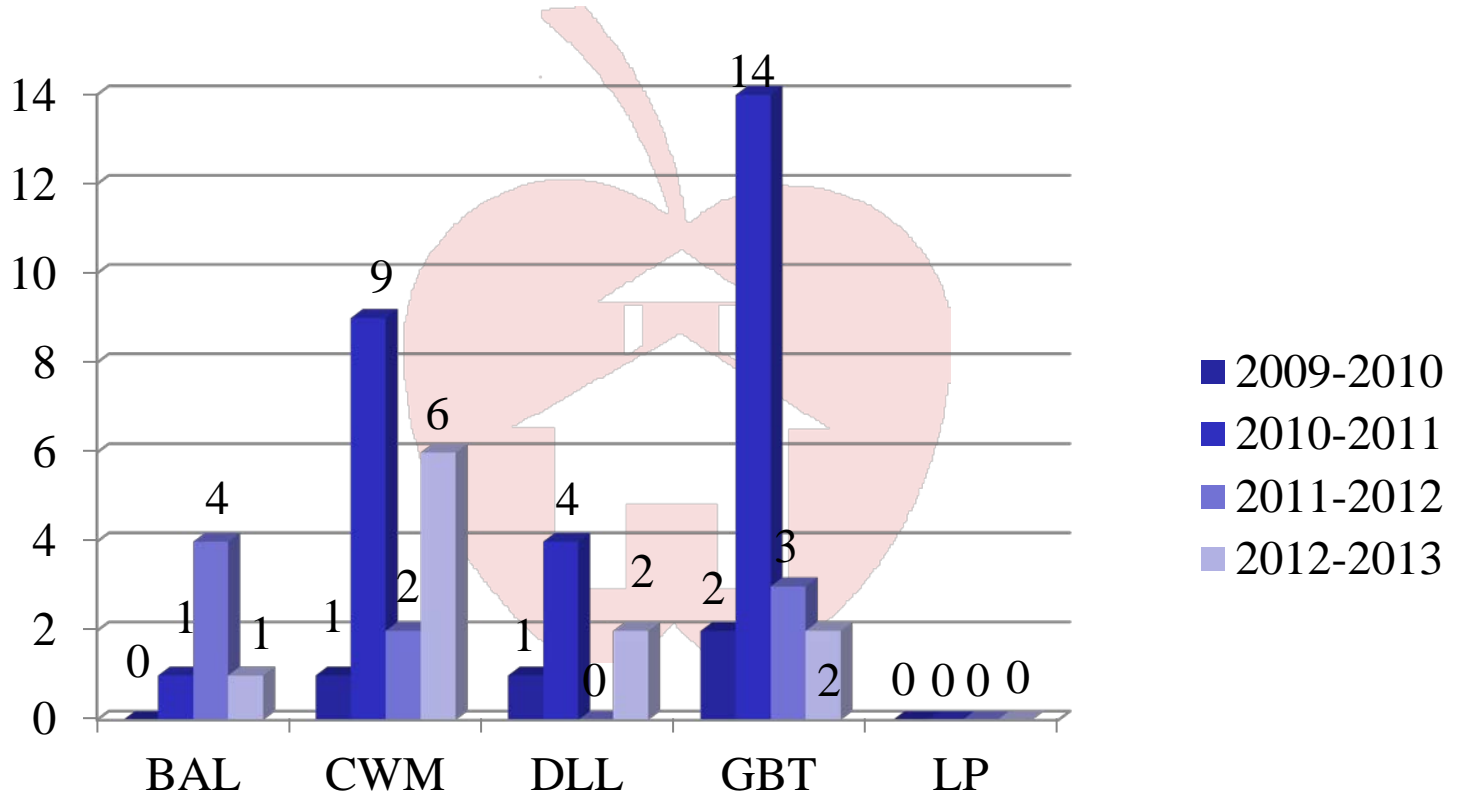


Total Reportable Incidents Reported by ACS Secondary Schools



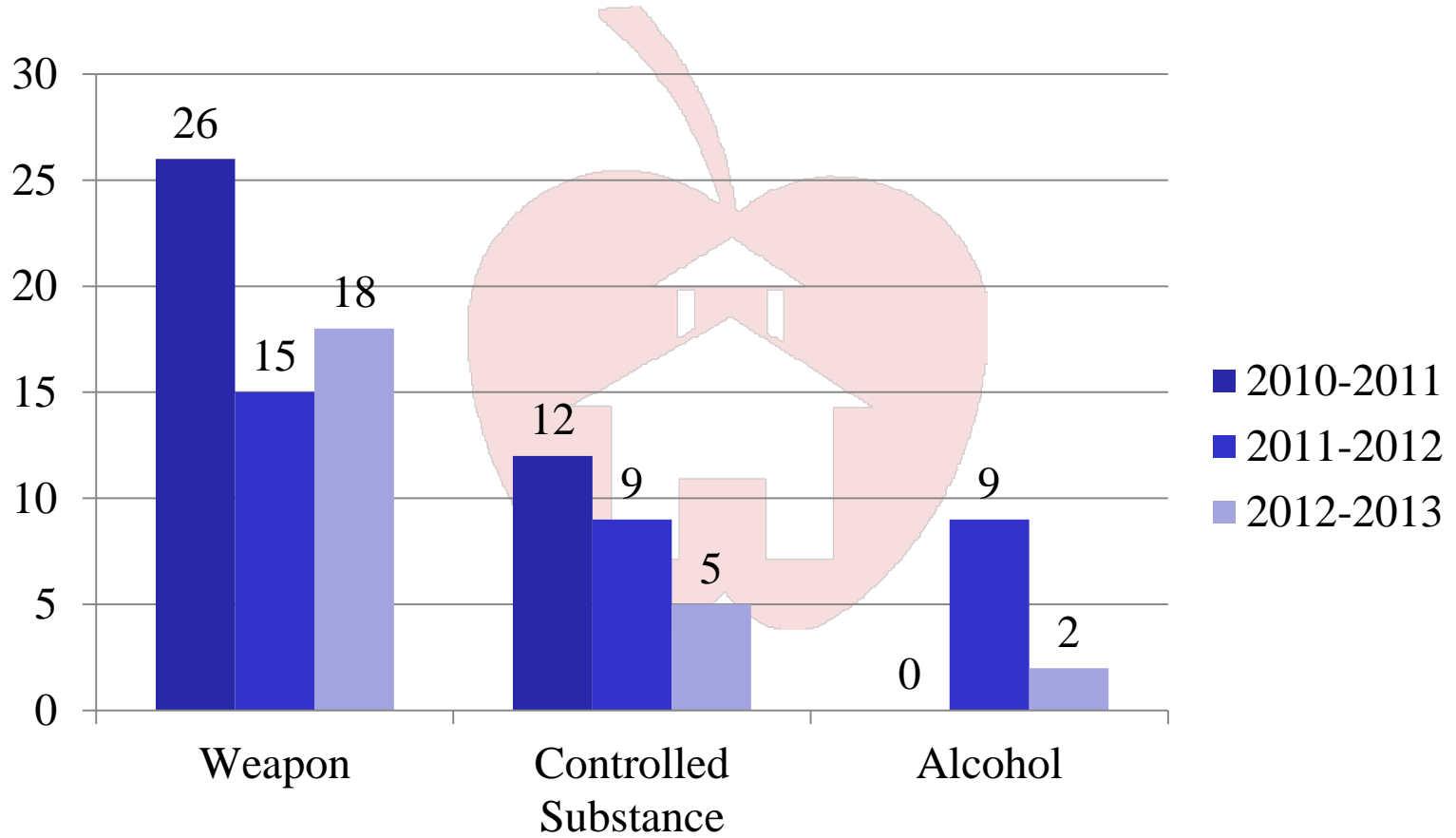


Total Reportable Incidents Reported by ACS Elementary Schools





Specific Violations Reported by ACS Schools



2012-2013 Summary



Location	Crime & Violence	Short-Term Suspensions	Long-Term Suspensions	Expulsions
ACS	29	317	1	0
AHS	7	48	1	0
BAL	1	4	0	0
CWM	6	42	0	0
DLL	2	21	0	0
GBT	2	29	0	0
LP	0	36	0	0
NAMS	7	91	0	0
SAMS	4	46	0	0

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School Safety

Legislative Special Provisions

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8.36 Grants for School Resource Officers in elementary and middle schools

\$9,000,000 appropriated for section 8.36 and 8.37 combined

Match \$2 state fund : \$1 from local funds





8.37 Panic Alarm Systems

LEAs shall adopt emergency response plans relating to incidents of violence in coordination with local law enforcement agencies.

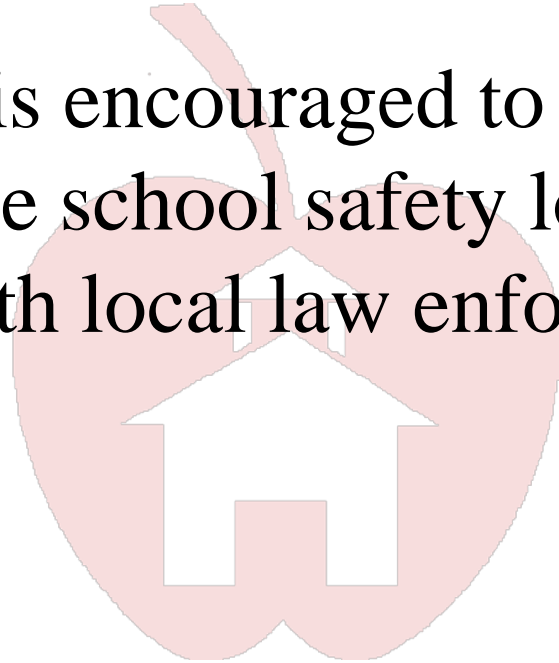
Grants for panic alarm systems (Match \$1 state funds : \$1 local funds)

Effective July 1, 2015, every public school shall have a panic alarm system that connects to the nearest law enforcement in the LEA emergency response plan.



8.38 School Safety Exercises at least twice a year

Each LEA is encouraged to hold a full system-wide school safety lockdown exercise with local law enforcement.





8.39 Schematic Diagrams of School Facilities

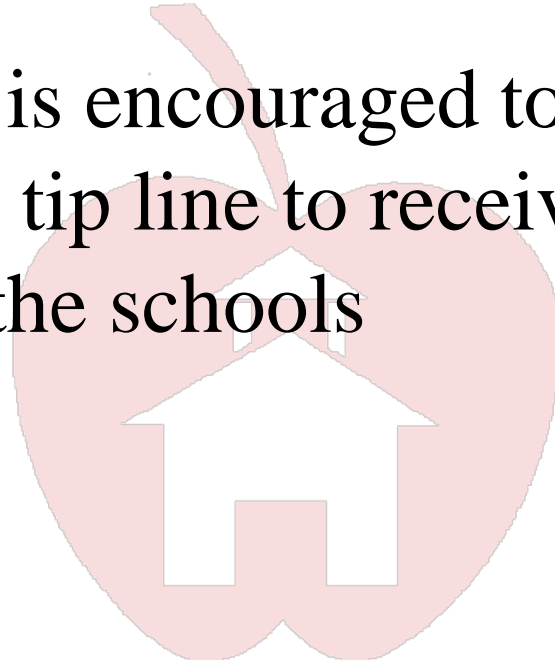
LEAs shall provide schematic diagrams to the law enforcement





8.40 Anonymous Tip Line

Each LEA is encouraged to operate an anonymous tip line to receive information on risks to the schools





8.41 School Safety Component of School Improvement Plans

School Improvement team meetings are subject to the open meeting requirements and public records, except the school safety component.

School improvement plan, except the school safety component is public record.

Names of member of the school improvement team shall be posted on the website.

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8.42 School Crisis Kits

DPI may adopt policies on the placement of school crisis kits and the contents of these kits.

The principal may place one or more crisis kits at appropriate locations in the school.



8.43 School Safety for Charter Schools and Regional Schools

Charter schools and regional schools are encouraged to adopt an emergency plan relating to incidents of violence and to provide schematic diagrams and keys to the main entrance of the school to local law enforcement.



8.44 Emergency and Crisis Training

Department of Public Safety, NC Center for Safer Schools, Department of Justice, and Department of Public Instruction is encouraged to develop together a school emergency crisis training module for school employees.

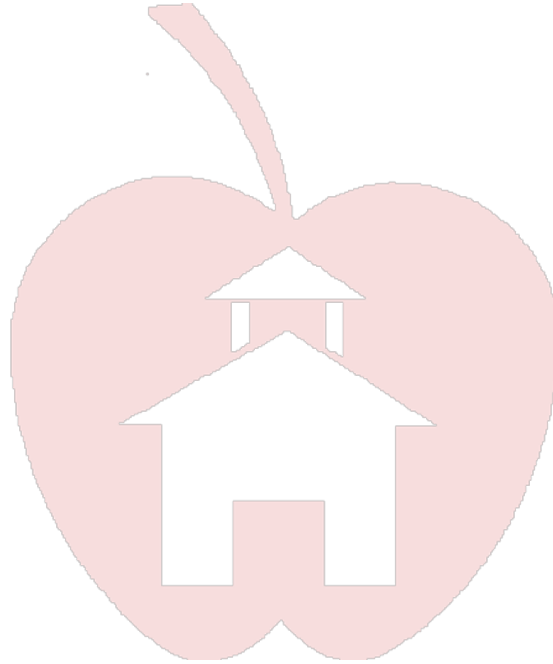


8.45 Volunteer School Safety Resource Officer Program

Permits local school boards to enter into an agreement with the local sheriff, chief of a local police department, or chief of a county police department to provide security at the schools through assignment of a volunteer school safety resource officer. Authorizes those law enforcement agencies to establish a volunteer school safety resource officer program.



Questions



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Ancillary Materials



Definitions of the Reportable Offenses



Assault Resulting in Serious Personal Injury

An intentional offer or attempt by force or violence to do injury to the person of another that causes reasonable apprehension of immediate bodily harm resulting in one of the following:

1. substantial risk of death,
2. serious permanent disfigurement,
3. a coma,
4. a permanent or protracted condition that causes extreme pain,
5. permanent or protracted loss or impairment of the function of any bodily member or organ, or
6. that results in prolonged hospitalization.



Assault Resulting in Serious Personal Injury (continued)

- If an offender used a weapon in an assault resulting in serious injury, report both Assault Resulting in Serious Injury and Assault Involving Use of a Weapon.
- G.S. 115C-391 (state law) requires that local education agencies remove any student who is 13 years or older to an alternative educational setting if the student physically assaults and seriously injures a teacher or other school personnel.
 - If no alternative educational setting is available, then the board shall suspend the student for no less than 300 days, but not more than 365 days.



Assault Involving Use of a Weapon

An intentional offer or attempt by force or violence to do injury to the person of another that causes reasonable apprehension of immediate bodily harm through the use of one of the following: (1) any gun, rifle, pistol, or other firearm, (2) BB gun, (3) stun gun, (4) air rifle, (5) air pistol, (6) bowie knife, (7) dirk, (8) dagger, (9) slingshot, (10) leaded cane, (11) switchblade knife, (12) blackjack, (13) metallic knuckles, (14) razors and razor blades, (15) fireworks, or (16) any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction, and maintenance.

- If a firearm or other weapon is used in the commission of any offense, the type of weapon must be identified in the *Weapon Used/Possessed* column of the Date Collection Form.



Assault on School Officials, Employees, and Volunteers

- An intentional offer or attempt by force or violence to do injury to a school official, employee, or volunteer that causes reasonable apprehension of immediate bodily harm while the school official, employee, or volunteer is discharging or attempting to discharge his/her duties.
- The "duties" of a school official, employee, or volunteer include the following: (1) all activities on school property, (2) all activities during a school authorized event or the accompanying of students to or from that event, and (3) all activities relating to the operation of school transportation.



Assault on School Officials, Employees, and Volunteers

(Continued)

- An "employee" includes (1) one who is employed by a local board of education, (2) one who is employed by a charter school, (3) one who is employed by a nonpublic school that operates under Part 1 or Part 2 of Article 39 of Chapter 115C of the General Statutes, or (4) an independent contractor if the independent contractor or employee of the independent contractor carries out duties customarily performed by employees of the school.
- A "volunteer" is one who volunteers his/her services or presence at any school activity and is under the supervision of an employee.
- This offense includes assaults on school personnel that do not involve the use of a weapon and do not result in apparent serious injury.

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Making Bomb Threats or Engaging in Bomb Hoaxes

- A person who, with intent to perpetrate a hoax, conceals, places, or displays in or at a public building any device, machine, instrument, or artifact, so as to cause any person reasonably to believe the same to be a bomb or other device capable of causing injury to persons or property.
- A "public building" encompasses all educational property, as defined in G.S. 14-269.2, including: (1) any school building or bus, and (2) school campus, grounds, recreational area, athletic field, or other property owned, used, or operated, by any board of education or school board of trustees or directors for the administration of any school.
- "Public buildings" also include: (1) hospitals, and (2) buildings that house only State, federal, or local government offices, or the offices of the State, federal, or local government located in a building that is not exclusively occupied by the State, federal, or local government.
- This offense includes when a person communicates a bomb threat by any means.

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Willfully Burning a School Building

A person who wantonly and willfully sets fire to, burns, causes to be burned, or aids, counsels, or procures the burning of any schoolhouse or building owned, leased, or used by any public school, private school, college, or educational institution.



Homicide

A murder which is perpetrated by one of the following means: (1) nuclear, biological, or chemical weapon of mass destruction, (2) poison, (3) lying in wait, (4) imprisonment, (5) starving, (6) torture, (7) any other kind of willful, deliberate, and premeditated murder, (8) during the perpetration or attempted perpetration of an arson, rape, sex offense, robbery, kidnapping, burglary, or other felony committed or attempted with the use of a deadly weapon, (9) the unlawful distribution and ingestion by someone of opium or any other synthetic or natural salt, compound, derivative, or preparation of opium, cocaine, or methamphetamine resulting in death, or (10) all other types of murder.



Kidnapping

A person who unlawfully confines, restrains, or removes from one place to another, any other person 16 years of age or over without the consent of such person, or any other person under the age of 16 years old without the consent of a parent or legal guardian of such person, shall be guilty of kidnapping if such confinement, restraint, or removal is for the purposes of one of the following: (1) holding such other person for a ransom, as a hostage, or using such other person as a shield, (2) facilitating the commission of any felony or facilitating the flight of any person following the commission of a felony, (3) doing serious bodily harm to or terrorizing the person so confined, restrained, or removed by any other person, (4) holding such other person in involuntary servitude, (5) trafficking another person with the intent that the person be held in involuntary servitude or sexual servitude, or (6) subjecting or maintaining such other person for sexual servitude.

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Unlawful, underage sales, purchase, provision, possession, or consumption of alcoholic beverages

It shall be unlawful for a person younger than 21 years of age to possess, sell, give, or purchase any alcoholic beverages. It is also unlawful for any person to aid and abet a person under the age of 21 years old in his/her attempt to obtain an alcoholic beverage.

- An "alcoholic beverage" includes the following: (1) malt beverage, (2) fortified wine, (3) unfortified wine, (4) spirituous liquor, (5) mixed beverages, or (6) beer.



Possession of Controlled Substance in Violation of Law

It is unlawful for a person to possess or have in his/her immediate control any of the following: Marijuana, Heroin, LSD, Methamphetamine, Cocaine, or any other drug listed in Schedules I - VI of the North Carolina Controlled Substances Act. (G.S. §90-89 through 90-94.)

- The unauthorized possession of a prescription drug is included under this offense.
- The principal should confer with law enforcement personnel if there is doubt as to whether or not a certain drug is considered a controlled substance.



Possession of a Firearm

- It is unlawful for any person to possess or carry, whether openly or concealed, any gun, rifle, pistol, or other firearm of any kind on educational property or to a curricular or extracurricular activity sponsored by a school.
- This offense does not apply to a BB gun, stun gun, air rifle, or air pistol.
- Persons authorized to carry weapons on school property are law enforcement officers, firefighters, and emergency service personnel when discharging their official duties.
- G.S. 115C-391 (state law) requires that local boards of education suspend for 365 days any student who brings a firearm onto school property.



Possession of a Weapon

- It is unlawful for any person to possess or carry, whether openly or concealed, any of the following weapons on campus or other educational property: (1) any BB gun, (2) stun gun, (3) air rifle, (4) air pistol, (5) bowie knife, (6) dirk, (7) dagger, (8) slingshot, (9) leaded cane, (10) switchblade knife, (11) blackjack, (12) metallic knuckles, (13) razors and razor blades, (14) fireworks, or (15) any sharp-pointed or edged instrument, except instructional supplies, unaltered nail files, clips, and tools used solely for preparation of food, instruction, maintenance.
- "Educational Property" refers to any school building or bus, school campus, grounds, recreational area, athletic field, or other property owned, used, or operated by any board of education or school board of trustees, or directors for the administration of any school.
- Persons authorized to carry weapons on school property are law enforcement officers, firefighters, and emergency service personnel when discharging their official duties.

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Rape

- A person is guilty of rape if that person engages in vaginal intercourse with another person by force and against the will of the other person, or if the person being assaulted is mentally disabled, mentally incapacitated, or physically helpless and the person performing the act knows or should reasonably know that the other person is mentally disabled, mentally incapacitated, or physically helpless.
- Statutory rape is vaginal intercourse committed on a child under the age of 16 by a person who is at least 12 years old and **at least 4 years older** than the victim, regardless of whether the victim consented.



Robbery With a Dangerous Weapon

Any person or persons who, having in possession or with the use or threatened use of any firearms or other dangerous weapon, implement or means, whereby the life of a person is endangered or threatened, unlawfully takes or attempts to take personal property from another or from any place of business, residence, or banking institution or any other place where there is a person or persons in attendance, at any time, either day or night, or who aids or abets any such person or persons in the commission of such crime.



Sexual Assault

(not involving rape or sexual offense)

A person is guilty of sexual battery if he/she, for the purpose of sexual arousal, sexual gratification, or sexual abuse, engages in sexual contact with another person by force and against the will of the other person, or if the person being assaulted is mentally disabled, mentally incapacitated, or physically helpless and the person performing the act knows or should reasonably know that the other person is mentally disabled, mentally incapacitated, or physically helpless.



Sexual Assault

(not involving rape or sexual offense)

(continued)

- NCGS 14-27.1 defines "sexual contact" as touching the sexual organ, anus, breast, groin or buttocks of any person or a person touching another person with their own sexual organ, anus, breast, groin, or buttocks.
- The difference between a sexual assault and a sexual offense is that the sexual assault involves forcible and intentional touching without penetration, and a sexual offense involves penetration of a sex organ or anus by any object, or touching another's mouth or anus by the male sex organ.



Sexual Offense

- First-degree sexual offense: A person is guilty of a sexual offense in the first degree if the person engages in a sexual act with (1) a victim who is a child under the age of 13 years and the defendant is at least 12 years old and is at least four years older than the victim, or (2) with another person by force and against the will of the other person, and (a) employs or displays a dangerous or deadly weapon or an article which the person reasonably believes to be a dangerous or deadly weapon, (b) inflicts serious personal injury upon the victim or another person, or (c) the person commits the offense aided and abetted by one or more other persons.
- Sexual offense with a child (adult offender): A person is guilty of sexual offense with a child if the person is at least 18 years of age and engages in a sexual act with a victim who is a child and under the age of 13 years.



Sexual Offense

(continued)

- Second-degree sexual offense: A person is guilty of a sexual offense in the second degree if the person engages in a sexual act with another person (1) by force and against the will of the other person, or (2) who is mentally disabled, mentally incapacitated, or physically helpless, and the person performing the act knows or should reasonably know that the other person is mentally disabled, mentally incapacitated, or physically helpless.
- Statutory rape or sexual offense of person who is 13, 14, or 15 years old: A person is guilty if he/she engages in vaginal intercourse or a sexual act with another person who is 13, 14, or 15 years old and the person committing the act is at least six years older than the person, except when the person committing the act is lawfully married to the other person.

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Taking Indecent Liberties With A Minor

- A person is guilty of taking indecent liberties with a child if, being 16 years of age or more and at least five years older than the child in question, he/she either: (1) willfully takes or attempts to take any immoral, improper, or indecent liberties with any child of either sex under the age of 16 years for the purpose of arousing or gratifying sexual desire, or (2) willfully commits or attempts to commit any lewd or lascivious act upon or with the body or any part or member of the body of any child of either sex under the age of 16 years.
- A "lewd and lascivious act" is defined as an act that is obscene, lustful, or indecent, or tending to deprave the morals with respect to sexual relations.

Budget planning and preparation is critical to the development of a budget likely to further the educational goals of the board and the state and to provide for the smooth operations of the school district.

I. Elements of Budget Planning

In recognition of the importance of the budget planning process, the budget planning for the board and administration will include:

- establishing the priorities of the school district, recognizing that improving student success will always be of paramount concern;
- considering long-range facilities plans, goals and objectives as established by the board and school district when assessing the needs of the school district;
- integrating budget planning into program planning so that the budget may effectively express and implement all programs and activities of the school district;
- seeking opportunities to communicate budget needs with the county commissioners on a regular basis, especially in regard to capital outlay;
- seeking broad participation by administrators, teachers, other school district personnel and citizens;
- exploring all practical and legal sources of income;
- continually assessing the needs of the school district and the revenues and expenses; and
- identifying the most cost effective means of meeting the school districts' needs.

PROCESS

The superintendent will submit a calendar outlining the annual budget development process by ~~January 31~~ February 15. The superintendent will prepare an annual budget and submit it with his or her budget message to the board no later than May 15.

On the same day that the budget is submitted to the board, the superintendent will file a copy of it in his or her office, where it will remain available for public inspection until the budget resolution is adopted.

The board will consider the budget, make such changes therein as it deems advisable, and submit the entire budget as approved by the board to the board of county commissioners no later than May 15, or such later date as may be fixed by the board of county commissioners.

Legal References: G.S. 115C-426.2, -427, -428, -429

Cross References:

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

Administrative Procedure: None

Through the budget resolution, the board appropriates sums it determines are sufficient and proper for the budget year. The board will provide maximum flexibility to schools in the use of funds to enable the schools to accomplish their student performance goals. The school district will not expend any monies, regardless of their source, except in accordance with the budget resolution adopted by the board.

ADOPTION OF RESOLUTION

Once the board of county commissioners has appropriated money to the local current expense fund and capital outlay fund, the board may determine whether such funds are sufficient. If the board determines that the appropriation is insufficient, the board may utilize the procedure provided by law for resolution of disputes between a board of education and a board of county commissioners.

After the board of county commissioners has appropriated funds and after the conclusion of any dispute regarding the appropriation, the board of education will adopt a budget resolution in conformance with all legal requirements. The budget resolution will be entered in the minutes of the board. Within five days after adoption, copies will be filed with the superintendent, the school finance officer and the county finance officer.

Legal References: G.S. 115C-105.25, -425, -431, -432

Cross References:

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

Administrative Procedure: None

In recognition of the trust and responsibility placed with the board to manage financial resources for the local educational program, the board establishes the following standards:

- The board and all employees of the school district will manage and use available funds efficiently and effectively to meet the goals of the local board and State;
- Accounting, financial reporting and management control systems will be designed and maintained to enable the board and school district to have access to accurate, reliable and relevant data, and to permit audits and periodic reports adequate to show that those in charge have handled funds within legal requirements and in accordance with board policy;
- The superintendent and finance officer will keep the board sufficiently informed regarding the budget through periodic reports and any other appropriate means so that the board can deliberate and evaluate the budget;
- No moneys will be expended, regardless of the source (including moneys derived from federal, state, local or private sources), except in accordance with the board's budget resolution or amendments to the budget resolution; and
- Principals and school improvement teams will be familiar with state and local board requirements related to managing and using fiscal resources and will comply with these requirements in developing and implementing school improvement plans.

Legal References: G.S. 115C-105.25, -425, -433

Cross References:

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

Administrative Procedure: None

The accounts of the school district and the individual schools will be audited as soon as possible after the close of each fiscal year by an independent, qualified auditor. The auditor will be selected by the board and the terms and conditions will be specified in a written contract. The auditor will report directly to the board.

The superintendent will assist the board in providing for an annual independent audit which meets all requirements as provided by G.S. 115C-447 and any other relevant statute. All employees and agents of the school district having custody of public money or responsibility for keeping records of public financial or fiscal affairs will produce all books and records requested by the auditor and provide any information relating to fiscal affairs requested by the auditor. Any employee who fails to cooperate may be subject to disciplinary action, up to and including dismissal and also may be found guilty of criminal conduct.

Legal References: G.S. 115C-447

Cross References: Career Employees: Demotion and Dismissal (policy 7930), Classified Personnel: Suspension and Dismissal (policy 7940)

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

Administrative Procedure: None

The board considers naming facilities to be a significant endeavor since the name of a facility can reflect upon the students, staff, school district and community.

The superintendent will involve the staff and students assigned to the facility and the students' parents in the process of identifying possible names for a new school facility or facility being renamed. The superintendent will consider the following criteria as well as other factors the superintendent determines to be relevant in identifying potential names for the facility:

- the name should not be so similar to the names of existing facilities as to cause confusion;
- the name should include a designation of the type of school, such as elementary, middle, high or brief description of a school of a specialized kind;
- the name may be in honor or memory of an individual who has helped students in this school district succeed through financial contributions or educational leadership;
- the name may be that of an educational leader of prominence and reputation beyond the school district; however, priority will be given to the names of educational leaders who have directly or indirectly helped students in this school district to succeed;
- the name may specify the geographic locality of the school.

The superintendent will submit a recommended name or limited list of recommended names to the board for approval.

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

Cross References:

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

Administrative Procedure: None

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

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

Parent Organizations	5010
School Volunteers	5015
News Media Relations	5040
Use of Student Transportation Services.....	6320
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Legal References: G.S. 115C-36

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

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

Administrative Procedure: None

**STUDENT AND PARENT
GRIEVANCE PROCEDURE**

A. OPTIONS FOR RESOLVING COMPLAINTS

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

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

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

B. DEFINITIONS

1. Days

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

2. Final Administrative Decision

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

3. Grievance

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

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

4. Grievant

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

5. Official

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

C. TIMELINESS OF PROCESS

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

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

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

D. GENERAL REQUIREMENTS

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

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

E. PROCESS FOR GRIEVANCE

1. Filing a Grievance

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

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

2. Investigation

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

3. Response by Principal

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

4. Response by Superintendent

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

5. Appeal to the Board

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

a. Mandatory Appeals

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

b. Discretionary Appeals

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

- 3) If the board denies the appeal, the decision of the superintendent will be final and the grievant will be notified within five days of the board's decision.
- 3)4) If the board decides to grant a hearing, the hearing will be conducted pursuant to policy 2500.
- 4)5) The board will provide a final written decision within 30 days of the decision to grant an appeal hearing, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

F. NOTICE

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

G. RECORDS

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

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

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

Issued: June 1997

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

GRIEVANCE PROCEDURE FOR EMPLOYEES

Policy Code: 1750/7220

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

A. INFORMAL RESOLUTION

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

B. DEFINITIONS

1. Days

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

2. Final Administrative Decision

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

3. Grievance

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

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

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

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

4. Grievant

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

5. Official

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

6. Parties in Interest

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

C. TIMELINESS OF PROCESS

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

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

D. GENERAL REQUIREMENTS

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

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

E. PROCESS FOR GRIEVANCE

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

- b. All grievances must be in writing, and the written statement of grievance must remain the same throughout all steps of the grievance procedure.³ The written grievance must include the following information: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s), action(s) or physical condition at issue; (3) any local board policy, state or federal law, state or federal regulation or State Board of Education policy or procedure that the grievant believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired. If there is not a specific decision, action or physical condition at issue or no concern that federal or state law, federal or state regulation, State Board of Education policy or procedure, or board policy or procedure has been misapplied, misinterpreted or violated, then the procedure established in policy 1742/5060, Responding to Complaints, is appropriate, and the principal or immediate supervisor shall address the concern following that policy.
 - c. The employee(s) shall present the grievance in writing to his or her immediate supervisor or the supervisor's designee⁴, unless the grievance alleges that a state or federal law has been misapplied, misinterpreted or violated, in which case the grievance may be presented instead to the assistant superintendent for human resources (or to the superintendent if the grievant's supervisor is the assistant superintendent for human resources). The person receiving the grievance hereinafter will be referred to as "official."
2. Response by Official
- a. The official shall arrange for a grievance file number to be assigned by the personnel office.
 - b. In the event the official determines at the outset that review by the official is inappropriate, the official shall forward the formal grievance to the superintendent who will investigate and respond as provided below in subsection E.3.
 - c. A meeting will take place at a mutually agreed-upon time within five days after receipt of the grievance.
 - d. The official shall conduct any investigation of the facts necessary before rendering a decision.
 - e. The official shall provide the aggrieved employee(s) with a written response to the grievance within 10 days after the meeting.

3. Response by Superintendent

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

4. Appeal to the Board

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

a. Mandatory Appeals

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

b. Discretionary Appeals

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

F. RECORDS

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

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

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

Issued:

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

LICENSURE

Policy Code: 7130

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

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

A. BEGINNING TEACHER SUPPORT PROGRAM

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

B. LICENSE CONVERSION

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

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

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

B.C. LICENSE RENEWAL

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

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

C.D. PARENTAL NOTIFICATION

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

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

D.E. EQUITABLE DISTRIBUTION OF HIGHLY QUALIFIED TEACHERS

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

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

Issued: June 1997

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

A. GENERAL EMPLOYMENT OF SUBSTITUTES

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

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

B. TEACHER ASSISTANTS AS SUBSTITUTES

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

C. PARENTAL NOTIFICATION

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

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

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

Issued:

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

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

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

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

A. DEFINITIONS

1. Serious Health Condition

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

2. Continuing Treatment

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

3. Other Terms

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

B. ELIGIBILITY

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

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

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

C. QUALIFYING CONDITIONS

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

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

D. DETERMINING THE 12-MONTH LEAVE PERIOD

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

E. ENTITLEMENT TO LEAVE

Eligible employees may take leave as follows:

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

F. QUALIFIED MILITARY SERVICE EXIGENCIES

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

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

7. _____ post-deployment activities;

7.8. _____ parental care; and

8.9. _____ additional activities agreed upon by the board and employee.

G. INTERMITTENT OR REDUCED WORK SCHEDULE

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

H. INSTRUCTIONAL PERSONNEL

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

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

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

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

2. Extension of FMLA Leave at School System Discretion

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

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

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

I. EMPLOYEE'S RESPONSIBILITY WHEN REQUESTING LEAVE

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

1. Employee's Responsibilities When Leave is Foreseeable

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

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

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

2. Employee's Responsibilities When Leave is Not Foreseeable

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

J. SCHOOL SYSTEM'S DESIGNATION AND NOTICE TO EMPLOYEE

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

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

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

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

K. CERTIFICATION

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

L. RETURN TO WORK

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

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

M. SUBSTITUTION OF PAID LEAVE

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

N. RESTORATION TO EQUIVALENT POSITION

1. Generally

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

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

2. Key Employees

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

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

O. CONTINUATION OF HEALTH BENEFITS

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

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

P. POSTING REQUIREMENT

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

Q. RECORDKEEPING REQUIREMENT

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

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

R. ENFORCEMENT

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

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

S. OUTSIDE EMPLOYMENT/FALSIFICATION OF RECORDS

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

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

Cross References: Leave (policy 7510)

Issued:

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

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

EVALUATION OF LICENSED EMPLOYEES

Policy Code: 7810

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

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

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

The evaluation system must incorporate the following directives.

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

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

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

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

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

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

Issued:

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

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2013 - 2014
Adopted September 12, 2013**

Be it resolved by the Board of the Asheboro City Schools Administrative Unit that for the fiscal year beginning July 1, 2013 and ending June 30, 2014:

Section 1: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Local Current Expense Fund**.

Instructional Services	
5100 - Regular Instructional Services	\$ 2,265,650
5200 - Special Populations Services	208,400
5300 - Alternative Programs and Services	462,200
5400 - School Leadership Services	690,000
5500 - Co-Curricular Services	200,000
5800 - School-Based Support Services	412,700
System-wide Support Services	
6100 - Support and Development Services	212,000
6200 - Special Population Support and Development Services	120,200
6400 - Technology Support Services	401,700
6500 - Operational Support Services	2,403,150
6600 - Financial and Human Resource Services	331,700
6700 - Accountability Services	100,800
6800 - System-wide Pupil Support Services	218,500
6900 - Policy, Leadership and Public Relations Services	823,000
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	130,000
Total Local Current Expense Fund Appropriation	<u>\$ 8,980,000</u>

Section 2: The following revenues are estimated to be available to the **Local Current Expense Fund**.

County Appropriation	\$ 4,490,951
Voted Supplement	2,893,000
Local Revenues	300,900
Fund Balance Appropriated	1,295,149
Total Local Current Expense Fund Revenue	<u>\$ 8,980,000</u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2013 - 2014
Adopted September 12, 2013**

Section 3: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Local Grant Fund**.

Instructional Services	
5100 - Regular Instructional Services	\$ 268,750
5200 - Special Populations Services	151,700
5300 - Alternative Programs and Services	628,000
5500 - Co-Curricular Services	31,500
5800 - School-Based Support Services	228,850
System-wide Support Services	
6200 - Special Population Support and Development Services	7,200
6500 - Operational Support Services	200,000
Total Local Grant Fund Appropriation	<u><u>\$ 1,516,000</u></u>

Section 4: The following revenues are estimated to be available to the **Local Grant Fund**.

State and Federal Funds	\$ 836,000
Local Revenues	526,500
Fund Balance Appropriated	153,500
Total Local Grant Fund Revenue	<u><u>\$ 1,516,000</u></u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2013 - 2014
Adopted September 12, 2013**

Section 5: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **State Public School Fund**.

Instructional Services	
5100 - Regular Instructional Services	\$ 16,500,000
5200 - Special Populations Services	3,612,000
5300 - Alternative Programs and Services	561,500
5400 - School Leadership Services	1,578,500
5800 - School-Based Support Services	1,820,500
System-wide Support Services	
6200 - Special Population Support and Development Services	351,500
6400 - Technology Support Services	182,500
6500 - Operational Support Services	1,353,500
6600 - Financial and Human Resource Services	99,500
6700 - Accountability Services	113,000
6800 - System-wide Pupil Support Services	48,000
6900 - Policy, Leadership and Public Relations Services	214,500
Non-Programmed Charges	
8400 - Interfund Transfers	45,000
Total State Public School Fund Appropriation	<u>\$ 26,480,000</u>

Section 6: The following revenues are estimated to be available to the **State Public School Fund**.

Total State Public School Fund Allocation	<u>\$ 26,480,000</u>
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**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2013 - 2014
Adopted September 12, 2013**

Section 7: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Federal Grants Fund**.

Instructional Services	
5100 - Regular Instructional Services	\$ 451,916.59
5200 - Special Populations Services	1,707,216.52
5300 - Alternative Programs and Services	1,957,713.96
5800 - School-Based Support Services	784,756.48
 System-wide Support Services	
6200 - Special Population Support and Development Services	148,312.82
6500 - Operational Support Services	53,053.97
6700 - Accountability Services	4,902.21
 Non-Programmed Charges	
8100 - Payments to Other Governmental Units	125,092.78
 Total Federal Grants Fund Appropriation	<u><u>\$ 5,232,965.33</u></u>

Section 8: The following revenues are estimated to be available to the **Federal Grants Fund**.

Total Federal Allocation	<u><u>\$ 5,232,965.33</u></u>
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**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2013 - 2014
Adopted September 12, 2013**

Section 9: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Child Nutrition Fund**.

Ancillary Services		
7200 - Nutrition Services	\$	3,000,000
Non-Programmed Charges		
8100 - Payments to Other Governmental Units		160,000
Total Child Nutrition Fund Appropriation	\$	<u>3,160,000</u>

Section 10: The following revenues are estimated to be available to the **Child Nutrition Fund**.

Federal Allocation	\$	2,360,000
Local School Child Nutrition Fund		800,000
Total Child Nutrition Fund Revenue	\$	<u>3,160,000</u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2013 - 2014
Adopted September 12, 2013**

Section 11: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Capital Outlay Fund**.

9000 - Capital Outlay	\$	1,899,781
Total Capital Outlay Projects	\$	<u>1,899,781</u>

Section 12: The following revenues are estimated to be available to the **Capital Outlay Fund**.

County Appropriation		1,129,140
Fund Balance Appropriated		770,641
Total Capital Outlay Fund Revenue	\$	<u>1,899,781</u>

Section 13: The following revenues are estimated to be available to the Asheboro City Schools budget.

Local Current Expense Fund	\$	8,980,000.00
Local Grant Fund	\$	1,516,000.00
State Public School Fund	\$	26,480,000.00
Federal Grants Fund	\$	5,232,965.33
Child Nutrition Fund	\$	3,160,000.00
Capital Outlay Fund	\$	1,899,781.00
	\$	<u>47,268,746.33</u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2013 - 2014
Adopted September 12, 2013**

Section 14: All appropriations shall be paid firstly from revenues restricted as to use, and secondly from general unrestricted revenues.

Section 15: The Superintendent is hereby authorized to transfer appropriations within a fund under the following conditions:

- A. Between functions and objects of expenditures within a purpose without limitations and without a report to the Board of Education being required.
- B. Between purposes of the same fund without a report to the Board of Education being required.
- C. May not transfer any amounts between funds nor from any contingency appropriation within a fund without Board approval.

Section 16: Copies of the budget resolution shall be entered in the minutes of the Board of Education, and within 5 days after adoption, copies shall be filed with the Superintendent, School Finance Officer, and County Finance Officer.

Adopted the 12th day of September 2013

ASHEBORO CITY BOARD OF EDUCATION

CHAIRMAN

SECRETARY

**2013 CHINESE BRIDGE DELEGATION
PARTICIPATION TERMS AND CONDITIONS, RELEASE, AND WAIVER**

You have agreed to participate in the Chinese Bridge Delegation ("Delegation") sponsored by Confucius Institute Headquarters/Hanban ("Hanban"), in China. In consideration of being permitted to participate in the Delegation, you acknowledge and agree to the following:

- 1) Prior to your travel to China to participate in the Delegation, you agree to:
 - (a) review the U.S. State Department information concerning travel to and around China (available at http://travel.state.gov/travel/cis_pa_tw/cis/cis_1089.html), and become familiar with the risks and dangers of travel to and around China (including, but not limited to, the risks to your own health and personal safety posed by such travel);
 - (b) independently obtain a policy of comprehensive health and accident insurance which provides coverage for injuries and illnesses you sustain or experience during your participation in the Delegation, including (but not limited to) medical evacuation from China;
 - (c) consult a medical practitioner to ensure that:
 - i. you have no medical conditions that would prevent international travel;
 - ii. your vaccinations and immunizations are up to date; and
 - iii. you are mentally and physically capable of engaging in strenuous activity overseas (including, but not limited to, walking long distances, climbing stairs, carrying luggage and/or backpacks, lengthy bus and van trips, and withstanding outdoor climate conditions).
 - (d) not participate in the Delegation if your medical practitioner advises that participation presents a direct threat to your health and safety, or the health and safety of others;
 - (e) report to the College Board, at least thirty (30) days prior to your departure for China, any physical or mental condition you have which may require special medical attention or accommodation during your participation in the Delegation (it being understood that such notice does not obligate the College Board or Hanban to provide such attention or accommodation);
 - (f) obtain all necessary approvals from your employer or school district to participate in the Delegation, ensure that your participation does not present a conflict of interest or a violation of your fiduciary or ethical duties to your employer or to any state or local government or third party, and confirm that your participation in the Delegation is consistent with all applicable laws, regulations, codes, and standards of your employer (including, but not limited to, applicable rules and standards pertaining to monetary and non-monetary gifts or benefits); and
 - (g) notify the College Board of changes in your employment status, including changes of position or institution. Your participation in the Delegation may be declined or terminated if your updated employment status does not meet the program eligibility criteria.

- 2) During your participation in the Delegation, you agree to:
 - (a) comply with the rules, instructions, and guidelines issued or communicated by Delegation officials or representatives regarding personal and professional conduct, safety and security, and operational procedures;

After signing, return this document to the College Board by email to k12chinese@collegeboard.org, or faxing it to (347) 649-2026. Or, return this document via mail to Chinese Language and Culture Initiatives, The College Board, 45 Columbus Avenue, New York, NY 10023.

- (b) participate in all scheduled program activities in accordance with the educational and cultural goals of the program, unless excused by Delegation officials for medical or other reasons..
 - (c) comply with all applicable laws and regulations, including (but not limited to) laws pertaining to immigration, customs, and entry/exit of foreigners;
 - (d) not engage in any unlawful or potentially dangerous activities;
 - (e) treat everyone with dignity and civility, and not engage in any form of discrimination, harassment, or other inappropriate conduct toward others;
 - (f) conduct yourself in a courteous, professional, and businesslike manner;
 - (g) permit Delegation officials or representatives to photograph, videotape, and interview you in connection with Delegation activities, and you hereby consent to the College Board's use of your name and any photographs, videotape, and/or interviews of you; and
 - (h) permit Delegation officials or College Board representatives to email you in connection with Delegation activities and College Board programs and initiatives.
- 3) You understand and agree that the College Board:
- (a) reserve the right to make changes to the travel itinerary (including departure/return dates) at any time and for any reason, with or without notice, and the College Board shall not be responsible for transportation carrier penalties, re-booking fees, fare changes, missed carrier connections, dishonors of hotel, airline, or vehicle reservations, or for any loss whatsoever to you by reason of any such change to the travel itinerary (including, but not limited to, any other travel arrangements affected by such changes);
 - (b) will share your travel related information with Hanban for the purpose of making administrative arrangements in connection with your trip;
 - (c) has no responsibility for any costs and expenses that you incur during any of your pre-Delegation stay in China or post-Delegation extension of your stay in China for personal or other reasons;
 - (d) has no responsibility for your costs and expenses if you depart early from the Delegation;
 - (e) has no responsibility or liability to you, in whole or in part, for:
 - i. sickness, disease, or injuries sustained by you in connection with your travel and participation in the Delegation, or for medical treatment and/or furnishing special medical attention or accommodation while in China, or for any expenses you may incur for the purposes of obtaining insurance or obtaining treatment for injuries and illnesses you sustain in connection with your participation in the Delegation;
 - ii. any loss whatsoever to you by reason of weather, strikes, acts of God, war, quarantine, civil unrest, public health risks, terrorism, and criminal activity within China and in transit to/from China (including, but not limited to, theft, vandalism, and fraud);
 - iii. any loss of your baggage and personal property, which you agree is transported at your own risk;
 - iv. your failure to hold a valid passport, or your denial of entry/exit in China;
 - v. your personal costs associated with your presence in China (including, but not limited to, your personal telephone costs and other costs that the College Board have not agreed in writing to cover); and
 - vi. cancellation of the Delegation prior to departure or early termination of the Delegation after departure.

After signing, return this document to the College Board by email to k12chinese@collegeboard.org, or faxing it to (347) 649-2026. Or, return this document via mail to Chinese Language and Culture Initiatives, The College Board, 45 Columbus Avenue, New York, NY 10023.

4) The College Board, in their sole discretion, reserves the right to decline to accept or retain you in the Delegation at any time should your actions or behavior impede the operation of the Delegation or the rights or welfare of any person. Similarly, if your conduct violates any policy or procedure of the Delegation, or any applicable law or regulation, you may be required to leave the Delegation in the sole discretion of Delegation officials or representatives.

5) You, individually, and on behalf of your heirs, successors, assigns, and personal representatives, hereby release and forever discharge the College Board, and each of the College Board's divisions, affiliates, or subsidiaries, and each or any officer, director, trustee, employee, or agent of any of the foregoing, and their respective successors and assigns, from and against claims, demands, actions, liabilities, injuries, expenses, and damages (including attorneys' fees and litigation costs, and direct, indirect, incidental, consequential, or special or exemplary damages) resulting from, arising out of, or related to, your participation in the Delegation, or any related or independent travel or activities, whether or not caused by the actions or omissions of the College Board.

6) You, individually, and on behalf of your heirs, successors, assigns and personal representatives, hereby agree to indemnify, defend and hold harmless the College Board, and each of the College Board's divisions, affiliates, or subsidiaries, and each or any officer, director, trustee, employee, or agent of any of the foregoing, and their respective successors and assigns, from and against third party claims, demands, actions, liabilities, injuries, expenses, and damages (including attorneys' fees and litigation costs, and direct, indirect, incidental, consequential, or special or exemplary damages) resulting from, arising out of, or related to, your participation in the Delegation, or any related or independent travel or activities.

7) You agree that this document is to be construed under the laws of the State of New York, and that if any portion hereof is held invalid, the balance hereof shall continue in full force and effect. In signing this document you hereby acknowledge that you have read this entire document, that you understand its terms, and that you are bound by its terms.

Signature: 

Print Name: Diane L. Frost

Date: 8.28.13

After signing, return this document to the College Board by email to k12chinese@collegeboard.org, or faxing it to (347) 649-2026. Or, return this document via mail to Chinese Language and Culture Initiatives, The College Board, 45 Columbus Avenue, New York, NY 10023.

School/Location	Date	Event	Time
BAL	Thursday, September 5	PTO Presentation	5:30pm
AHS	Friday, September 6	Ribbon Cutting for Concession Stand	6:00pm
AHS	Friday, September 6	AHS Football vs. North Davidson	7:30pm
GBT	Monday, September 9	PTO Presentation	5:30pm
AHS/PDC	Thursday, September 12	Board of Education Meeting	7:30pm
Randolph Co. Schools	Wednesday, September 18	District 5 School Board Association Meeting	4:00pm - 8:00pm
ECDC	Sunday, September 22	ECDC Ribbon Cutting/Open House	3:00pm
DLL	Monday, September 23	PTO Presentation	5:30pm
SAMS	Monday, September 30	PTO Presentation	6:00pm
AHS	Friday, October 4	AHS Football vs. Southwestern Randolph	7:30pm
AHS/PDC	Wednesday, October 9	Superintendent's Student Advisory Council	7:30am
AHS/PDC	Thursday, October 10	Board of Education Meeting	7:30pm
AHS/PAC	Thursday, October 10	SAMS 6th Grade Band Concert	7:30pm
NAMS	Tuesday, October 15	PTO Presentation	TBA
AHS	Friday, October 18	AHS Football vs. Southern Guilford - homecoming	7:30pm
CO Board Room	Monday, October 21	Superintendent's PTO President's Round Table	6:30pm - 8:00pm
AHS/PAC	Thursday, October 24	AHS Choral Concert	7:30pm
CWM	Monday, October 28	PTO Presentation	6:30pm
LP	Tuesday, October 29	PTO Presentation	5:30pm
AHS	Friday, November 1	AHS Football vs. Western Guilford - senior night	7:30pm
Koury Conv. Center	Mon. - Wed., November 18-20	NCSBA Annual Conference	8:00am - 3:00pm
AHS/PAC	Thurs. - Sat., November 21-23	Park Street Players Fall Musical	7:00pm
AHS/PAC	Sunday, November 24	Park Street Players Fall Musical	2:00pm

ASHEBORO CITY SCHOOLS MEMBERSHIP

Day 8, September 5, 2013

Grade Level	2013-14 Membership on Day 8 (September 5, 2013)	2012-13 Membership on Day 10 (September 5, 2012)	Change from previous year	2013-14 DPI Projected Membership
Kindergarten	400	411	-11	400
Grade 1	409	371	38	426
Grade 2	373	373	0	362
Grade 3	360	338	22	362
Grade 4	338	432	-94	350
Grade 5	439	377	62	426
Grades K-5	2,319	2,302	17	2,326
Grade 6	371	377	-6	375
Grade 7	393	377	16	381
Grade 8	394	393	1	381
Grades 6-8	1,158	1,147	11	1,137
Grade 9	361	374	-13	421
Grade 10	336	323	13	354
Grade 11	314	294	20	313
Grade 12	251	278	-27	247
Grades 9-12	1,262	1,269	-7	1,335
Grades K-12	4,739	4,718	21	4,798

School	2013-12 Membership on Day 8	2012-13 Membership on Day 10	Change from previous year
Balfour	577	572	5
McCrary	413	427	-14
Loflin	398	359	39
Teachey	489	499	-10
Lindley Park	442	445	-3
NAMS	512	526	-14
SAMS	646	621	25
AHS	1,262	1,269	-7
Total	4,739	4,718	21

ASHEBORO CITY SCHOOLS MEMBERSHIP

Day 10, September 9, 2013

Grade Level	2013-14 Membership on Day 10 (September 9, 2013)	2012-13 Membership on Day 10 (September 5, 2012)	Change from previous year	2013-14 DPI Projected Membership
Kindergarten	401	411	-10	400
Grade 1	409	371	38	426
Grade 2	373	373	0	362
Grade 3	360	338	22	362
Grade 4	338	432	-94	350
Grade 5	439	377	62	426
Grades K-5	2,320	2,302	18	2,326
Grade 6	370	377	-7	375
Grade 7	389	377	12	381
Grade 8	392	393	-1	381
Grades 6-8	1,151	1,147	4	1,137
Grade 9	363	374	-11	421
Grade 10	337	323	14	354
Grade 11	314	294	20	313
Grade 12	253	278	-25	247
Grades 9-12	1,267	1,269	-2	1,335
Grades K-12	4,738	4,718	20	4,798

School	2013-14 Membership on Day 10	2012-13 Membership on Day 10	Change from previous year
Balfour	577	572	5
McCrary	413	427	-14
Loflin	399	359	40
Teachey	488	499	-11
Lindley Park	443	445	-2
NAMS	509	526	-17
SAMS	642	621	21
AHS	1,267	1,269	-2
Total	4,738	4,718	20

ELEMENTARY CLASS SIZE-- September 10, 2013

	Balfour	McCrary	Loflin	Teachey	Lindley	LEA Avg
Kinder	15	13	19	19	17	
	17	14	19	21	18	
	18	13	20	20	16	
	18	14	19	20	19	
	15	16				
	18					
Average	16.8	14.0	19.3	20.0	17.5	17.3
Grade 1	18	16	19	19	17	
	19	15	22	18	18	
	19	15	22	18	15	
	14	16	20	18	16	
	18	16				
	17					
Average	17.5	15.6	20.8	18.3	16.5	17.6
Grade 2	21	17	18	18	19	
	21	16	18	18	20	
	18	17	19	17	19	
	16	17		18	22	
	22					
Average	19.6	16.8	18.3	17.8	20	18.6
Grade 3	15	14	12	20	22	
	16	18	15	19	22	
	14	13	13	18	20	
	16	18	16	18		
	18			18		
Average	15.8	15.8	14	18.6	21.3	16.9
Grade 4	22	19	21	21	18	
	20	19	21	19	17	
	22	18	21	21	18	
	20				17	
Average	21.0	18.7	21.0	20.3	17.5	19.6
Grade 5	21	20	22	23	23	
	21	19	23	24	22	
	22	20	20	20	23	
	21	20		23	23	
	22					
Average	21.4	19.8	21.7	22.5	22.8	21.6
TOTAL	574	413	399	468	441	2295
K-3 AVG	17.4	15.4	18.1	18.6	18.7	17.6
4-5 AVG	21.2	19.3	21.3	21.6	20.1	20.7
K-5 AVG	18.5	16.5	19.0	19.5	19.2	18.5

BOARD OF EDUCATION GOALS 2013-2014

UPDATE: September, 2013

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**.

Teachers are administering early reading assessments of K-5 students the first two weeks of school in order to identify gaps and design and implement intervention plans. The beginning of grade 3 NC assessment in reading will be given Thursday, September 12.

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.

All principals and assistant principals participated in a ½ day professional development session this week to gain deeper understanding and consistent interpretation of the professional teaching standards. The next step will be for principals to do conduct classroom observations and debrief to determine the consistency of our application of the standards.

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

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

All beginning teachers participated in an orientation program before school began—S.E.E.D.S. (Setting Expectations for Educators and Defining Success!). Content included getting acquainted with various leaders and specialists in our district, culturally responsive education, knowledge of NCDPI and ACS policies and procedures, effective classroom management, online resources for professional learning, Power School, and district goals for curriculum. They also spent time in their schools learning day-to-day operations and preparing their classrooms for the opening of school.



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PUBLIC EDUCATION: NORTH CAROLINA'S BEST INVESTMENT

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MEMORANDUM

EDWIN DUNLAP, JR., PH.D.
Executive Director

TO: Superintendents and Board Chairs
FROM: Ed Dunlap *Ed Dunlap*
DATE: August 19, 2013
SUBJECT: NCSBA Awards for November 2013

NCSBA will present the following awards during the 2013 NCSBA Annual Conference slated for November 18-20 at the Koury Convention Center in Greensboro. All entries must be received on or before 5 PM on October 11.

- **Raleigh Dingman Award** - The Raleigh Dingman Award is the highest honor bestowed on a North Carolina school board member each year and is named in honor of Raleigh Dingman, NCSBA's first full-time executive secretary. Since 2003, recipients of this honor have served as an ex-officio member of the NC State Board of Education and the NCSBA Board of Directors. The honoree will be expected to attend meetings of both organizations.
- **County Commissioners of the Year** - This honor is presented to a board of county commissioners that has demonstrated extraordinary leadership that advances student achievement in the district.
- **Leadership Award for School Board Member** - This honor recognizes a school board member who has demonstrated extraordinary leadership during the 2012-2013 school year. Unlike the Raleigh Dingman Award that focuses on longevity and requires the honoree to attend NCSBA and SBE board meetings, the Leadership Award for School Board Member considers the contributions of a board member over the previous school year.
- **Leadership Award for School Board** - This honor is presented to one school board for extraordinary leadership during the 2012-2013 school year.
- **Award for Excellence in Educational Programs** - This award will be given to school boards in recognition of exemplary education programs that maximize student achievement.
- **Award for Excellence in Architectural Design** - The NCSBA Award for Excellence in Architectural Design is a People's Choice Award that will be given to architects for the building design of public schools. The goal is to raise awareness and discussion among board members about the relationship between good design and effective teaching and learning. NCSBA will invite architectural firms to submit exemplary projects that will promote this goal. Voting for this award will be held at the NCSBA Annual Conferences.

Visit www.ncsba.org/awards to download award guidelines and entry forms.