

ASHEBORO CITY BOARD OF EDUCATION

August 14, 2014

7:30 p.m.

Asheboro High School

Professional Development Center

***6:00 p.m. – Policy Committee**

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

I. Opening

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

II. Public Comments

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

III. *Consent Agenda

- A.** Approval of Minutes – July 10, 2014
- B.** Executive Summary for Title I and Title II Applications 2014-2015
- C.** Personnel

IV. Information, Reports and Recommendations

- A.** Athletic Program Update
- B.** Teacher Turnover Report
- C.** Advanced Placement Exams Update
- D.** Policies
 - Policy 3150 – Curriculum Research (Remove)
 - Policy 3221 – Student Information System Acceptable Use
 - Policy 3431 – Conflict Resolution
 - Policy 3440 – Recognizing Excellence

V. Action Items

- *A.** Policies
 - Policy 1310/4002 – Parental Involvement
 - Policy 1320/3560 – Title I Parental Involvement
 - Policy 3100 – Curriculum Development
 - Policy 3460 – Graduation Requirements

VI. Superintendent's Report/Calendar of Events

- A.** Calendar of Events
- B.** 2014-2015 Board Goals, August Update

VII. Board Operations

- A.** School Assignments for the 2014-2015 School Year
- B.** Important Dates to Remember:
 - Friday, August 22, 7:30 a.m., Back to School Convocation, Asheboro High School

- Monday, August 25, First Day of School for 2014-15
- Wednesday, August 27, 4:00 p.m., New Employee Reception, Professional Dev. Center
- Thursday, September 11, Board of Education Meeting
- Wednesday, September 17, 4:00 – 8:00 p.m. NCSBA District 5 Meeting/Margaret B. Pollard Middle, 185 Granite Mill Blvd., Chapel Hill, NC
- Thursday, October 9, Board of Education Meeting
- Wednesday, October 15-Friday, October 17, NCSBA Fall Law Conference in Asheville, NC
- Thursday, November 13, Board of Education Meeting
- November 17 – 21, 2014, American Education Week
- Monday, November 17-Wednesday, November 19, NCSBA Annual Conference in Greensboro
- Wednesday, December 10, 12:00 p.m. Senior Holiday Luncheon, Loflin Elementary
- Thursday, December 11, Board of Education Meeting
- Thursday, January 8, Board of Education Meeting
- Friday, January 16, 8:00 a.m., Legislative Breakfast (Location TBD)
- Friday, January 23, 12:00 p.m., Board Appreciation Luncheon (Location TBD)

VIII. Adjournment

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

ASHEBORO CITY BOARD OF EDUCATION

August 14, 2014

7:30 p.m.

Asheboro High School

Professional Development Center

Addendum

I. Opening

III. *Consent Agenda

C. Personnel

D. Charter Bus Approval

VIII. Executive Session

A. Personnel

IX. Adjournment

Mission Statement

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

Minutes of the Asheboro City Board of Education

July 10, 2014

Policy Committee

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

Phillip Cheek
Chris Yow

Linda Cranford
Jane Redding

Committee members absent were Gidget Kidd and Steve Jones.

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

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

- Policy 3150 – Curriculum Research
 - Recommended removal of policy
 - Material is covered in 5230 – Participation in Research Projects
- Policy 3221 – Student Information Systems Acceptable Use
 - Revised to reflect correct language and terminology reflecting the current North Carolina student information system
- Policy 3431 – Conflict Resolution
 - Minor language updates per North Carolina School Boards Association's recommendation.
- Policy 3440 – Recognizing Excellence
 - Minor updates to policy to bring it up to date

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

With no further business, the meeting was adjourned at 6:12 p.m.

Finance Committee

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

Kyle Lamb
Jane Redding

Archie Priest, Jr.
Steve Jones

Committee members absent were Dr. Kelly Harris, Gustavo Agudelo, and Joyce Harrington.

Staff members present were: Dr. Terry Worrell, Sandra Edwards, and Harold Blair

Others present: Tom Quinn representing Sodexo

Mr. Blair presented the recommended school treasurers for 2014-2015 and a school bank account signature card changing the signature authority at Balfour Elementary school from Janet Means to Jusmar Maness. Ms. Edwards presented the Milk bid information for Child Nutrition. Pet Milk was recommended as the lowest responsive bidder.

There being no further business, the meeting adjourned at 7:05 p.m.

Board of Education

Opening

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

Jane Redding, Chairman	Phillip Cheek
Linda Cranford	Joyce Harrington
Dr. Kelly Harris	Steve Jones
Kyle Lamb	Archie Priest, Jr.
Chris Yow	

Wilson Alexander, Jr., Attorney

Board members absent were Gustavo Agudelo and Gidget Kidd.

Staff members present were Dr. Terry Worrell, Jennifer Smith, Harold Blair, Carla Freemyer, Mike Mize, Dr. Brad Rice, Dr. Julie Pack, Dr. Drew Maerz, Wendy Rich, Nathan Craver, 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. Jones made a motion to approve the agenda, seconded by Mr. Cheek, and the agenda was unanimously approved by the Board.

Public Comments

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

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

Consent Agenda

The following Consent Agenda items were approved:

Approval of Minutes – June 12, 2014, and June 26, 2014

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

Signature Card – Balfour 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>
Hays, Erica	LP/5th Grade	6/19/14
Holland, Chris	CO/Warehouse	7/18/14
Hoover, Jennifer	AHS/English	7/1/14
Kidd, Amy	ECDC/Hearing Impaired	8/4/14
McNeill, Denise	CO/Payroll	6/30/14
Morton, Joseph	AHS/Technology	7/1/14
Seibold, Bethann	SAMS/AHS AIG Con.	7/1/14
Hardister, Cynthia	BAL/4th Grade	7/8/14

APPOINTMENTS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Andrews, Sharon	SAMS/Social Studies	8/18/14
Brady, Belinda	AHS/Health Sciences Education	8/18/14
Davis, Jackson	CO/Maintenance (Temporary)	5/16/14-8/22/14
Graves, Corbin	CWM/Art	8/18/14
Grindstaff, Benjamin	SAMS/Social Studies	8/18/14
Herrin, Kirsten	SAMS/Science	8/18/14
Hunt, Vivian	BAL/PT Custodian	7/8/14
Lucas, Jordan	CO/Maintenance (Temporary)	5/13/14-8/22/14
Mabe, Michael	SAMS/Head Custodian	6/27/14
Miley, James	SAMS/Mathematics	8/8/14
Ritter, Daniel	NAMS/Mathematics	8/18/14
Robles, Omayra	GBT-DLL/ESL	8/18/14
Robinson, Avery	CO/Maint. (Temporary)	6/13/14-8/22/14
Ross, Anthony	SAMS/Eng.-Lang. Arts	8/18/14
Silva, Prisila	CO/PT Custodian (Temporary)	6/11/14
Thomas, Camela	SAMS/Math/Science	8/18/14
Wall, Benjamin	AHS/Social Studies	8/18/14
Williamson, Jennifer	BAL/English as a Second Language	8/18/14
Howe, Shaun	DLL/Music	8/18/14

TRANSFERS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Smith, Megan	LP 3rd Grade SAMS/AHS/AIG Cons.	8/18/14
Worcester, Kyle	BAL/ECDC Custodian to ECDC/Head Cust.	6/6/14

Child Nutrition Milk Bid (A copy of the Child Nutrition milk bid will become a part of these minutes.)

Information, Reports and Recommendations

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

- Policy 1310/4002 – Parental Involvement
- Policy 1320/3560 – Title I Parental Involvement
- Policy 3100 – Curriculum Development
- Policy 3460 – Graduation Requirements

Action Items

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

- Policy 9000 – Planning to Address Facility Needs
- Policy 9010 – Site Selection
- Policy 9020 – Facility Design
- Policy 9030 – Facility Construction
- Policy 9210 – Care and Maintenance of Grounds and Outdoor Equipment
- Policy 9220 – Security of Facilities

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

Mike Mize presented a petition from property holder, Charles C. Chandler, to transfer the school district designation for a parcel of his land from Randolph County Schools to Asheboro City Schools. The Randolph

County Board of Education approved the request at their board meeting on April 21, 2014. Ms. Cranford motioned to approve the request for school district designation change and Mr. Lamb seconded. Board members unanimously approved the motion. The request will be sent to the State Board of Education for final approval.

Superintendent Worrell presented the 2014-2015 Board Goals for approval. Upon motion by Mr. Jones, seconded by Mr. Lamb, the Board unanimously approved the 2014-2015 Board Goals as presented. (A copy of the goals will become a part of these minutes.)

Upon motion by Mr. Lamb and seconded by Mr. Cheek, the Board unanimously approved changing the April 2015 Board Meeting from April 9 to April 16, 2015.

Superintendent's Report/Calendar of Events

Carla Freemyer shared the Calendar of Events highlighting the following dates and events: open house dates for the schools; Convocation, August 22, 2014; first day of school for students, August 25, 2014; and Asheboro High School Homecoming on October 24, 2014.

Dr. Worrell spoke with board members regarding the timeline for meetings with all stakeholders to seek input on the Asheboro High School future upgrades. The first session is expected to be set for late August. A schedule will be announced at a later time.

Dr. Worrell expressed her appreciation to the Board for their warm welcome, and thanked them for their ongoing support as she leads Asheboro City Schools.

Board Operations

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

- Monday, July 14, Teacher Leadership Academy
- Thursday, August 14, Board of Education Meeting
- Friday, August 22, 7:30 a.m., Back to School Convocation
- Monday, August 25, First Day of School for 2014-15
- Thursday, September 11, Board of Education Meeting
- Wednesday, September 17, 4:00 – 8:00 p.m. NCSBA District 5 Meeting in Chatham County
- Thursday, October 9, Board of Education Meeting
- Wednesday, October 15-Friday, October 17, NCSBA Fall Law Conference in Asheville, NC
- Thursday, November 13, Board of Education Meeting
- Monday, November 17-Wednesday, November 19, NCSBA Annual Conference in Greensboro
- Thursday, December 11, Board of Education Meeting

Adjournment

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Cheek, and unanimously approved by the Board, to adjourn at 7:49 p.m.

Chairman

Secretary

The No Child Left Behind Act of 2001 (P.L. 107-110)
Title I, Part A: Application 2014-15
Improving the Academic Achievement of the Disadvantaged
Executive Summary – August 14, 2014
Asheboro City Schools

Description:

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

The Plan:

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

Staffing:

In an effort to maintain classroom teaching positions and reduced class sizes, the ACS Title I plan will utilize school allotments to fund 33 K-5 classroom teaching positions. ACS has designated district-level Title I dollars to fund support for homeless students and parent involvement. Title I funds are also utilized to fund a parent involvement specialist and a social worker to work with students at high poverty schools.

Continuous Improvement Plans:

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

Budget

Planning Allotment	\$1,794,845.00
Expected Carryover	\$244,013.18
District Set-Asides	
Parental involvement	\$20,000.00
Parent Involvement Specialists	\$92,845.88
Homeless student support	\$121,131.00
Administrative and indirect costs	\$79,274.52
District Instructional Initiative	\$40,000.00

Total Set-Asides	\$353,251.40
Allotment to Schools	\$1,685,606.78
Total Budget	\$2,038,858.18

Schools are allotted the Title I funds remaining after the Set-Asides are deducted from the sum of the Planning Allotment and the Expected Carryover. Qualifying students at each school are tallied to determine a per pupil allocation for the school. We had a total of 1858 students in grades K-5 who qualified for Free/Reduced Lunch in May of this year. This gave us a per pupil rounded allocation of \$907.22. Schools use their allotments to fund supplemental staff; professional development; and materials, resources, and equipment to support instruction for all students. Based on this per pupil cost, allocations to individual schools are as follows:

Allotments to Schools for 2014-2015

Balfour Elementary	\$455,961.32
Loflin Elementary	\$293,211.64
McCrary Elementary	\$319,645.01
Teachey Elementary	\$269,985.67
Lindley Park	\$279,124.15

Evaluation

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

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

Title II, Part A – Executive Summary
Improving Teacher Quality
Asheboro City Schools – 2014-2015 Grant Application

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

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

I. Participation in Planning

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

II. Planning Budget Summary:

A. Planning Allocation	\$146,302
B. Instructional Support	77,400
C. Tuition Assistance	5,000
D. Professional Development	34,000
E. Mentoring Support	20,500
F. Indirect Costs	4,300

**Asheboro City Schools
Personnel Transactions
August 14, 2014**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Forsythe	Jennifer	NAMS/SAMS	EC Program Facilitator	7/29/2014
Howe	Shaun	DLL	Music	7/10/2014
Joyce	Heather	CWM	Instructional Assistant	7/29/2014
Maner	Misty	AHS	Instructional Assistant	8/6/2014
Mazur	Victoria	NAMS	ESL	7/15/2014
Miley	James	SAMS	Mathematics	7/16/2014
Partin	Melissa	AHS	Biology	7/28/2014
Salamone	Jennifer	SAMS	Mathematics	7/22/2014
Saunders	Kathleen	AHS	English	7/28/2014
Shelton	Nicole	BAL	2nd Grade	7/28/2014
Trotter	Lorraine	GBT	Instructional Assistant (PT)	7/30/2014
Watson	Natasha	NAMS	ELS/SS	7/15/2014

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Arnold	Karen	NAMS	ESL	8/18/2014
Banks	Chameika	BAL	Guidance	8/18/2104
Briggs	Gerald	CO	Bus Driver	8/1/2014
Causey	Joshua	DLL	Music	8/18/2014
Cheek	Heather	LP	3rd Grade	8/18/2014
Clapp	Hayleigh	AHS	Non-Faculty Coach (VB)	8/6/2014
Croom	Robin	AHS	English (PT)	8/18/2014
Elliott	Margaret	BAL	ESL	8/18/2014
Everett	Callie	SAMS	Mathematics	8/18/2014
Garcia	Lisa	NAMS	ELA	8/18/2014
Garwood	Shannon	AHS	Health Science	8/18/2014
Gonzalez	Cela	CO	Custodian (temporary)	8/4/2014
Gonzalez	Priscila	ECDC/DLL	Custodian	7/30/2014
Hoffmire	Jessica	LP	5th Grade	8/18/2014
Jessup	Mary	BAL	2nd Grade	8/18/2014
Showole	Teresa	SAMS	ELA	8/18/2014
Walden	Cassadi	AHS	English	8/18/2014
Wiley	Sharon	NAMS	ESL	8/18/2014
Wilson	Lynette	SAMS	Health Science	8/18/2014

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Richey	Melanie	NAMS to SAMS	Mathematics	8/18/2014
Robbins	Christin	CWM	4th Grade to Globetrotters (PT)	8/18/2014
Smith	LaBreeksa	NAMS to SAMS/NAMS	EC to EC Program Facilitator	8/18/2014

**Asheboro City Schools
Personnel Addendum
August 14, 2014**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Johnson	Elizabeth	CO	Public Relations Coordinator	8/25/2014
Muse	Will	AHS	Social Studies	8/13/2014
Small	Krystin	CO	Bus Driver	7/14/2014
Stevenson	Matthew	AHS	Trade & Industrial Education	8/7/2014

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Brown	Jeremy	SAMS	Technology Education	8/18/2014
Horsley	Timothy	AHS	Social Studies	8/18/2014
Jackson	Cleveland (Dee)	AHS	Technology Education	8/18/2014
Xu	Xiaolin	AHS	Chinese	8/18/2014

C. TRANSFERS

Davis	Benjamin	CO	Sub Bus Driver to Bus Driver (PT)	8/18/2014
Harris	Vicky	GBT to SAMS	EC Instructional Assistant	8/18/2014
Jones	Lisa	CWM to GBT	Instructional Assistant	8/18/2014
Longoria	Alejandra	GBT to CO	Interpreter/Translator	8/18/2014
Nichols	Nancy	SAMS to GBT	EC Instructional Assistant	8/18/2014

**Asheboro City Schools
Certified Appointments
August 14, 2014**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Arnold, Karen	UNC Greensboro B: English M: English for Speakers of Other Languages	ESL

Ms. Karen Arnold is recommended to teach English as a Second Language at North Asheboro Middle School for the coming school year. Ms. Arnold is a veteran educator coming to Asheboro from Winston-Salem Forsyth County Schools. Beyond teaching, Ms. Arnold has been a freelance editor for NC A&T, and has worked as an editor for the Northwest Observer and the Greensboro News & Record. We are excited to welcome Ms. Arnold to Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Banks, Chameika	Norfolk State University B: Psychology North Carolina A&T University M: School Counseling	Guidance

Ms. Chameika Banks is recommended as the Guidance Counselor for Balfour School. Ms. Banks is coming to Asheboro from the Autism Society of North Carolina. She also has experience as an Academic All-Star Counselor and AVID tutor. Ms. Banks is excited to begin her Guidance Counselor career at Balfour School. Welcome Ms. Banks to the Asheboro City Schools family.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Causey, Joshua	Campbell University B: Music Education	Music

Mr. Joshua Causey is recommended to teach music at Donna Lee Loflin School for the 2014-2015 school year. Mr. Causey completed his student teaching at the high school level in Harnett County. He is excited about the opportunity to begin his teaching career at an A+ arts integration school and is looking forward to teaching at the elementary level. We are pleased to welcome Mr. Causey to Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Cheek, Heather	Catawba College B: Elementary Education	Elementary

Ms. Heather Cheek is recommended to teach 3rd grade at Lindley Park School for the coming school year. Ms. Cheek completed her student teaching in 2nd grade at CT Overton Elementary School in

Salisbury. She also completed an interim 3rd grade teaching assignment this past school year at Guy B. Teachey. We are very pleased Ms. Cheek will be returning to Asheboro City Schools and serving the students at Lindley Park School.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Elliott, Margaret	Catawba College B: Sociology/English	ESL

Ms. Margaret Elliott is recommended to teach English as a Second Language at Balfour School. Ms. Elliott has served as an Instructional Assistant at Lindley Park School for the past five years and has been inspired to become an ESL teacher. Her instructional assistant experience, along with her passion for the English Language Learner population will make her a great asset to Balfour School. We are pleased to welcome Ms. Elliott to this new role with Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Everett, Callie	Liberty University B: Education Pfeiffer University M: Elementary Education	Elementary

Ms. Callie Everett is recommended to teach 6th grade Mathematics at South Asheboro Middle School for the coming school year. Ms. Everett is coming to Asheboro City Schools from Randolph Community College where she teaches ESL, Citizenship and GED courses. Prior to working at RCC, Ms. Everett was an Instructional Assistant at Loflin School for five years and was in the AHS Class of 2005. We are pleased to welcome Ms. Everett back to Asheboro City Schools as she begins her public school teaching career.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Lisa Garcia	Saint Thomas University B: English Nova Southeastern University M: Conflict Resolution and Analysis	ELA

Ms. Lisa Garcia is recommended to teach English Language Arts at North Asheboro Middle School for the 2014-2015 school year. Ms. Garcia is a veteran teacher with nearly 20 years of experience in the education profession. She taught for 12 years in Florida before moving to North Carolina to teach at the Davidson Early College. Most recently she taught English Language Arts at Wheatmore High School in Randolph County Schools. Ms. Garcia is excited to join the North Asheboro Middle School Family. Please join us in welcoming Ms. Lisa Garcia to Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Garwood, Shannon	UNC Greensboro B: Nursing	Health Science

Ms. Shannon Garwood is recommended to teach Health Science at North Asheboro Middle School and Asheboro High School for the 2014-2015 school year. Ms. Garwood comes to us with a wealth of experience in the healthcare field. She has worked as a labor and delivery nurse at Randolph Hospital for nine years. Shannon is excited to work with the students in Asheboro City Schools. Please welcome Ms. Garwood to North Asheboro Middle School and Asheboro High School.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Hoffmire, Jessica	Appalachian State University B: Outdoor Experiential Education UNC Greensboro M: Elementary Education	Elementary

Ms. Jessica Hoffmire is recommended to teach 5th grade at Lindley Park School for the 2014-2015 school year. Ms. Hoffmire has a strong background in science as she has as an educator and kidZone coordinator at the North Carolina Zoo for seven years. Jessica also served as the environmental specialist at the YMCA Camp in Cedar Mountain, N.C. She has worked in Asheboro City Schools as a substitute teacher. We are excited to welcome Ms. Hoffmire to Lindley Park School and the Asheboro City Schools family.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Jessup, Mary	Randolph Community College A: Early Childhood Education Grand Canyon University B: Elementary Education	Elementary

Ms. Mary Jessup is recommended to teach 2nd grade at Balfour School for the 2014-2015 school year. Ms. Jessup was an early childhood educator for six years at Precious Memories Preschool in Asheboro. Most recently, Ms. Jessup has served as an instructional assistant at Balfour School. In 2014, Ms. Jessup completed her degree in elementary education and is excited to step into the classroom this year as a teacher. Please join us in welcoming Ms. Jessup to Asheboro City Schools in this new role.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Showole, Teresa	North Carolina A&T State University B: Special Education M: Reading Education	ELA

Ms. Teresa Showole is recommended to teach English Language Arts at South Asheboro Middle School for the 2014-2015 school year. Ms. Showole comes to Asheboro City Schools after serving 10 years as a special education teacher in Guilford County Schools. Teresa served in many school-level leadership

roles during her time in the Guilford County school system. Please join us in welcoming Ms. Showole to South Asheboro Middle School and Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Walden, Cassadi	UNC Chapel Hill B: History and English Duke University M: Social Studies	English

Ms. Cassadi Walden is recommended to teach English Language Arts at Asheboro High School for the 2014-2015 school year. Ms. Walden is a North Carolina Teaching Fellow and is a third-year teacher. She has completed internships at Riverside High School and C.E. Jordan High School in Durham, N.C. Most recently, Ms. Walden was a social studies and English teacher at City of Medicine Academy, which is a public magnet high school in Durham, N.C. We are excited to have Ms. Walden's skills and background at Asheboro High School. Please join us in welcoming Cassadi Walden to Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Wiley, Sharon	UNC Greensboro B: Education	ESL

Ms. Sharon Wiley is recommended to teach English as a Second Language at North Asheboro Middle School. Ms. Wiley is a veteran educator with nearly 20 years of experience in the classroom setting. She is returning to education after working for several years in the private sector. Ms. Wiley is looking forward to returning to the classroom. Please welcome Sharon Wiley to North Asheboro Middle School and Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Wilson, Lynette	Pitt Community College A: Nursing	Health Science

Ms. Lynette Wilson is recommended to teach Biotechnology at South Asheboro Middle School for the 2014-2015 school year. Ms. Wilson has a wealth of knowledge and experience in the healthcare field. She comes to us with more than 30 years of experience. Her most recent experiences have included providing education and management techniques to clients who have undergone medical procedures and educating newly hired employees at Fresenius Medical Care. Please join us in welcoming Ms. Lynette Wilson to South Asheboro Middle School and the Asheboro City Schools family.

Asheboro City Schools
Certified Appointments – Personnel Addendum
August 14, 2014

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Brown, Jeremy	ECPI University B: Electronics Engineering Technology	Technology Education

Mr. Jeremy Brown is recommended to teach Technology Education at South Asheboro Middle School for the coming school year. Mr. Brown is a skilled technician who was most recently employed with CompuCom IT Workforce Solutions. His electronics engineering field experience will be an asset in the classroom, as Mr. Brown can share important real-world experiences with his students. Mr. Brown is excited to begin his teaching career in Asheboro City Schools. Welcome Mr. Brown.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Horsley, Timothy	NC A&T State University B: Secondary History Education	History

Mr. Timothy Horsley is recommended to teach History at Asheboro High School for the 2014-2015 school year. Mr. Horsley completed his student teaching in grades 9-12 at Central Davidson High School this past spring. He is an eight year Navy veteran and is looking forward to starting his teaching career at Asheboro High School. We are pleased to welcome Mr. Horsley to Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Jackson, Cleveland (Dee)	NC A&T State University B: Industrial Technology	Technology Education

Mr. Dee Jackson is recommended to teach Technology Education at Asheboro High Schools for the coming school year. Mr. Jackson will bring a wealth of technology experience into the classroom, having retired from Gilbarco Veeder-Root as a Service Network Manager. He is excited to start a new career path, teaching at Asheboro High School. Welcome Mr. Jackson.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Xu, Xiaolin	Xiangnan University B: Secondary Education	Chinese

Ms. Xiaolin Xu is recommended to teach Chinese at Asheboro High School for the 2014-2015 school year. Ms. Xu is coming to Asheboro City Schools through the Hanban-College Board Chinese Guest Teacher Program. Ms. Xu most recently taught English at Weihai Shiyan Middle School. In addition to speaking Chinese and English, Ms. Xu speaks Japanese. We are excited to welcome Ms. Xu to Asheboro and look forward to the cultural opportunities she will share with our students.



Asheboro City Schools

...the subject is excellence

*Support Services
Assistant Superintendent: Dr. Brad Rice*

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

After completing proper paperwork requirements and successful site inspections Asheboro City Schools Support Services would like to recommend that the Asheboro City Schools Board of Education approve the following charter bus companies for use in the 2014-2015 school year:

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

Holiday Tours Inc.
10367 Randleman Road
Randleman, NC 27317

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

Asheboro City Schools Athletics Review

2013-2014

Athletics by the Numbers

- Nine Hundred Fifty Student-Athletes
- One Hundred Eighty-Three Scholar Athletes
- Fifty All-Conference Performers
- Eleven NCHSAA Scholar Athletic Teams
- Six Middle School Individual Conference Champions
- Three Coaches of the Year
- Two Middle School Team Conference Tournament Champions
- One Team with the Highest Grade Point Average in the State
- One Conference Sportsmanship Award for the Fourth Year in a Row

Asheboro City Schools Athletics Review

2013-2014

Asheboro High School

Baseball

NCHSAA Scholar Athletic Team (G.P.A. of 3.1 or higher)

Conference Honors

- Mid Piedmont All Conference – Jay Rorie

Team Awards

- Clarence Smith-Best Defensive Award—Cameron Welch
- Jimmy Grimsley-Best Offensive Award—Jay Rorie

Basketball – Boys

Conference Honors

- Mid Piedmont All Conference
 - Robert Bittle
 - Emmanuel Jones

Team Awards

- Blue Comet Pride – Tavon Small
- Steve Wheless Memorial – Deonte McGuine
- Best all around – Jacob Hall

Basketball – Girls

NCHSAA Scholar Athletic Team (G.P.A. of 3.1 or higher)

Conference Honors

- Mid Piedmont All Conference
 - Laycee Baughman
 - Mikayla Trogdon

Team Awards

- Most Improved – Casey Lawrence
- Best Defensive Player – Jasmine Trogdon
- Best Offensive Player – Laycee Baughman
- Coaches Award – Kinci Smith
- Best All Around – Makayla Trogdon

Cheerleading

Team Awards

- Most Improved – Landis Davidson
- Most Spirited – Jessica Moore
- Most Dedicated – Danielle Chisholm
- Leadership Award – Desiree Woodle
- Rookie of the Year – Mikayla Jordan

Asheboro City Schools Athletics Review

2013-2014

Cross Country – Boys

NCHSAA Scholar Athletic Team (G.P.A. of 3.1 or higher)

Conference Honors

- Conference Tournament 3rd place
- Mid Piedmont All Conference
 - Jacob Dubon
 - Christian O'Briant

Team Awards

- Captains Choice – Christian O'Briant
- Martin Smith – Jacob Dubon
- Most Improved – Jonathon Carroll

Cross Country – Girls

NCHSAA Scholar Athletic Team (G.P.A. of 3.1 or higher)

Conference Honors

- Conference Tournament 1st place
- Mid Piedmont All Conference
 - Katy Cernava
 - Julia Otranto
- Mid Piedmont Coach of the Year – John Phillips

Team Awards

- Martin Smith – Katy Cernava
- Most Improved – Carter Hurley

Football

2013 Courier-Tribune All County

- 2013 Courier-Tribune All County
 - Brian Conrad
 - Shyheim Lineberry
 - Petey Johnson
 - James Ridley
 - Emmanuel Jones
 - Wayne Robertson
- 2013 Courier-Tribune Honorable Mention All County
 - Davante Barnes
 - Jake Galloway
 - Alan Bennett
 - Jordan Pearson
 - Robert Bittle
 - Terry Richmond
 - Nic Coe

Greensboro News & Record All-Area Performers

- Greensboro News & Record 2nd Team All-Area Performer
 - Petey Johnson
- Greensboro News & Record Honorable Mention All-Area Performer
 - Robert Bittle
 - Shyheim Lineberry
 - Emmanuel Jones
 - James Ridley

Asheboro City Schools Athletics Review

2013-2014

Mid Piedmont All Conference

- Mid Piedmont All Conference Runner-Up Defensive Player of the Year – James Ridley
- Mid Piedmont All Conference
 - Robert Bittle
 - Brian Conrad
 - Petey Johnson
 - Emmanuel Jones
 - Shyheim Lineberry
 - Jordan Pearson
 - James Ridley
 - Wayne Robertson

Team Awards

- Coaches Award – Alan Bennett, Jatavia Greene
- Defensive MVP – James Ridley
- Luther Fritz Lineman of the Year – Petey Johnson
- Max Morgan Back of the Year – Shyheim Lineberry
- Team Before Self – Jake Galloway

The Following Seniors were selected and played in the
National Underclassmen (NUC) All-American North vs South Game
in Myrtle Beach, SC

- Linemen – Petey Johnson
- Wide Receiver – Detri Wilson
- Wide Receiver – Robert Bittle (selected but did not play in the game)

Golf – Boys

NCHSAA Scholar Athletic Team (G.P.A. of 3.1 or higher)

Conference Honors

- Mid Piedmont All Conference
 - Koby Markham
 - Shields McKeown
 - Denton Richey

Team Awards

- Most Valuable Player – Denton Richey
- Most Improved – Marvin Castaneda

Golf – Girls

- Tanner Brown qualified for the AAA State Championships (2 years in a row)

Team Awards

- Most Improved – Faith Weaver
- Team Before Self – Kaitlyn Malpass
- MVP – Tanner Brown

Asheboro City Schools Athletics Review

2013-2014

Lacrosse

NCHSAA Scholar Athletic Team (G.P.A. of 3.1 or higher)

Team Awards

- Offensive MVP-Timothy Kellum
- Defensive MVP-Hampton Worboys
- Blue Comet Award-Adam Holland

Soccer – Boys

Conference Honors

- Mid Piedmont All Conference – Moises Ramirez

Team Awards

- Coaches Award – Eliud Jaimes
- Most Improved – Sidney Rogers
- MVP – Moises Ramirez
- Offensive Player of the Year – Miles Farlow

Soccer – Girls

NCHSAA Scholar Athletic Team (G.P.A. of 3.1 or higher)

Conference Honors

- Mid Piedmont All Conference
 - Mayar Elgeyoshi
 - Krystal Jaimes
 - Julia Otranto
 - Meredith Priest

Team Awards

- MVP – Julia Otranto
- Offensive Player of the Year – Meredith Priest
- Defensive Player of the Year – Mayar Elgeyoshi
- Team Before Self – Perla Castro

Softball

NCHSAA Scholar Athletic Team (G.P.A. of 3.1 or higher)

Conference Honors

- Mid Piedmont All Conference
 - Ashley Webster
 - Abbie Worsham

Team Awards

- Most Improved-Abbie Worsham

Asheboro City Schools Athletics Review

2013-2014

Swimming

NCHSAA Scholar Athletic Team (G.P.A. of 3.1 or higher)

Conference Honors

- Mid Piedmont All Conference – Faith Garner

Team Awards

- Coaches Award – Mart Fowler and Lizzy O'Briant
- Most Improved – Richard Pincus and Heather Collomy
- Golden Goggles – Jeffery Beane and Faith Garner

Tennis – Boys

NCHSAA Scholar Athletic Team (G.P.A. of 3.1 or higher)

Conference Honors

- Mid Piedmont Player of the Year – Austin Allen
- Mid Piedmont All Conference
 - Austin Allen
 - Miles Farlow
 - Blake Ferree
 - Richard Pincus

Team Awards

- Morris B. Whitson-Coaches Award – Austin Allen
- Tommy Delk Most Improved Award – Bryan Garcia

Tennis – Girls

NCHSAA Scholar Athletic Team (G.P.A. of 3.1 or higher)

Conference Honors

- Mid Piedmont All Conference – Hannah Aldara

Team Awards

- Morris Whitson Most Valuable – Hannah Eldara
- Tommy Delk Most Improved – Rachel Byrd

Asheboro City Schools Athletics Review

2013-2014

Track – Boys

Conference Honors

- Mid Piedmont All Conference
 - Jeff Beane
 - Dallas Coble
 - Emmanuel Jones
 - Terry Richmond
 - Wayne Robertson
- Mid Piedmont Field Event Winner – Dallas Coble
- Mid Piedmont Coach of the Year – Keith Simmons

Team Awards

- Sprinter of the year – Jeffery Beane and Wayne Robertson
- Field Athlete of the year – Dallas Coble
- Distance Runner of the year – Austin Romero
- Coaches Award – Todzah Small

State Championships

- 8th Place – Long Jump (21' 10") – Wayne Robertson
- 14th Place – High Jump (5' 10") – John Rush

Track – Girls

Conference Honors

- Mid Piedmont All Conference
 - Quatierra Johnson
 - Mkayla Jordan
 - Keela Legrande
 - Olivia Mabry
 - Shakoria Mitchell
 - Makira Settle
 - Jasmine Trogdon

Team Awards

- Sprinter of the year – Shacoria Mitchell
- Field Athlete of the year – Jasmine Trogdon
- Distance Runner of the year – Katy Cernava
- Coaches Award – Mikayla Jordan

State Championships

- 5th Place – Tripple Jump (36' 1") – Jasmine Trogdon
- 12th Place – Long Jump (15' 10") – Jasmine Trogdon
- 12th Place – High Jump (4' 10") – Makira Settle

Asheboro City Schools Athletics Review

2013-2014

Volleyball

NCHSAA Scholar Athletic Team (G.P.A. of 3.1 or higher)

NCHSAA Scholar-Athlete Team Award Winners (3.795 GPA – highest in the state)

Conference Honors

- Conference Champions
- Conference Tournament Champions
- 2nd round of the State Playoffs
- Mid Piedmont All Conference
 - Cloie Langdon
 - Amy Yates
- Mid Piedmont Coach of the Year – Julie Langdon

Team Awards

- Best All Around – Amy Yates
- Team Before Self – Attasia Tweed

Wrestling

Conference Honors

- Mid Piedmont All Conference
 - Nick Coe
 - Sawyer Davidson
 - Brian Quintanilla
 - Bailey Mullen
 - Erik Soto
 - Henry Weaver
 - Tino Harrison

State Tournament

- 2nd Place (220lbs) – Nick Coe
- 3rd Place (132lbs) – Sawyer Davidson

Team Awards

- Most Improved – Brian Whintanilla & Erik Soto
- Eddie Luck Team Before Self Memorial – Tino Harrison
- Most Outstanding Wrestler – Sawyer Davidson, Nick Coe

Asheboro City Schools Athletics Review

2013-2014

Randolph Sports Council

- Unsung Heroes
 - Mattison Callahan
 - Thomas Robbins
- Scholarship Award Winners
 - Jasmine Trogdon
 - Henry Weaver
- Sportsmanship Award
 - James Ridley
 - Kinci Smith

Lee J. Stone Sportsmanship Award:

- Megan Priest
- Maurice Goldston

Ms. Blue Comet

- Jasmine Trogdon
- James Ridley

Scholarships

- Basketball – Laycee Baughman – Greensboro College
- Cross Country – Christian O'Briant – Catawba
- Football – Petey Johnson – St. Augustine University
- Football – James Ridley – Ferrum College
- Track – Jasmine Trogdon – UNC Charlotte
- Track – Makira Settle – Mount Olive

Invited Walk-On

- Football – Jake Galloway – Western Carolina

NCHSAA Awards

- Bud Phillips Retiree Award – Dee Bulla
- Golden whistle Merit Awards – Jack Embree (retired SAMS Guidance Counselor)
- Highest GPA in the sport in the state – Volleyball (3.795)
- Homer Thompson Memorial "Eight Who Make a Difference – Brian Nance
- *NCHSAA Scholar Athletic Team (G.P.A. of 3.1 or higher) – 183 Athletes*
 - Baseball
 - Women's Basketball
 - Men's Cross Country
 - Women's Cross Country
 - Men's Golf
 - Lacrosse
 - Swimming
 - Softball
 - Women's Soccer
 - Men's Tennis
 - Volleyball

Asheboro City Schools Athletics Review

2013-2014

North Asheboro Middle School

Football

- First Home game

Soccer – Boys

- 1st place (8-0 record)
- Won the soccer tournament (3rd time in a row)

Conference Sportsmanship Award – 4 out of the last 5 years and 8 of the last 12 years

South Asheboro Middle School

Basketball – Girls

- 2nd place (13-4 record)
- Tournament 2nd place

Soccer – Girls

- 2nd Place Regular Season
- Conference Tournament Champions

Combined Middle School Programs

Track – Boys

- Conference Track Meet – 2th place

1st place finishers for boys:

- Anthony Brooks – triple jump
- Dayshawn Vaneaton – 100 meters

2nd place finishers for boys:

- Tanner Roberts – long jump
- Dalton Harris – 110 meter hurdles
- 4x200 meter relay team
- 4x100 meter relay team
- Dalton Harris – 165 meter hurdles

3rd place finishers for boys:

- Aaron A. Wright – 200 meters

4th place finishers for boys:

- Noah Ingold – long jump
- Alex Schrader – Triple Jump
- Anthony Brooks – High Jump
- 4x400 meter relay team

Asheboro City Schools Athletics Review

2013-2014

5th place finishers for boys:

- Gavin McQueen – shot put
- Rene Perez – Discus
- Seth Coggins – Long Jump
- Jaylen Trogdon – High Jump
- Ben Carroll – Mile

6th place finishers for boys:

- Kameron Rorie – Shot put
- Kameron Rorie – Discus
- Noah Ingold – Triple Jump
- Latrell Moore – High Jump
- Preston King – 200 meters

Track – Girls

- Conference Track Meet – 4th place

1st Place finishers for Girls:

- Kalynn McNair – triple jump
- Teyanna Walden – 100 meters

2nd place finishers for Girls:

- Dyamond Maness – discuss
- Kalynn McNair – Long Jump
- 4x1 meter relay team.

3rd place finishers for girls:

- Adrianna Butler – Shot Put
- 4x2 meter relay team

4th place finishers for girls:

- Adrianna Butler – Discus
- Olivia Hill _ 100 meter hurdles
- Laura Koser – Mile
- 4x4 meter relay team

5th place finishers for girls:

- Laura Koser – 800 meters

6th place finishers for girls:

- Yazzmyn Johnson – High Jump
- Dyamond Maness – shot put

Asheboro City Schools Athletics Review

2013-2014

Wrestling

- Regular Season – 2nd Place
- Tournament – 4th Place

Tournament

- | | | |
|---------------|-----------|--------------------------------|
| • 85 lbs | 3rd Place | Ernesto Salinas (SAMS) |
| • 108 lbs | 4th Place | Carson Luck (SAMS) |
| • 115 lbs | 2nd Place | Will Britt (NAMS) |
| • 122 lbs | 1st Place | Austin Curry (SAMS) |
| • 128 lbs | 2nd Place | Santiago Benitez Garcia (SAMS) |
| • 140 lbs | 1st Place | David Otero (NAMS) |
| • 147 Lbs | 4th Place | Shaquan Adams (SAMS) |
| • 154 lbs | 2nd Place | Preston King (SAMS) |
| • 222 lbs | 4th Place | Rene Perez (NAMS) |
| • Heavyweight | 4th Place | Rigo Faz (NAMS) |

Teacher Turnover Summary

Asheboro City Schools

August 2014

(Reporting Period: March 2013 – February 2014)

Number of Classroom Teachers Employed	359
Number of Classroom Teachers Leaving	70
Rate of Teacher Turnover	19.50%
State Teacher Turnover Rate	13.15% (unofficial)

Category Totals	Turnover Code	Turnover Category
1.00	67	Deceased
14.00	66	Retired with full benefits
1.00	68	Retired with reduced benefits
1.00	73	Re-employed Retired Teacher Resigned
2.00	75	Moved to a non teaching position in the LEA
32.00	58	Resigned-To teach in another NC public school system
2.00	70	Resigned-To teach in a NC Charter School
3.00	62	Resigned-To teach in another state
2.00	64	Resigned-Because of Health/Disability
2.00	72	Resigned-Career Change
2.00	61	Resigned-Family Relocation
1.00	57	Resigned-Family Responsibility/Child Care
4.00	65	Resigned-Other Reasons
3.00	69	Resigned-Reason Unknown

Teacher Turnover
Asheboro City Schools
August 2014

(Reporting Period: March 2013 – February 2014)

Turnover – By School

Balfour	33.33 %
McCrary	7.79 %
Loflin	11.11 %
Teachey	9.88 %
Lindley Park	18.75 %
NAMS	17.07 %
SAMS	36.78 %
AHS	17.54 %
ECDC	0.0 % (Not included in State report)

Turnover – By Experience Level

1– 5 Years	35 teachers	50%
6 – 10 Years	15 teachers	21%
11 – 15 Years	3 teachers	4%
16 – 20 Years	3 teachers	4%
26 + Years	14 teachers	20%

Turnover – Historical

2002-2003	12.7 %
2003-2004	13.0 %
2004-2005	10.0 %
2005-2006	16.3 %
2006-2007	13.0 %
2007-2008	14.7 %
2008-2009	18.2 %
2009-2010	11.5 %
2010-2011	10.1 %
2011-2012	13.3 %
2012-2013	19.9%
2013-2014	19.5%
10-Year Average	14.65 %
5-Year Average	14.86 %

Teachers Leaving By School and Code:

Last Name	First Name	Schools	Turnover Code
BULLA	MAXTON	304 (AHS)	66
CHURCH	MARY	304	66
DILLINGHAM	RHONDA	304	70
HENDERSON	CHARLES	304	58
HENDERSON	DONNA	304	66
HUMPHREY	LEIGH	304	58
KERN	BRENDA	304	66
LOWERY	FAITH	304	58
PHILLIPS	EDFORD	304	61
POCOCK, JR	LOWELL	304	65
RICE	LARRY	304	66
SETZER	TIMOTHY	304	73
SMITH	ALLEN	304	66
SOJA	HEATHER	304	70
WARD	DEVAN	304	58
BARNHOUSE	MELISSA	308 (SAMS)	58
CAGLE	FRANK	308	58
COSTAS	ZACHARY	308	58
FLOW	WILLIAM	308	58
GROSECLOSE	TERRY	308	66
MATTHEWS	TERESA	308	65
MILLIKAN	MARIANNE	308	68
MYERS	CYNTHIA	308	58
NORRIS (III)	SAMMIE	308	58
PICKETT	ALLISON	308	69
POPP	LAURA	308	75
PRIEST	KRISTEN	308	58
REMBERT	CHARLES	308	64
SHERRILL	LORRAINE	308	66
SMITH	CHARLENE	308	66
SPOONAMORE	MARTHA	308	67
COATOAM	SARAH	312 (BAL)	58
COOK	ELIZABETH	312	58
GOLDING	MELANIE	312	69
HYND	LESLEY	312	57
KESSLER	SARAH	312	58
MANESS	MOLLY	312	58
MCDONALD	MELANIE	312	58
MILLER	LAURIE	312	58
PERKINS	SARAH	312	65
SMITH	KAREN	312	58

STEPP	LAUREN	312	58
TEW	SHEILA	312	58
WATSON	CYNTHIA	312	66
YORKUS	SHARON	312	61
YORKUS	STEPHEN	312	72
WILLIAMS	STEVEN	312 , 321	58
ESPADA	MICHELLE	320 (CWM)	65
LANIER	ELIZABETH	320	58
PUGH	ELIZABETH	320	66
GONZALEZ	RE'ANN	321 (DLL)	58
LYONS	DEANNA	321	58
MOODY	KAILEY	321	58
DAVIN	MISTY	328 (GBT)	72
DREYER	EMILY	328	62
DURHAM	VICTORIA	328	66
LLOYD	SHELBY	328	69
BURDEN	DAVID	332 (LP)	62
HOBSON	DONNA	332	66
THEKKEKANDAM	KATIE	332	58
TONKIN	ELIZABETH	332	66
WHITE	CHARITY	332	58
WISNASKY	SHEENA	332	75
BOWMAN	JOHN	336 (NAMS)	58
CAMMARERI	KATHRYN	336	58
EDWARDS	MATTHEW	336	58
JONES	KARI	336	58
SCHLATTERER	SHARON	336	58
TRENTACOSTA	KATHRYN	336	62
TROGDON	HELENE	336	64

ADVANCED PLACEMENT EXAM PERFORMANCE SUMMARY

ASHEBORO HIGH SCHOOL



Course by Course Performance

	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	# exams	% 3 or higher	# exams	% 3 or higher	# exams	% 3 or higher	# exams	% 3 or higher	# exams	% 3 or higher	# exams	% 3 or higher	# exams	% 3 or higher	# exams	% 3 or higher	# exams	% 3 or higher
Art History	1	100%							1	0%								
Music Theory							7	71%	4	100%	6	67%	9	56%	1	100%	3	100%
English Language	2	100%							1	0%			1	100%	43	63%	69	39%
English Literature	19	58%	14	57%	12	58%	12	33%	25	56%	23	30%	22	77%	13	54%	43	51%
Spanish Language	8	63%	11	64%	15	40%	10	30%	11	55%			10	70%	8	50%		
Spanish Literature																		
Calculus AB	21	71%	19	42%	42	50%	22	59%	20	30%	26	23%	40	48%	31	48%	17	59%
Calculus BC							4	25%					3	100%	1	100%	2	100%
Statistics									1	100%	8	25%	2	0%	23	30%	13	31%
Computer Science A							1	100%			1	100%			13	8%		
Biology			65	46%			50	24%			64	19%	23	26%	28	43%	15	53%
Chemistry	1	100%	1	100%	5	20%			24	8%	1	0%	14	43%	6	17%	9	11%
Environmental Science	60	65%			107	33%			146	25%	31	26%	73	25%	70	33%	68	32%
Physics					2	100%	3	100%					1	100%				
Economics-Micro													1	100%				
Economics-Macro													1	100%				
Psychology	1	100%	3	67%	8	88%	11	18%	2	50%	9	33%	7	29%	4	50%	1	100%
Euro. History	1	100%					1	100%	1	0%			1	100%			1	0%
US History	28	36%	36	50%	33	24%	62	39%	39	44%	33	52%	20	45%	26	38%	19	51%
US Gov't & Politics	1	100%	3	33%	1	100%	2	50%	2	50%					1	100%	3	33%
World History			1	100%			1	0%	5	40%			3	100%				
Human Geog.															1	0%		
Total # Exams	143		153		225		186		282		202		231		269		263	

AP Exam Report: Asheboro High School 2014

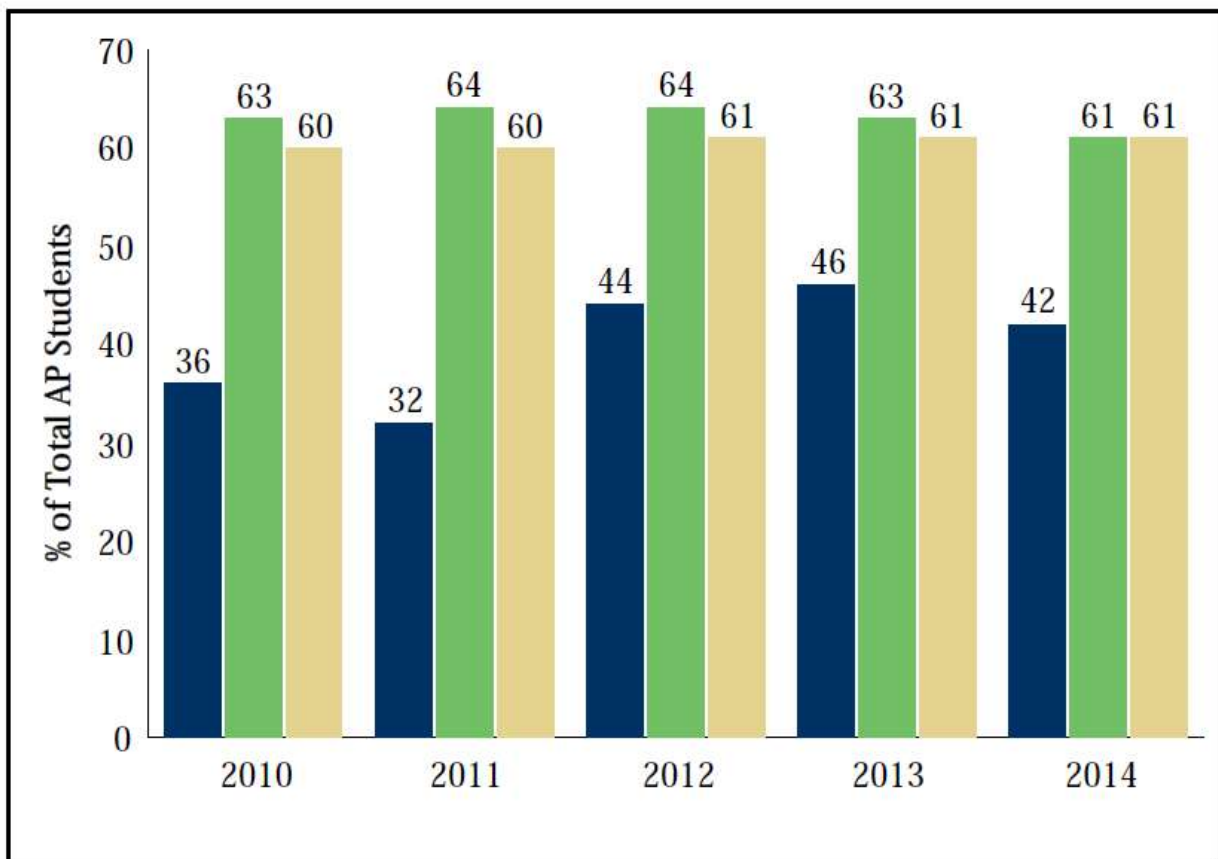
- Total Number of Asheboro Students taking AP exams in 2014: **183**
 - 12th Grade: 74 Students
 - 11th Grade: 101 Students
 - 10th Grade: 2 Students

	5	4	3	2	1	Total Exams
Number of Exams	14	35	62	85	67	263
Percentage of Total	5	13	24	32	25	100
Number of AP Students	12	29	50	76	61	

- Exams were given this year in Music Theory (3); English Literature & Composition (43); English Language Composition (69); Psychology (1); US History (19); US Government & Politics (3); Calculus AB (17); Calculus BC (2); Statistics (13); Biology (15); Chemistry (9); European History (1); and Environmental Science (68)
- AP Scholar Awards are granted to students who have demonstrated college-level achievement through AP courses and exams. Eighteen AHS students achieved these awards this year!
 - **AP Scholar:** Granted to fourteen students for achieving scores of 3 or higher on three or more AP Exams
 - David Bisese
 - Emily Bullins
 - Monica De La Vega
 - Miles Farlow
 - Mart Fowler
 - Maurice Goldston
 - Spencer Morgan
 - Matthew Queen
 - Denton Richey
 - Sidney Rogers
 - Josue Ugalde
 - Ashley Webster
 - Jamie Weiner
 - Emily White
 - **AP Scholar with Honor:** Granted to three students for achieving an average score of at least 3.25 on all AP Exams taken and scores of 3 or higher on four or more of these exams
 - Brian Conrad
 - Anna Panel
 - Henry Weaver
 - **AP Scholar with Distinction:** Granted to one student for achieving an average score of at least 3.5 on all AP Exams taken and scores of 3 or higher on five or more of these exams
 - Charles Davis

Five Year School Score Summary (2014)

% of Total AP Students with Scores 3+



Asheboro High School (340103) North Carolina Global

2010

2011

2012

2013

2014

Asheboro High School (340103)

Total AP Students	192	141	154	165	183
Number of Exams	282	202	231	269	263
AP Students with Scores 3+	69	45	68	76	76
% of Total AP Students with Scores 3+	35.9	31.9	44.2	46.1	41.5

North Carolina

Total AP Students	49,133	49,995	53,861	57,123	63,866
Number of Exams	92,720	94,238	101,133	107,538	119,164
AP Students with Scores 3+	30,786	31,939	34,345	36,236	38,675
% of Total AP Students with Scores 3+	62.7	63.9	63.8	63.4	60.6

Global

Total AP Students	1,855,310	1,982,133	2,106,843	2,225,625	2,342,966
Number of Exams	3,236,335	3,475,395	3,714,079	3,955,410	4,177,820
AP Students with Scores 3+	1,116,959	1,193,662	1,295,051	1,354,800	1,435,600
% of Total AP Students with Scores 3+	60.2	60.2	61.5	60.9	61.3

The board of education recognizes the need and value of educational and psychological research in developing, validating, and standardizing newer programs and strategies in education. Staff members are encouraged to participate in and cooperate with such programs when these projects do not significantly interfere with the educational program. All research and experimental projects using either staff, pupils, or materials within the school system must be approved in advance by the superintendent, or designee. Research projects involving students must obtain written parental permission for the students' participation. A summary of the results of all such research must be submitted to the office of the superintendent.

Legal References: 20 U.S.C. §1232h (Supp. 1995); G.S. 115C-36, -47; G.S. 115C, art. 16

Cross References: Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), School Improvement Plan (policy 3430)

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

Administrative Procedure: None

NCWISE PASSWORD AND WORKSTATION STUDENT INFORMATION SYSTEM ACCEPTABLE USE

Policy Code: 3221

The Asheboro City Schools Board of Education has the legal and ethical responsibility to collect, use and disseminate appropriate student information as one of its most important priorities. The legal aspects of the use of public school data are based upon several state and federal laws, including the Uniform Education Reporting System (UERS) umbrella as required by GS 115C-12. Additionally, the Family Educational Rights and Privacy Act (FERPA) as amended in 1996 mandates acceptable procedures for protecting the privacy of student data, while acknowledging the necessity to collect it. North Carolina further defines the situations in which both student and education student data can (and cannot) be disclosed in GS 115C and State Board of Education Policy EEO-C-017.

~~The North Carolina Window of Information on Student Education (NCWISE) is the state's selected system for student accounting and collection and reporting of student information. The following will govern the use of NCWISE~~the student information system adopted by North Carolina Department of Public Instruction in the Asheboro City Schools.

Purpose

The purpose of this standard is to reduce unauthorized access to information within the NCWISE student information system.

Application

All ~~NCWISE~~student information system users are required to read and follow this policy concerning user identification (user ID), password protection, and workstation standards.

Background

~~This policy has been based on the guidelines of the Information Resource Management Commission (IRMC) policy set forth by the Department of Public Instruction while outlining specific guidelines for its own technology environment. The use of passwords in conjunction with unique user IDs is required in order to allow authorized access to the NCWISE information. It is intended to prohibit the possibility of compromising student information and to maintain the integrity, accuracy, and confidentiality of the student data for the school district.~~

Scope

~~This policy applies to anyone using the NCWISE application per State Board Policy EEO C 018.~~

Policy – User ID and Password Standards

- Each user accessing the ~~NCWISE application~~student information system shall be uniquely identified with an ID that is associated only with that user.
- The LEA ~~security~~student information system administrator, or his/her designee, is

responsible for promptly disabling the NCWISE student information system user ID upon termination of a user from the school or LEA or upon cessation of a user's need to access the NCWISE student information system.

- Unsuccessful login attempts shall be limited to three (3) attempts before the user account is locked from access ~~login process is disabled~~.
- ~~User IDs that are inactive for thirty (30) days will be disabled.~~
- Only authorized security administrators ~~or help desk staff~~ shall be allowed to enable a user ID.
- Passwords used for the NCWISE student information system should be unique to NCWISE the student information system.
- Passwords will expire every ~~ninetyone~~ one hundred and twenty (90120) days.
- No NCWISE student information system passwords should be written or stored in clear text on or around the desktop systems.
- Passwords cannot be shared with any other person. Each user is personally responsible for all data entered and activity under her/his user ID.
- **~~PASSWORDS CANNOT BE SHARED WITH ANYONE. EACH USER IS PERSONALLY RESPONSIBLE FOR ALL DATA ENTRY UNDER HIS/HER USER NAME.~~**

~~Workstation Security Standards~~

- ~~A. Users should not login using NCWISE user identification to a public access computer. This includes, but is not limited to computer labs, cyber cafes, coffee shops, bookstores, libraries, etc.~~
- ~~B. Anti-virus software should be installed on each desktop computer, and designated staff shall make certain that the desktop has the most current anti virus software and appropriate updates installed. Users should update the virus protection software weekly to avoid unwanted viruses or damage that can be caused by them.~~
- ~~C. Users should never leave the computer unattended while logged into NCWISE. The site must be locked using the feature built into the software.~~
- ~~D. Only approved software should be installed on an NCWISE designated computer.~~
- ~~E. Browsers should be configured so that passwords for websites are not stored in the browser.~~
- ~~F. Users should watch for keystroke monitors. These are small devices, less than an inch in size, which can be plugged in between the keyboard cable and the CPU. They record every character typed (including passwords) and save them in a text file or send them to a remote user.~~
- ~~G. Workstation must be protected by a firewall.~~
- ~~H. Users must create a separate user profile for students to use the NCWISE designated computer.~~
- ~~I. Accessing NCWISE from home will be permitted if the user can meet standards B, C, E and G above.~~

Areas of Responsibility

All information maintained by ~~NCWISE~~the student information system is confidential. Any employee who violates the confidentiality of the records may be subject to disciplinary action.

Each principal is responsible for enforcing and monitoring the implementation of this policy.

The Superintendent, or ~~his/her~~ designee, is responsible to ensure this policy is communicated to all ~~NCWISE~~student information system users.

Legal References: The Family Educational Rights and Privacy Act Statute (20 UCS § 1232g); Regulations-34 CFR Part 99

Adopted: May 12, 2005

Administrative Procedure: None

To create and maintain a safe, orderly and inviting learning environment, students must have the skills to resolve conflicts in non-violent ways.

All schools are encouraged ~~and any alternative school is required~~ to include a conflict resolution plan in the school improvement plan as provided in board policy 3430, School Improvement Plans.

~~In particular, schools are encouraged to explore opportunities to integrate conflict resolution skills into the standard course of study where appropriated.~~ The curriculum committee shall explore opportunities to integrate conflict resolution skills into the standard course of study and other curricula.

Legal References: G.S. 115C-47, -105.27

Cross References: School Improvement Plan (policy 3430), Alternative Schools (policy 3470/4305)

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

Revised:

Administrative Procedure: None

The board strongly encourages programs and activities which recognize and reward excellence among students in academic achievement, character and leadership.

A variety of programs, ~~may be implemented to recognize excellence~~ such as honor rolls, honor societies, and citizenship and leadership awards, may be implemented to recognize outstanding student achievement. The board encourages school recognition ceremonies and community recognition ceremonies to honor scholarship and distinguished character and leadership abilities.

Administrators and teachers will be responsible for developing and implementing ~~any~~various means of recognizing ~~excellence~~student achievement.

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

Cross References: Goals and Objectives of the Educational Program (policy 3000), Class Rankings (policy 3450)

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

Administrative Procedure: None

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

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

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

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

A. PARENT COMMUNICATION AND CONFERENCES

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

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

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

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

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

B. PARENTAL NOTIFICATION

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

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

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

Procedure;

8. policy 1740/4010, Student and Parent Grievance Procedure;
9. the dates of the system-wide and state-mandated tests that students will be required to take during that school year, how the results from the tests will be used and the consequences thereof, and whether each test is required by the State Board of Education or by the local board;
- 9.10. grading practices that will be followed at the school and, ~~in the~~ for parents of high school students, the method of computing the grade point averages that will be used for determining class rank (see policies 3400, Evaluation of Student Progress and 3450, Class Rankings);
- 10.11. ~~a description of the curriculum being offered (see policy 3100, Curriculum Development)~~available opportunities and the enrollment process for students to take advanced courses and information explaining the value of taking advanced courses;
11. ~~student performance standards (see policies in the 3400 series);~~
12. a report containing aggregate information, including, but not limited to, student achievement (disaggregated by category), graduation rates, performance of the school system, and teacher qualifications;
13. the grade awarded to the school on the most recent annual report card issued for it by the State Board of Education if the school received a grade of D or F;
14. sports and extracurricular activities available for students (see policy 3620, Extracurricular Activities and Student Organizations);
15. supportive services available to students, including guidance, counseling and health services (see ~~policies 3540, Comprehensive Health Education Program and 3610, Counseling Program~~);
16. information about meningococcal meningitis and influenza, including the causes, symptoms, and vaccines, how the diseases are spread, and places where parents and guardians may obtain additional information and vaccinations for their children;
17. for parents of students in grades 5 through 12, information about cervical cancer, cervical dysplasia, and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children;

18. how to reach school officials in emergency situations during non-school hours;
19. information about and an application form for free and reduced price meals and/or free milk (see policy 6225, Free and Reduced Price Food Services);
20. information about the school breakfast program;
21. information about the availability and location of free summer food service program meals for students when school is not in session;
22. for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
23. information on the availability of the asbestos management plan and planned or in-progress inspections, re-inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities;
24. education rights of homeless students (see policy 4125, Homeless Students);
25. the content and implementation of the local school wellness policy (see policy 6140, Student Wellness);
26. their right to take four hours of unpaid leave from their jobs every year in order to volunteer in their child's school as stated in G.S. 95-28.3 (see policy 5015, School Volunteers);
27. that the school system does not discriminate on the basis of race, color, national origin, sex, disability, or age (see policies 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying and 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
28. that the school system provides equal access to its facilities, programs and activities to the Boy Scouts and other designated youth groups (see policy 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying); and
29. the availability of and the process for requesting a waiver or reduction of student fees (see policy 4600, Student Fees).

C. OPPORTUNITIES TO WITHHOLD CONSENT/OPT OUT

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

1. release of student directory information about their child for school purposes or to outside organizations (see policy 4700, Student Records);

2. release of their child's name, address, and telephone listing to military recruiters or institutions of higher education (see policy 4700, Student Records);
3. their child's participation in curricula related to (a) prevention of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS); (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education, as provided in policy 3540. A copy of the materials that will be used in these curricula will be available in the school media center during the school year and at other times that the media center is available to the public. To meet any review periods required by law, materials also may be made available for review in the central office;
4. their child's participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders). However, parental notification and permission are not required for: (a) short-duration academic, career, personal, or social guidance and counseling and crisis intervention that is needed to maintain order, discipline, or a productive learning environment; (b) student-initiated individual or group counseling targeted at a student's specific concerns or needs; and (c) counseling if child abuse or neglect is suspected (see policies 3610, Counseling Program, and 4240/7312, Child Abuse – Reports and Investigations);
5. their child's participation in non-Department of Education-funded surveys concerning protected topics (see policy 4720, Surveys of Students);
6. their child's participation in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration; and (c) not necessary to protect the immediate health and safety of students;
7. the collection, disclosure, or use of their child's personal information for marketing purposes (see policy 4720, Surveys of Students); and
8. release of their child's free and reduced-price meal information to State Medicaid or State children's health insurance program (SCHIP).

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

D. PARENTAL PERMISSION REQUIRED

Written parental permission is required prior to the following activities:

1. the administration of medications to students by employees of the school system (see policy 6125, Administering Medicines to Students);
2. the release of student records that are not considered directory information, unless the release is allowed or required by law (see policy 4700, Student Records);
3. off-campus trips;
4. students' participation in high-impact or high-risk sports or extracurricular activities, such as football or mountain climbing (see policy 4220, Student Insurance Program);
5. all decisions or actions as required by the IDEA with regard to providing special education or related services to students with disabilities (see policy 3520, Special Education Programs/Rights of Students with Disabilities);
6. certain health services, as required by law;
7. students' participation in programs or services that provide information about where to obtain contraceptives or abortion referral services;
8. students' participation in surveys funded by the Department of Education that are conducted concerning protected topics (see policy 4720, Surveys of Students);
9. disclosure of students' free and reduced price lunch eligibility information or eligibility status; and
10. disclosure of the identity of any student receiving supplemental education services under the Title I program.

Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98; Individuals with Disabilities Education Act, 20 USC 1400, *et seq.*; Asbestos Hazard Emergency Response Act, 15 U.S.C. 2641, *et seq.*; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; 42 U.S.C. 1758, 7 C.F.R. pt. 245; 42 U.S.C. 1758b; National School Lunch Program, 42 U.S.C. 1751 *et seq.*, 7 C.F.R. 210.(12); Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. 108.9; 20 U.S.C. 7908; G.S. 90-21.1; 95-28.3; 115C-47(47), -47(51), -47(54), -47(58), -81(e1), -83.4A(d), -105.41, -109.1, -307(c), -375.4, -390.2, -391.1, -407.16; State Board of Education Policies FCB-A-000, GCS-A-001, GCS-J-002

Cross References: Title I Parent Involvement (policy 1320/3560), Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Discrimination,

Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 1740/4010), ~~Curriculum Development (policy 3100), Student Performance Policies (3400 series),~~ Evaluation of Student Progress (policy 3400), Students at Risk of Academic Failure (policy 3405), Class Rankings (policy 3450), Special Education Programs/Rights of Students with Disabilities (policy 3520), Comprehensive Health Education Program (policy 3540), Counseling Program (policy 3610), Extracurricular Activities and Student Organizations (policy 3620), Homeless Students (policy 4125), Student Insurance Program (policy 4220), Child Abuse – Reports and Investigations (policy 4240/7312), Student Behavior Policies (4300 series), Student Fees (policy 4600), Student Records (policy 4700), Surveys of Students (policy 4720), School Volunteers (policy 5015), Registered Sex Offenders (policy 5022), Administering Medicines to Students (policy 6125), Student Wellness (policy 6140), Free and Reduced Price Food Services (policy 6225), Pest Management (policy 9205)

Adopted:

The board of education believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents are their children's first teachers; therefore, the continued involvement of parents in the educational process is most important in fostering and improving educational achievement. School system officials shall strive to support parents and provide parents with opportunities to become involved in the programs offered by the Title I schools. The board encourages parents to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the school system's Title I program in helping students meet state and local achievement standards.

A. DEFINITION OF PARENTAL INVOLVEMENT

For the purposes of this policy and the Title I program, the term "parental involvement" means the participation of parents and guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring the following:

1. that parents play an integral role in assisting their child's learning;
2. that parents are encouraged to be actively involved in their child's education at school;
3. that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. that the school system engages in activities to support parental involvement in the Title I programs.

B. PURPOSE AND OPERATION OF TITLE I PROGRAM

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they meet the school system's challenging academic standards. The Title I program provides instructional activities and supportive services to eligible students over and above those provided by the regular school program. When applicable, students must be selected to receive Title I services based on objective criteria that are consistent with federal and state requirements, such as standardized test scores, teacher judgment, and results of pre-school screening and home-school surveys.

Qualified Title I schools will operate as school-wide programs or targeted assisted programs based upon federal eligibility criteria. School-wide programs will utilize a comprehensive school improvement process enabling schools to serve all students in the school. Targeted assistance programs will provide services to eligible students in the

school having the greatest need for assistance.

Both school-wide and targeted assistance programs shall be based on effective means of improving student achievement and shall include strategies to support parental involvement.

C. ANNUAL MEETING

Each year, Title I parents must be invited to an annual meeting, at which time parental rights will be explained, programs and activities provided with Title I funds will be discussed, and input will be solicited. In addition, all parents will have an opportunity to evaluate the effectiveness of the Title I programs and the parental involvement policies and plans. Data collected from these findings will be used to revise Title I programs and parental involvement plans.

D. PARENTAL INVOLVEMENT EFFORTS

The board believes that the involvement of Title I parents in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of the children. The Title I staff and all school system personnel shall strive to involve parents in activities throughout the school year.

The superintendent shall ensure that this system-level parental involvement policy is developed with, agreed upon with, and annually distributed to parents of participating students. In addition to the system-level parental involvement policy, each school participating in the Title I program shall jointly develop and annually distribute to parents a school-level written parental involvement policy that describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory children. School-level plans must involve parents in the planning and improvement of Title I activities and must provide for the distribution to parents of information on expected student proficiency levels and the school's academic performance.

School officials will invite appropriate school personnel from private schools to consult on the design and development of its programs in order to provide equitable services to students enrolled in private schools. The superintendent or designee will establish procedures to achieve timely and meaningful consultation with private school officials in accordance with federal law.

In addition, school system officials and Title I school personnel shall do the following:

1. involve parents in the joint development of the Title I Program and the process of school review and improvement by including parents on the school advisory committee and committees that review the Title I program;

2. provide coordination, technical assistance, and other support from various central office departments necessary to assist participating schools in planning and implementing effective parental involvement activities that are designed to improve student academic achievement and school performance;
3. build the schools' and parents' capacity for strong parental involvement by collecting and disseminating information on effective parental involvement techniques;
4. coordinate and integrate parental involvement strategies with parental involvement activities in other programs, such as Head Start, ~~Reading First~~ and similar programs;
5. with the involvement of parents, conduct an annual evaluation of the content and effectiveness of the school system parental involvement policies and program in improving the academic quality of the school;
6. strive to eliminate barriers to parental participation by assisting parents with disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;
7. provide assistance to parents of participating Title I children in understanding the state's testing standards, the assessments used, Title I requirements, and all national, state, and local standards and expectations through such efforts as community-based meetings, sending information home, newsletters, workshops, and newspaper articles;
8. design a parent–student–school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;
9. with the assistance of parents, ensure that teachers, pupil services personnel, principals, and other staff are educated in the value of parents as partners in the educational process and understand how to work with, communicate with, and reach out to parents as equal partners in education;
10. distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement through such methods as technology or literacy training;
11. coordinate and integrate parental involvement programs with pre-school programs and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;

12. strengthen the partnership with agencies, businesses, and programs that operate in the community;
13. ensure that parents are involved in the school's Title I activities; and
14. provide such other reasonable support for Title I parental involvement activities as requested by parents.

E. NOTICE REQUIREMENTS

School system officials and Title I school personnel shall provide effective notice of the following information as required by law. The notice must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

1. LEP Program

- a. Each year the principal or designee shall provide notice of the following to parents of limited English proficient (LEP) children identified for participation in a Title I, Part A-funded language-instruction educational program:
 - i. the reasons for the child's identification;
 - ii. the child's level of English proficiency;
 - iii. methods of instruction;
 - iv. how the program will help the child;
 - v. the exit requirements for the program;
 - vi. if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP); and
 - vii. any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal, and selection of an LEP program.
- b. The principal or designee of a school with a Title I, Part A-funded language instruction program that has failed to make progress on the annual achievement objectives for LEP students, shall notify the parents of such failure no later than 30 days after the failure occurs.

2. System Report Card and School Progress Review

- a. Each year, school system officials shall disseminate to all parents, schools, and the public a school system report card containing aggregate information, including, but not limited to, student achievement (disaggregated by category), graduation rates, performance of the school system, and teacher qualifications.
 - b. Each year, school system officials shall disseminate to all parents, schools, and the community the results of the LEA's yearly progress review of each school.
- 3. Teacher Qualifications
 - a. Each year, school system officials shall notify parents of Title I students of the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child (see policy 7820, Personnel Files).
 - b. The principal or designee of a Title I school shall provide timely notice informing parents that their student has been assigned to or has been taught for at least four consecutive weeks by a teacher who is not "highly qualified" as defined in the No Child Left Behind Act.
- 4. Parental Rights and Opportunities for Involvement

Each year, the principal or designee of a Title I school shall provide notice to parents of the school's written parental policy, parents' right to be involved in their child's school, and opportunities for parents to be involved in the school.

F. WEBSITE NOTIFICATION

When a Title I school is identified for improvement, corrective action, or restructuring, the school system will display on its website the following information in a timely manner to ensure that parents have current information regarding supplemental services and public school choice:

- 1. beginning with data from the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in public school choice;
- 2. for the current school year, a list of available schools to which students eligible to participate in public school choice may transfer;
- 3. beginning with data from the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in supplemental educational services; and

4. for the current school year, a list of supplemental educational services providers approved by the state to serve the school system and the locations where services are provided.

The superintendent shall develop administrative procedures to implement the requirements of this policy.

Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200.; 20 U.S.C. 7801(32); *Public School Choice Non-Regulatory Guidance*, U.S. Department of Education (January 14, 2009); *Supplemental Educational Services Non-Regulatory Guidance*, U.S. Department of Education (January 14, 2009); U.S. Department of Education approval of Elementary and Secondary Education Act (ESEA) Flexibility Request (May 29, 2012); State Board of Education Policy TCS-R-000

Cross References: Parental Involvement (policy 1310/4002), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Personnel Files (policy 7820)

Other Resources: *Giving Parents Options: Strategies for Informing Parents and Implementing Public School Choice and Supplemental Educational Services Under No Child Left Behind*, U.S. Department of Education Office of Innovation and Improvement (September 2007)

Adopted:

The board recognizes that curriculum development must be an ongoing process in order to address continually the changing needs and diversity of all students and to fulfill the educational goals of the board. The board further recognizes that while educators must be responsible for developing the curriculum, parents, other governmental agencies, businesses, and members of the public have valuable insights in the type of curriculum needed.

A. CURRICULUM DEVELOPMENT

The curriculum must be developed to meet state and board requirements, using the current statewide instructional standards~~North Carolina Standard Course of Study~~ as a foundation. The superintendent shall establish a curriculum committee to coordinate curriculum planning and ensure that the curriculum is aligned with the current statewide instructional standards~~standard course of study~~ and includes subject-area competencies for each grade level. The committee must include central office administrators, teachers, and school administrators representing the various schools and grade levels. Teachers should receive appropriate training so that they may participate in curriculum development. The committee also must seek input from parents, the community, and experts in order to make fully informed decisions.

The committee may recommend that the board expand subject areas and objectives of the curriculum to meet the educational goals of the board and state and federal laws. The committee also may recommend eliminating subject areas or objectives that are not state-required or related to the educational goals of the board.

B. CURRICULUM MODIFICATION BY INDIVIDUAL SCHOOLS

The principal is the instructional leader of the school and is responsible for determining whether the curriculum meets the needs of the students of the school. Accordingly, the principal or designee may consider modifying the curriculum.

If a school official wishes to modify the curriculum, he or she may submit a proposal to the central curriculum committee. Unless the curriculum committee has significant concerns about the proposal, the committee will approve the changes so long as the curriculum maintains continuity. After being approved by the curriculum committee, the proposal must be submitted to the board for approval as a part of the school improvement plan process if the modifications include: (1) expanding or reducing the subject areas or objectives; (2) eliminating subject areas or objectives not required by the state; or (3) waiving local board policies. The curriculum committee shall ensure that the curriculum continues to be aligned with the current statewide instructional standards~~standard course of study~~.

C. EVALUATION

The superintendent shall ensure that the methods for meeting curriculum objectives are regularly evaluated for their effectiveness. The board also encourages external curriculum audits by professional curriculum assessors.

Legal References: G.S. 115C-47, -81

Cross References: Goals and Objectives of the Educational Program (policy 3000), School Improvement Plan (policy 3430)

Adopted:

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

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

1. successful completion of all course unit requirements mandated by the State Board of Education (see Section A);
2. beginning in the 2014-2015 school year, successful completion of cardiopulmonary resuscitation instruction; and
3. successful completion of all other requirements mandated by the board, as provided in this policy.

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

A. COURSE UNITS REQUIRED

Each student must meet the course unit requirements for one of the following courses of study. Students entering the ninth grade for the first time before the 2009-2010 school year must fulfill the requirements of the Career Prep, College Tech Prep, College/University Prep, or Future-Ready Occupational Course of Study. Beginning with students entering the ninth grade for the first time in the 2009-2010 school year, students must fulfill the requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. Course unit requirements for the Future-Ready Core Course of Study differ depending on the year a student enters ninth grade for the first time. In accordance with policy 3101, Dual Enrollment, and State Board of Education requirements, students may earn high school credit for college courses completed. Students also have the opportunity to meet course unit requirements without completing the regular period of classroom instruction by demonstrating mastery of the course material in accordance with policy 3420, Student Promotion and Accountability, and State Board of Education requirements.

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

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

* Students participating in the Career & College Promise program may earn high school credit for college courses ("dual credit") according to the Career & College Promise program guidelines established by the Department of Public Instruction.

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

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

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

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

* Effective with the tenth grade class of 2011-2012, Early College High School students alternatively may complete college level English courses designated by the State Board in lieu of English III and IV.

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

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

2. Career Prep Course of Study Credits Required

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

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

3. College Tech Prep Course of Study Credits Required

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

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

4. College/University Prep Course of Study Credits Required

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

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

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

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

High school students must take all end-of-course (EOC) tests, NC Final Exams, and Career and Technical Education State Assessments (CTE Post-Assessments) required by

the State Board of Education and pursuant to policy 3410, Testing and Assessment Program. ~~If required by the State Board of Education, students who do not score at Level III or above on the first administration of an EOC test shall be retested.~~

The EOC test results will count as 25 percent of a student's final grade in each high school course for which an EOC test is available, except that this requirement does not apply to students following the Occupational Course of Study.

C. SPECIAL CIRCUMSTANCES

The board adopts the following policies with regard to graduation.

1. Honor Graduates

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

2. Students with Disabilities

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

3. Children of Military Families

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

a. Waiver Requirements

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

b. Testing Requirements for Graduation

The superintendent shall accept the following in lieu of any local testing

requirements for graduation: (1) the end-of-course exams required for graduation from the sending state; (2) national norm-referenced achievement tests; or (3) alternative testing. If these alternatives are not feasible for a student who has transferred in his or her senior year, subsection c below will apply.

c. Transfers During Senior Year

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

4. Early Graduation

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

5. Graduation Certificates

Graduation certificates will be awarded to eligible students in accordance with the standards set forth in State Board policy.

6. Diploma Endorsements

~~Beginning with the graduating class of 2014-2015, students will have the opportunity to earn an one or more of the following diploma endorsements to their diploma—identifying a particular area of focused study including: (1) Career Endorsement, (2) College Endorsement (two options), (3) College Plus Endorsement, and/or (4) North Carolina Academic Scholars Endorsement. No endorsement is required to receive a diploma, and a student may earn more than one endorsement.~~

Legal References: G.S. 115C-47, -81, -174.11, -276, -288, -407.5; State Board of Education Policies GCS-C-003, GCS-L-007, GCS-M-001, GCS-N-004, -010

Cross References: Goals and Objectives of the Educational Program (policy 3000), Testing and Assessment Program (policy 3410), Student Promotion and Accountability (policy 3420), Citizenship and Character Education (policy 3530), Children of Military Families (policy 4050)

Adopted:

	A	B	C	D
1	School/Location	Date	Event	Time
2	AHS PDC	Thursday, Aug. 14	Board of Education Meeting	7:30pm
3	AHS Zoo School	Tuesday, Aug. 19	Community Open House Event	4:00pm - 6:00pm
4	AHS Zoo School	Wednesday, Aug. 20	AHS Zoo School Open House	9:00am - 11:00am
5	Balfour	Wednesday, Aug. 20	K-5 Balfour Open House	4:00pm - 6:00pm
6	McCrary	Wednesday, Aug. 20	K-5 McCrary Open House	4:00pm - 6:00pm
7	Loflin	Wednesday, Aug. 20	K-5 Loflin Open House	4:00pm - 6:00pm
8	Teachey	Wednesday, Aug. 20	K-5 Teachey Open House	4:00pm - 6:00pm
9	Lindley Park	Wednesday, Aug. 20	K-5 Lindley Park Open House	4:00pm - 6:00pm
10	NAMS	Wednesday, Aug. 20	6th Grade NAMS Open House	6:30pm - 8:00pm
11	SAMS	Wednesday, Aug. 20	6th Grade SAMS Open House	6:30pm - 8:00pm
12	AHS	Thursday, Aug. 21	9th Grade Open House	9:00am - 11:30am
13	AHS	Thursday, Aug. 21	10th, 11th and 12th Grade Open House	5:00pm - 7:00pm
14	NAMS	Thursday, Aug. 21	7th and 8th Grade NAMS Open House	6:30pm - 8:00pm
15	SAMS	Thursday, Aug. 21	7th and 8th Grade SAMS Open House	6:30pm - 8:00pm
16	AHS	Friday, Aug. 22	Convocation	7:30am
17	All Schools	Monday, Aug. 25	First Day for Students	all day
18	ECDC	Monday, Aug. 25	Pre-K Open House	6:00pm - 7:00pm
19	AHS PDC	Wednesday, Aug. 27	New Employee Reception	4:00pm
20	All Schools	Monday, Sept. 1	Holiday; schools closed	all day
21	AHS PDC	Thursday, Sept. 11	Board of Education Meeting	7:30pm
22	AHS	Friday, Sept. 12	AHS Varsity Football vs. Randleman	7:30pm
23	Chatham County	Wednesday, Sept. 17	Region 5 District Meeting	4:00pm - 8:00pm
24	DLL	Tuesday, Sept. 23	Board and Superintendent PTO Report	6:00pm
25	CWM	Thursday, Sept. 25	Board and Superintendent PTO Report	6:30pm
26	AHS	Friday, Sept. 26	AHS Varsity Football vs. Providence Grove	7:30pm
27	SAMS	Sept. 29	Board and Superintendent PTO Report	6:00pm
28	NAMS	Sept. 30	Board and Superintendent PTO Report	6:30pm
29	All Schools	Monday, Oct. 6	Teacher Workday; no school for students	all day
30	AHS PDC	Wednesday, Oct. 8	Superintendent's Student Advisory Council	7:30am

	A	B	C	D
1	School/Location	Date	Event	Time
31	AHS PDC	Thursday, Oct. 9	Board of Education Meeting	7:30pm
32	AHS	Friday, Oct. 10	AHS Varsity Football vs. Ledford	7:30pm
33	Renaissance Asheville	Wed. - Fri., Oct. 15-17	Fall Law Conference	all day
34	CO	Monday, Oct. 20	Superintendent's PTO Round Table	11:45am
35	AHS	Friday, Oct. 24	AHS Homecoming V. Football vs. N. Forsyth	7:30pm
36	AHS	Friday, Nov. 7	AHS Varsity Football vs. Central Davidson	7:30pm
37	All Schools	Tuesday, Nov. 11	Holiday; schools closed	all day
38	AHS PDC	Thursday, Nov. 13	Board of Education Meeting	7:30pm
39	All Schools	Mon. - Fri., Nov. 17-21	American Education Week	all day
40	Koury Convention Center	Mon. - Wed., Nov. 17-19	45th NCSBA Annual Conference	all day
41	All Schools	Wednesday, Nov. 26	Teacher Workday; no school for students	all day
42	All Schools	Thurs. - Fri., Nov. 27-28	Holiday; schools closed	all day

BOARD OF EDUCATION GOALS 2014-2015

Update: August 14, 2014

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

- A. Teach the standards through the lens of the **4 C's** (with particular focus on communication and collaboration).
- B. Implement **Problem-Based Learning units** using the district-wide PBL protocol and appropriate performance rubrics at each school
- C. Identify and nurture problem-based **partnerships with the community** and beyond for planning and evaluating real world solutions.
- D. Implement **global awareness** recommendations.
- E. Continue **Positive Behavior Instructional Support** program at each school.
- F. Continue to address **discipline disproportionality**.
- G. Implement district-wide program to prevent **bullying**.
- H. Implement updated lockdown and **crisis plan procedures**.
- I. Implement approved **technology plan**.
- J. Provide professional development and support for teachers on **the SAMR model for integrating technology** and other identified needs based on staff surveys.
- K. Implement support for **new Chromebook devices** at AHS. Redistribute AHS laptops as needed throughout the district.

2. Assess for learning

- A. Determine how to **systematically capture and share student data** at the classroom, school and district levels as it is collected to inform instruction and intervention.

- B. Develop an **online platform for sharing common assessments** linked to curriculum standards and units.

3. Improve achievement

- A. Share newly developed district literacy plan with teachers and staff and provide professional development aligned with the plan.
- B. Pilot **consistent phonics instructional approach** in pre-kindergarten and kindergarten classrooms at each school site.
- C. Implement **writing strategies** from 2014 UNCC summer partnership initiative.
- D. Continue **Reading Foundations training** for all K-2 teachers to increase reading content knowledge and enhance instructional skills as funding is available.

Our K-5 core teachers will have the opportunity to take the Reading Foundations training on our district's designated professional development days. They will begin the training on October 6, 2014.

- E. Convene Asheboro City Schools Transition Team and implement district-wide **transition plan**.
- F. Implement **Career Cruising as the structure** for academic planning, career and academic inventories, lessons and online access for students, teachers and parents.
- G. Determine areas of need for **middle school enrichment** not addressed in current offerings and research what activities would interest various groups of students.
- H. Develop process for expanding **Credit by Demonstrated Mastery** to other allowable course offerings.

4. Create opportunities

- A. Develop online video curriculum resources for parents.
- B. Implement **communication strategy** to increase community awareness and involvement in our schools.

5. Build capacity

- A. Continue district support for **teacher-led professional development** initiatives.
- B. Continue **Teacher Leadership Academy** for Cohort #5.

Cohort 5 will begin on Tuesday, August 12, 2014.
- C. Evaluate and monitor **beginning teacher support program**.

School Assignments for 2014-2015

Asheboro High School – All

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

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

Balfour Elementary – Steve Jones, Linda Cranford

McCrary Elementary – Joyce Harrington, Gustavo Agudelo

Loflin Elementary – Kelly Harris, Kyle Lamb

Teachey Elementary – Gidget Kidd, Archie Priest

Lindley Park – Chris Yow, Phillip Cheek

Early Childhood Development Center – Jane Redding