

**ASHEBORO CITY BOARD OF EDUCATION**

**July 15, 2010**

**7:30 p.m.**

**Professional Development Center**

**Asheboro High School**

**Policy Committee Meeting 6:00 p.m.**

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

**I. Opening**

- A. Call to Order
- B. Invocation and Pledge of Allegiance – Chris Yow
- \*C. Approval of Agenda

**II. Special Recognition and Presentations**

- A. Board Spotlight – Asheboro City Schools' NCCTM Math Teacher of the Year

**III. Public Comments**

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

**IV. \*Consent Agenda**

- A. Approval of Minutes – June 10, 2010 and June 29, 2010
- B. Personnel

**V. Information, Reports and Recommendations**

- A. 2009-2010 Student Athlete Data
- B. Policy 3540 – Comprehensive Health Education Program
- C. Policy 4353 – Long-Term Suspension, 365 Day Suspension, Expulsion
- D. Policy 6150 – Head Lice

**VI. Action Items**

- \*A. Policy 4335 – Criminal Behavior
- \*B. Policy 7410 – Career Status
- \*C. Policy 7950 – Probationary Teachers: Nonrenewal
- \*D. Policy 9205 – Pest Management
- \*E. Annual Board Goals for 2010-2011

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

- A. Calendar of Events

**VIII. Executive Session**

- A. Superintendent's Annual Performance Evaluation

**IX. Adjournment**

**Asheboro City Schools Board of Education meetings are now 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  
July 15, 2010  
7:30 p.m.**

**Addendum**

- I. **Opening**
- II. **Special Recognition and Presentations**
  - A. Board Spotlight – Remove from Agenda until August meeting.
- IV. **\*Consent Agenda**
  - B. Personnel
  - C. 2010-2011 School Treasurers
  - D. Child Nutrition Food Bids
  - E. Child Nutrition Beverage Bids
- IX. **Adjournment**

**Mission Statement**

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

**Minutes of the Asheboro City Board of Education**  
**June 10, 2010**

**Policy Committee**

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

Archie Priest, Jr., Chairman	Gidget Kidd
Jane Redding	Phillip Cheek

Committee members absent were Linda Cranford and Dr. Kelly Harris.

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

Chairman Priest called the meeting to order and Dr. Rice reviewed Policy 3540, *Comprehensive Health Education Program*. He reported that, due to current legislative action, the proposal is to replace Asheboro City Schools' policy with the State Board of Education's policy which is basically the same except the State Board's policy allows parents to withhold consent for their child to participate in specific topics if so desired. The Committee agreed to present the proposed policy to the full board at its July meeting for 30-day review.

Dr. Rice shared information on Policy 6150, *Head Lice*. This is a newly proposed policy which substantiates Asheboro City Schools' present practice of handling head lice. The Committee will present the proposed policy to the full board at its July meeting for 30-day review.

Dr. Frost reviewed Policy 4353, *Long-Term Suspension, 365 Day Suspension*. Dr. Frost shared the proposal is to replace Asheboro City Schools' policy with the State Board of Education's policy noting two changes. One change will be the reporting process to the student's parent or guardian and the other change, due to recent legislative action, is a section on reducing suspension and expulsion rates. The Committee agreed to present the proposed policy change to the full board at its July meeting.

There being no further business, the meeting adjourned at 6:25 p.m.

**Finance Committee**

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

Jane Redding, Committee Chairman	Gidget Kidd
Kyle Lamb	Chris Yow
Steve Jones	Joyce Harrington
Derek Robbins	

Staff members present were Dr. Diane Frost, Harold Blair, Lee Clark, Gene Hamrick, and Mike Mize.

The meeting was called to order and the following topics were addressed:

- Budget Amendment S-03
- Budget Amendment F-03
- 2010-2011 Payroll Calendar

- Wireless Network Bid

There being no further business, the meeting adjourned at 7:15 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:

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

Board member absent was Linda Cranford.

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

Chairman Kidd called the meeting to order. Mr. Robbins gave the invocation and led the pledge of allegiance.

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

#### **Special Recognition and Presentations**

Ms. Freemyer recognized the Pilot Club of Asheboro extending appreciation for their work with Asheboro City Schools, specifically the Brain Minders Buddies program presented to all kindergarten and first grade students. The program teaches children to play safe, play smart, and provides safety tips for children.

Dr. Allgood recognized North Asheboro Middle School with the Employee Workplace Safety Award. Leigh Jones, principal, and Jay Williams, technology facilitator, accepted the certificate of recognition on the school's behalf.

#### **Public Comments**

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

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

#### **Consent Agenda**

The following Consent Agenda items were approved:

*Approval of Minutes* – May 13, 2010

*Personnel*

**Resignations/Retirements/Separations**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Date</u></b>
LaClair, Jennifer	Asheboro High/Special Education	6/11/10
Smith, Hannah	South Asheboro Middle/Language Arts	6/11/10
Minhinnick, Sara	Balfour/3 <sup>rd</sup> Grade	6/11/10

**Appointments**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Date</u></b>
Covington, Crystal	Central Office/Substitute Bus Driver	5/27/10
Frost, Sharon	Teachey/Instructional Facilitator	8/18/10
Murray, April	South Asheboro Middle/Spanish	8/18/10
Wallace, Jeffrey	Central Office/Maintenance	6/14/10
Morton, Joanna	Balfour/2 <sup>nd</sup> Grade	8/18/10
Trogdon, Bari	Loflin/Reading (part-time)	8/18/10
Hardin, Sandra	Teachey/Reading (part-time)	8/18/10
Haywood, Hope	McCrary/Reading (part-time)	8/18/10
Dunn, Linda	North Asheboro Middle/Curriculum Coach (part-time)	8/18/10
Kiser, Alisha	Balfour/Kindergarten	8/18/10

**Leaves of Absence**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Date</u></b>
Roman, Jordi	Central Office/English as a 2 <sup>nd</sup> Language/ Lead Teacher	8/23/10-6/12/12
Boone, Angela	Teachey/Teacher Assistant	8/18/10-9-27/10

**Transfers**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Date</u></b>
Teague, Crystal	Central Office/Bus Driver and Asheboro High School Custodian (part-time) to Central Office/Custodian	6/14/10
Spoonamore, Martha	Lindley Park/English as a 2 <sup>nd</sup> Language to South Asheboro Middle/English as a 2 <sup>nd</sup> Language	8/18/10
Purvis, Pam	McCrary/Data Manager/Treasurer to Asheboro High School/Secretary	8/18/10

*Overnight Out-of-State Field Trip for GEAR UP* (A copy of the field trip will become a part of these minutes.)

*Budget Amendments S-03 and F-03* (A copy of the budget amendments will become a part of these minutes.)

*2010-2011 Payroll Calendar* (A copy of the calendar will become a part of these minutes.)

*2010-2011 Career and Technical Education Plan* (A copy of the plan will become a part of these minutes.)

**Information, Reports and Recommendations**

Dr. Frick presented the following policies for 30-day review: Policy 4335, *Criminal Behavior* – A revision required by the State Board of Education has been included requiring the principal or designee to notify the parents or guardians of students who are alleged to be victims of any of the seventeen reportable offenses; Policy 7410, *Career Status* – Included in the policy is information stating that a teacher has the right to a hearing before the board of education if the superintendent recommends that career status should not be granted; Policy 7950, *Probationary Teachers: Non Renewal* – This is a newly proposed policy designed to address statutory

changes regarding probationary teacher non renewals and states that upon recommendation of the superintendent, the board of education may refuse to renew the contract of a probationary teacher or to reemploy any teacher for any cause that it deems sufficient as long as the cause is not arbitrary, capricious, or discriminatory or for political or personal reasons; and Policy 9205, *Pest Management* – Another newly proposed policy required by recent legislative action which must go into effect by January 2011. It ensures that the Board of Education is committed to maintaining a safe educational environment while also protecting the physical aspects of school facilities.

Ms. Candace Call, principal at Donna L. Loflin, shared information about a pilot program to be implemented at Loflin to organize the fifth grade classes next year into single gender and co-ed classes.

Dr. Harper provided the calendar of summer professional development for staff and summer school academics for students.

Mr. Mize shared information with board members of summer capital projects planned and those already in progress by the Maintenance Department.

### **Action Items**

Following a 30-day review, a motion was made by Mr. Jones, and seconded by Mr. Yow, to approve the following policies: Policy 2120 – *Code of Ethics for School Board Members*; Policy 2123 – *Board Member Opportunities for Development*; Policy 4115 – *Behavior Standards for Transfer Students*; and Policy 4120 – *Domicile or Residence Requirements*. Motion passed unanimously. (Copies of the above policies will become a part of these minutes.)

A motion was made by Mr. Yow, and seconded by Mr. Priest, to approve the following personnel transactions. Motion passed 8 to 2 with Mr. Lamb and Mr. Robbins voting against the motion.

### **Teachers Eligible for Career Status Consideration**

<b><u>Name</u></b>	<b><u>Subject Area</u></b>
<b><u>Administrative Office</u></b>	
Hill, Ken	Special Education
<b><u>Balfour School</u></b>	
Muse, Trisha	Instructional Facilitator
Rossi, Elizabeth	1 <sup>st</sup> Grade
Tong, Nicole	3 <sup>rd</sup> Grade
<b><u>Charles W. McCrary School</u></b>	
Bidwell, Tyler	2 <sup>nd</sup> Grade
Crotts, Brianne	Guidance
Hodnett, Elizabeth	Special Education
McCain, Shelia	Visually Impaired
Sedgwick, Kathryn	1 <sup>st</sup> Grade
<b><u>Donna Lee Loflin School</u></b>	
Campbell, Sarah Bell	1 <sup>st</sup> Grade
Wiles, Deanna	4 <sup>th</sup> Grade
<b><u>Guy B. Teachey School</u></b>	
Smith, Megan	Gifted Education
<b><u>Lindley Park School</u></b>	
Burian, Chris	4 <sup>th</sup> Grade
White, Charity	Art
Spoonamoore, Martha	English as a Second Language
<b><u>North Asheboro Middle School</u></b>	
Blackmon, Katherine	Physical Education
Davidson, Amanda	Spanish

Edwards, Matthew	English as a Second Language
Tong, Aaron	Social Studies
<b><u>South Asheboro Middle School</u></b>	
Butler, Susan	Music
DeCouer, Erica	Mathematics
Snyder, Thomas	Language Arts/Social Studies
<b><u>Asheboro High School</u></b>	
Benhart, Suzanne	Band
Cox, Heather	Special Education
LaClair, Jennifer	Special Education
Lyons, Mary	English
Owens, Yajaira	Guidance
Muse, Wilson	Social Studies
Phillips, Edford	Social Studies
Robbins, Sarah Beth	Business Education
Smith, Richard	Social Studies

Following a 30-day review, a motion was made by Ms. Harrington, and seconded by Ms. Redding, to approve the 2010-2013 Strategic Plan. Motion passed unanimously. (A copy of the plan will become a part of these minutes.)

Ms. Freemyer presented the 2010 Graduation Guarantee that states if an employer is not satisfied with a graduate's basic skills then the graduate would be offered free additional coursework. A motion was made by Mr. Lamb, and seconded by Mr. Cheek, to approve the 2010 Graduation Guarantee as presented. Motion passed unanimously. (A copy of the 2010 Graduate Guarantee will become a part of these minutes.)

A motion was made by Ms. Redding, seconded by Mr. Lamb, to approve a 5<sup>th</sup> Generation 2010-2013 Academically or Intellectually Gifted Plan as presented by Ms. Johnson. Motion passed unanimously. (A copy of the plan will become a part of these minutes.)

Mr. Blair presented information regarding bids for installation of a wireless network solution for Asheboro High School, North and South Asheboro Middle Schools, and all five elementary schools. Upon recommendation by Mr. Blair, a motion was made by Mr. Lamb, seconded by Ms. Harrington, and unanimously approved by the Board to award the contract to Xirrus. (A copy of the bid will become a part of these minutes.)

Mr. Blair requested the Board remove Budget Amendment CO-04 from the agenda. Board members approved Mr. Blair's request.

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

Dr. Diane Frost provided the following important dates for board members: June 14, 2:20 p.m., Budget Presentation to County Commissioners; June 14, 6:30 p.m., Public Hearing on the Budget; June 21, 6:00 p.m., Commissioners adopt a Budget for 2010-2011; and June 29, 5:30 p.m., Summer Board Retreat.

Ms. Freemyer shared the Calendar of Events highlighting the following future dates: Breakfast and Convocation, August 20; Asheboro High School Hall of Fame night, September 17; and Asheboro High School Homecoming, October 15.

Ms. Freemyer presented the following *Points of Pride*: 285 students graduating in the Class of 2010; 26 teachers selected for inaugural Teacher Leadership Academy; and NC Teaching Fellows Discovery Tour.

**Board Operations**

To accommodate those who are away during the week of the 4th, a motion was made by Mr. Lamb, and seconded by Mr. Yow, to move the July board meeting from July 8 to July 15. Motion passed unanimously.

Members of the Board received information needed to begin the superintendent's evaluation for the 2009-2010 school year. Chairman Kidd reminded the Board their individual evaluations are due back to her by June 30.

**Adjournment**

There being no further business, a motion was made by Mr. Robbins, seconded by Mr. Lamb, and unanimously approved by the Board, to adjourn at 8:45 p.m.

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Chairman

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Secretary

**Minutes of the Asheboro City Board of Education**  
**June 29, 2010**  
**Summer Board Retreat**  
**5:30 p.m.**

The Asheboro City Board of Education met in a work session on Tuesday, June 29, 2010, in the Professional Development Center with the following members present:

Gidget Kidd, Chairman  
Phillip Cheek  
Joyce Harrington  
Kyle Lamb  
Chris Yow  
Dr. Kelly Harris

Linda Cranford  
Steve Jones  
Archie Priest  
Derek Robbins  
Jane Redding

Staff members present were: Dr. Diane Frost, Dr. Dot Harper, Dr. Tim Allgood, Dr. Brad Rice, Harold Blair, Dr. Hazel Frick, Carla Freemyer, Mike Mize, Jennifer Smith, and Nancy Moody.

Chairman Kidd opened the meeting and extended a welcome to meeting participants. Ms. Kidd recognized Dr. Frost who led the agenda.

Dr. Frost welcomed Joanna Peterson, educational consultant, who elaborated on a Career and Technical Education Program review conducted for Asheboro City Schools. Following the presentation, discussion was held on strategies to take the CTE program to the next level within Asheboro City Schools.

Dr. Frick provided preliminary information on the 2009-2010 student achievement data noting high gains in mathematics. Dr. Frost highlighted milestones reached by Asheboro City Schools during the 2009-2010 school year reporting goals obtained in the areas of high student achievement; quality teachers, administrators, and staff; healthy students in safe, orderly and caring schools; strong family, business and community support; and effective and efficient operations.

Dr. Allgood shared results of the Asheboro City Schools 2010 Teacher Working Conditions survey noting an overall favorable report.

Dr. Frost reviewed a draft of board goals for 2010-2011. The board goals directly correspond to five focus areas: Asheboro City Schools will produce globally competitive students; Asheboro City Schools will be led by 21<sup>st</sup> Century professionals; Asheboro City Schools will provide a safe and nurturing learning environment; Asheboro City Schools will collaborate with parents, community and higher education partners to promote student success; and Asheboro City Schools facilities will be a point of pride.

Mr. Blair requested board approval of a 2010-2011 Interim Budget requesting the Board approve an amount equal to the 2009-2010 ending budget. A motion was made by Mr. Lamb, seconded by Mr. Jones, and unanimously approved by the Board to accept the 2010-2011 Interim Budget as presented. (A copy of the request will become a part of these minutes.)

Chairman Kidd reminded board members their superintendent's annual performance review for 2009-2010 will be due back to her this week.

There being no further business, the meeting adjourned at 8:40 p.m.

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Chairman

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Secretary

**Asheboro City Schools  
Personnel Transactions  
July 15, 2010**

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

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<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Burns, Rachel	AHS/Child Nutrition	5/18/10
Flowers, Angela	BAL/2 <sup>nd</sup> Grade	6/11/10
Morton, Joanna	BAL/2 <sup>nd</sup> Grade	6/14/10
Gulcin, Rebecca	CWM/5 <sup>th</sup> Grade	6/15/10
Routh, Nellie	DLL/ Custodian (PT)	6/18/10
Cox, Heather	AHS/Special Education	6/23/10
Ross, Nathan	AHS/Mathematics	7/6/10
Bullins, Nancy	CO/Administrative Assistant	7/9/10
Weinheimer, Lauren	GBT/3 <sup>rd</sup>	7/23/10

**\*B. APPOINTMENTS**

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<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Covington, Crystal	CO/Bus Driver	8/12/10
Simpson, Crystal	GBT/3 <sup>rd</sup> Grade	8/18/10
Howell, Myra	BAL/2 <sup>nd</sup> Grade	8/18/10
Shelby, Lloyd	GBT/2 <sup>nd</sup> Grade	8/18/10
Speer, Jennifer	BAL/2 <sup>nd</sup> Grade	8/18/10
Everett, Elizabeth	SAMS/Language Arts/Social Studies	8/18/10
Prohoniak, Melanie	GBT/Pre-Kindergarten	8/18/10
Foscue, Tracey	GBT/3 <sup>rd</sup> Grade	8/18/10
McClain, Samuel	AHS/Special Education	8/18/10
Seabrease, Zackery	AHS/Science	8/18/10
Aguero, Veronica	LP/English as a Second Language	8/18/10
Spangler, Elizabeth	GBT/3 <sup>rd</sup> Grade	8/18/10
Clarett, Adriane	SAMS/Social Studies/Science	8/18/10

**D. TRANSFERS**

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<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Covey, Walter	CO/Bus Driver to DLL/Custodian	7/6/10
Burian, Johanna	BAL/Interpreter to DLL/Interpreter	8/18/10
Loechle-Yuzzely, Lizbel	GBT/Translator/Interpreter to AHS/Translator/Interpreter	8/18/10
Sheppard, Maria	NAMS/District Interpreter to GBT/District Interpreter	8/18/10
Cranford, Cindy	CWM/EC Facilitator/Visually Impaired to CWM/Visually Impaired	8/18/10
Davis, Lois	NAMS/Special Education to NAMS/Special Education/EC Facilitator	8/18/10
Fitch, Cameron	SAMS/Teacher Assistant to AHS/Special Education	8/18/10

**ITEMS FOR BOARD**  
 Month of   July, 2010  

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

<b>NAME</b>	<b>SCHOOL/SUBJECT</b>	<b>EFFECTIVE DATE</b>
Roth, Amy	NAMS/Literacy Coach	7/12/10
Bryant, Jill	CWM/2 <sup>nd</sup> Grade	7/13/10
Kauffman, Jacob	CWM/4 <sup>th</sup> Grade	7/13/10

**\* B. APPOINTMENTS**

<b>NAME</b>	<b>SCHOOL/SUBJECT</b>	<b>EFFECTIVE DATE</b>
Poteat, Brandon	SAMS/TA	8/18/10
Taylor, Marian	CWM/4 <sup>th</sup> Grade	8/18/10

**C. LEAVES OF ABSENCE**

<b>NAME</b>	<b>SCHOOL/SUBJECT</b>	<b>EFFECTIVE DATE</b>

**\* D. TRANSFERS**

<b>NAME</b>	<b>SCHOOL/SUBJECT</b>	<b>EFFECTIVE DATE</b>
Ritter, Debora	CO/Secretary to CO/Administrative Assistant	TBD

**Asheboro City Schools  
Certified Appointments  
July 15, 2010**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Howell, Myra	UNC - Greensboro B: Elementary Education	Elementary Education

A native of Randolph County, Myra Howell is recommended to teach second grade at Balfour School. Mrs. Howell has five years of teaching experience in Randolph (Seagrove School) and Polk County Schools. She has taught second, third, and fourth grades and has served in school-level leadership positions. Her family will move home to Randolph County during the summer of 2010. We welcome Myra Howell to our school family.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Speer, Jennifer	Appalachian State University B: Elementary Education	Elementary Education

Jennifer Speer is recommended to teach second grade at Balfour School, beginning in August 2010. Ms. Speer is a native of Troy who graduated from Appalachian in December 2009 after completing her student teacher internship at Denton Elementary in Davidson County Schools. She worked this spring in an interim position at East Middle School in Montgomery County Schools.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Lloyd, Shelby	Appalachian State University B: Elementary Education	Elementary Education

Recommended to teach second grade at Guy B. Teachey School is Shelby Lloyd. A May 2010 graduate of Appalachian, Mrs. Lloyd completed her student teaching internship at Oak Ridge Elementary in Guilford County Schools. She has worked with children as a camp counselor through the YMCA in High Point and worked with children – infant to age 5 - as a teacher assistant at the ASU Child Development Center.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Everett, Elizabeth	Ashland (OH) University B: Middle Grades Education	MG Language Arts MG Social Studies

Elizabeth Everett is a native of Wooster, Ohio who is recommended to teach language arts and social studies at South Asheboro Middle School. Mrs. Everett is a graduate of Ashland University and completed her student teaching internship teaching seventh grade in the Ashland City Schools. Since graduation, she has worked as a substitute teacher and in interim positions. She is excited about the opportunity to begin her teaching career in Asheboro.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Prohoniak, Melanie	UNC - Greensboro B: Human Development and Family Studies	Birth to Kindergarten

Melanie Prohoniak is recommended to teach pre-kindergarten at Guy B. Teachey School. A May 2010 graduate of UNC-G, Ms. Prohoniak completed her student teaching internship in Asheboro at the Early Childhood Development Center. She has three years of experience in a day-care setting and worked for four years as a teacher assistant at the Countryside Montessori School in Charlotte. She is excited to begin her teaching career in Asheboro City Schools.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Foscue, Tracey	Elon University B: Elementary Education	Elementary Education

A "Blue Comet" graduate of Asheboro High School, Tracey Foscue is recommended to teach fourth grade at Guy B. Teachey School. Mrs. Foscue is a veteran teacher with experience in Randolph County and Asheboro City Schools. She has teaching experience in third grade through sixth grade. After teaching at North Asheboro Middle School, Mrs. Foscue taught for the past two years at Randleman Elementary School. Welcome home, Tracey Foscue!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
McClain, Erick	Elizabeth City State University B: Social Work Jones International University M: Secondary Curriculum and Instruction	Special Education

A veteran teacher with nine years of experience, Erick McClain is recommended to teach Special Education at Asheboro High School. Mr. McClain is a native of Eastern North Carolina who began his career as a social worker. He answered the call to teaching and returned to school to obtain teacher licensure. He taught previously at Fike High School in Wilson County and comes to Asheboro from Falkener Elementary in Guilford County Schools.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Fitch, Cameron	Berry (GA) College B: Physical Education and Health M: Secondary Education	Special Education

Cameron Fitch is recommended to teach special education at Asheboro High School. A graduate of Berry College in Georgia, Mr. Fitch taught for two years in the Cobb County Schools at North Cobb High School. After moving to Asheboro last year, he worked in Asheboro City Schools in the In-School Suspension classroom at SAMS. In addition to teaching, Mr. Fitch has experience as a basketball and tennis coach.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Clarett, Adriane	Youngstown (OH) State University B: Middle Grades Education	Middle Grades Science and Social Studies

Adriane Clarett is recommended to teach science and social studies at South Asheboro Middle School. Ms. Clarett graduated in May from Youngstown State University after completing her student teaching internship in the Liberty Local Schools in Youngstown. She taught seventh grade as an intern and will teach seventh graders at SAMS. Teaching is a “dream come true” and a second career for Ms. Clarett, who is excited about beginning her career in Asheboro.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Seabrease, Zackery	University of North Carolina - Wilmington B: Marine Biology M: Science Education	Science

A native of Randolph County, “Zack” Seabrease is recommended to teach science at Asheboro High School. Mr. Seabrease graduated in May from UNC-W after completing his student teaching internship at Ashley High School in Wilmington. While in college he tutored in biology, chemistry, and zoology and worked in the Marine Biology lab at UNC-W studying the Eastern Oyster. He enjoys using technology and using new pedagogical technologies for instruction.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Aguero, Veronica	Instituto Saenz (Argentina) B: Foreign and Second Language Education Greensboro College M: Teacher of English as a Second Language	ESL

Veronica Aguero-Stanich is recommended to teach English as a second language at Guy B. Teachey and Lindley Park elementary schools. Mrs. Stanich is an Asheboro resident and native of Argentina. She has ten years of teaching experience children and adults in Buenos Aires and in the United States. She taught for three years in Randolph County Schools at Liberty Elementary and for one year at Carter Woodson School in Winston-Salem.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Spangler, Elizabeth	Elon University B: Elementary Education	Elementary Education

A native of Greensboro, Elizabeth Spangler is recommended to teach third grade at Guy B. Teachey School. Ms. Spangler graduated from Elon in May after completing her student teaching internship at Smith Elementary in the Alamance-Burlington schools. Last winter she studied in Costa Rica, where she visited schools and performed service projects involving children. She loves integrating technology into teaching and learning and is excited about the technology available in our schools.

**NAME**

Simpson, Crystal

**COLLEGE/DEGREE**Pfeiffer University  
B: Elementary Education**LICENSURE**

Elementary Education

Crystal Simpson is recommended to teach third grade at Guy B. Teachey School. Mrs. Simpson is a "Blue Comet" – a native of Asheboro and graduate of Asheboro High School. She completed her student teaching internship in Randolph County Schools at Farmer Elementary. While earning her degree, she worked as a teacher in two local day cares and worked as a teacher assistant at Farmer Elementary for three years. Welcome home, Crystal Simpson!

**Asheboro City Schools  
Certified Appointments  
July 15, 2010**

**NAME**

Taylor, Marian

**COLLEGE/DEGREE**

UNC - Greensboro  
B: Elementary Education

**LICENSURE**

Elementary Education

Marian Taylor is recommended to teach fourth grade at Charles W. McCrary School. Mrs. Taylor is a native of Siler City who graduated in May from UNC-G. Her student teaching internship was completed in the Alamance-Burlington School System at B. Everett Jordan Elementary in Graham. She pursued a degree and teacher licensure after serving for two years as a teacher assistant at Pittsboro Elementary.



# Asheboro City Schools

*...the subject is excellence*

*Office of the Superintendent*

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

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## **School Treasurers 2010-2011**

Jamie H. Baker  
**Asheboro High School**

Salina L. Moore  
**South Asheboro Middle School**

Lisa M. Rhodes  
**Balfour Elementary School**

Tammy R. Davidson  
**Early Childhood Development Center**

Pamela N. Purvis  
**Charles W. McCrary Elementary School**

Kay C. Schimanski  
**Donna Lee Loflin Elementary School**

Tina E. Poole  
**Guy B. Teachey**

Mary Ann Ingold  
**Lindley Park Elementary School**

Faye C. McLeod  
**North Asheboro Middle School**

June 22, 2010

Asheboro City Schools  
Child Nutrition Services  
2010-2011 Food/Supply Bids

Asheboro City Schools received preliminary bids, through North Carolina Procurement Alliance, from the following vendors. All bids have been reviewed by our Child Nutrition department and the North Carolina Pre-Award Audit Committee.

Below are the preliminary vendors we would recommend for the 2010-2011 school year:

**Lot 1: Meats, Canned/Frozen Fruits, Juices, Vegetables, & Groceries**

US Foodservice – Fort Mill, SC – Bottom line bid was \$454,092.48

Sysco Foodservice – Raleigh, NC – Bottom line bid was \$447,391.77

**Recommendation: Sysco Foodservice**

**Lot 1A: Bulk Dispenser Pack Condiments**

US Foodservice – Fort Mill, SC – Bottom line bid was \$5,666.12

Sysco Foodservice – Raleigh, NC – Bottom line bid was \$5,507.05

**Recommendation: Sysco Foodservice**

## Page 2

### Lot 2: Snack Products

Canteen Vending – Charlotte, NC – Bottom line bid was \$40,580.64

US Foodservice – Fort Mill, SC – Bottom line bid was \$41,099.38

Vistar Corporation – Greensboro, NC – Bottom line bid was \$32,249.30 \*

Sysco Foodservice – Raleigh, NC – Bottom line bid was \$38,232.78

**Recommendation: Sysco Foodservice**

### Lot 3: Paper Supplies

US Foodservice – Fort Mill, SC – Bottom line bid was \$ 63,244.86

Sysco Foodservice – Raleigh, NC – Bottom line bid was \$61,371.45

**Recommendation: Sysco Foodservice**

### Lot 4: Fresh Produce

Ford Produce Company – Raleigh, NC – Bottom line bid was \$54,907.10

Layton's Produce Company – Raleigh, NC – Bottom line bid was \$34,190.52

**Recommendation: Layton's Produce Company**

\* Vistar was disqualified because bid was to include all costs, including delivery; when bid was audited it discovered that there was a minimum delivery fee each time for delivery.

June 22, 2010

Asheboro City Schools  
Child Nutrition Services  
2010-2011 Beverage Bids

Asheboro City Schools received preliminary bids from Pepsi Bottling Ventures, Winston-Salem and Coca Cola Consolidated, Greensboro. Both bids have been reviewed by our Child Nutrition department for accuracy and that all bid criteria was met.

Below are the preliminary vendors we would recommend for the 2010-2011 school year:

**Canned Soda Products – 12oz.**

Pepsi Bottling Ventures – Winston-Salem - \$10.25 per case

Coca Cola Consolidated –Greensboro - \$9.00 per

**Recommendation: Both companies because both products are needed**

**Bottled Juice Products – 10oz.**

Pepsi Bottling Ventures – Winston-Salem - \$13.15 per case

Coca Cola Consolidated –Greensboro - \$12.50 case

**Recommendation: Coca Cola Consolidated**

**Page 2**

**Bottled Sport Drinks – 12oz.**

Pepsi Bottling Ventures – Winston-Salem - \$10.65 per case

Coca Cola Consolidated –Greensboro - \$12.00 per case

**Recommendation: Pepsi Bottling Ventures**

**Bottled Water – 12oz.**

Pepsi Bottling Ventures – Winston-Salem - \$6.15 per case

Coca Cola Consolidated –Greensboro - \$6.75 per case

**Recommendation: Pepsi Bottling Ventures**

**Bottled Water – 20oz.**

Pepsi Bottling Ventures – Winston-Salem - \$7.15 per case

Coca Cola Consolidated –Greensboro - \$7.25 per case

**Recommendation: Pepsi Bottling Ventures**

**Page 3**

**Bottled Flavored Water – 20oz.**

Pepsi Bottling Ventures – Winston-Salem - \$8.15 per case

Coca Cola Consolidated –Greensboro - \$7.25 per case\*

**Recommendation: Pepsi Bottling Ventures**

\* Coca Cola was disqualified on the Bottled Flavored Water due to not having the minimum 4 flavors required in the bid.

## 2009/2010 STUDENT ATHLETE DATA

These are the results for varsity sports teams at Asheboro High School. 439 students were members of varsity teams. Many of these students are multi sport participants.

<u>FALL/WINTER SPORTS</u>	<u>NUMBER OF ATHLETES</u>	<u>GRADE POINT AVERAGE</u>
FOOTBALL	46	2.85
WOMEN'S GOLF*	6	3.75
WOMEN'S CROSS COUNTRY*	19	3.35
MEN'S CROSS COUNTRY*	43	3.41
MEN'S SOCCER*	18	3.28
WOMEN'S TENNIS*	13	3.38
VOLLEYBALL*	13	3.48
MEN'S BASKETBALL	13	2.91
WOMEN'S BASKETBALL*	10	3.20
CHEERLEADING*	17	3.62
WRESTLING*	43	3.10
MEN'S SWIMMING*	18	3.37
WOMEN'S SWIMMING*	17	3.58

<u>SPRING SPORTS</u>	<u>NUMBER OF ATHLETES</u>	<u>GRADE POINT AVERAGE</u>
BASEBALL*	16	3.15
MEN'S GOLF*	12	3.10
WOMEN'S SOCCER*	16	3.22
SOFTBALL	13	3.09
MEN'S TENNIS*	29	3.32
MEN'S TRACK	43	3.02
WOMEN'S TRACK	34	3.03

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

AHS varsity teams earned a 3.18 GPA. (439 varsity student athletes)

238 varsity student/athletes (102-female, 136-males) qualified for the NCHSAA Scholar Athlete Award with a 3.50 (weighted) GPA during the 2009/2010 school year.

His data was collected and compiled from NCWISE.

## Policy 3540: Comprehensive Health Education Program

**As recommended to the Board Policy Committee, June 10, 2010**

This policy outlines the requirements and procedure for implementation of a comprehensive health education program that is aligned with the Basic Education Program (BEP) and required by G.S. 115C-81(e1). It states that students must receive age-appropriate instruction within this subject area beginning in kindergarten and ending in ninth grade. Specifically, in seventh grade, students will be taught about reproductive health and safety. However, in Asheboro City Schools, this topic is introduced in sixth grade. Additionally, parents must be allowed to review materials and withhold consent for their children's participation if they so choose. All information shared with students must be objective and scientifically-based, and may include only content that has been peer reviewed and accepted by professionals in the field of sexual health education. In summary, this version of the policy drafted by the North Carolina School Board Association replaces the existing Asheboro City Schools policy.

# Will Replace ACS Policy 3540

## COMPREHENSIVE HEALTH EDUCATION PROGRAM

Policy Code: 3540

The board is committed to a sound, comprehensive health education program that provides students with accurate information and encourages them to be responsible for their own health and behavior. The board recognizes the primary role of parents in providing for the health and well-being of their children and seeks to involve parents as provided in this policy. The comprehensive health education program provided by the school system will meet the requirements of the Basic Education Program (BEP), G.S. 115C-81(e1), and aligned state-adopted standards. The board may, in its discretion, expand on the subject areas to be included in the program and on the instructional objectives to be met.

### A. COMPREHENSIVE HEALTH EDUCATION PROGRAM

A comprehensive health education program must be taught to students from kindergarten through ninth grade. As required by law, the health education program must include age-appropriate instruction on bicycle safety, nutrition, dental health, environmental health, family living, consumer health, disease control, growth and development, first aid and emergency care, mental and emotional health, drug and alcohol abuse prevention, prevention of sexually transmitted diseases (STDs), including HIV/AIDS and other communicable diseases, and reproductive health and safety education.

As required by law and beginning in ~~seventh~~ sixth grade, reproductive health and safety education will include age-appropriate instruction on sexual abstinence until marriage, STDs, the human reproductive system, effective contraceptive methods for preventing pregnancy and awareness of sexual assault and sexual abuse.

### B. PARENTAL OPPORTUNITIES TO REVIEW MATERIALS AND WITHHOLD CONSENT FOR STUDENT PARTICIPATION

Each year before students participate in reproductive health and safety education or in other separate instruction on the prevention of STDs, including HIV/AIDS, or the avoidance of out-of-wedlock pregnancy, the principal or designee shall notify parents of the opportunity to review the materials and objectives that will be used in instruction. A copy of all objectives and materials will be available for review in the media center of each school where these subjects will be taught.

The principal or designee shall also notify parents of the right to withhold or withdraw consent for their child's participation in all reproductive health and safety education instruction or in specific topics such as STDs, the effectiveness and safety of contraceptive methods, and awareness of sexual assault and sexual abuse. Parents may also withhold consent to student participation in other separate instruction on the prevention of STDs, including HIV/AIDS, or the avoidance of out-of-wedlock pregnancy. Any parent wishing to withhold consent must do so in writing to the principal.

**C. STANDARDS FOR INSTRUCTION**

For reproductive health and safety education, teachers shall follow the instructional objectives and only use the age-appropriate materials that have been made available to parents for review in accordance with this policy. Information conveyed during instruction will be objective and based upon scientific research that is peer reviewed and accepted by professionals and credentialed experts in the field of sexual health education.

A determination of what is an appropriate education for a student with disabilities must be made in accordance with the student's individualized education plan, following all procedures as provided in the North Carolina *Policies Governing Services for Children with Disabilities*.

Legal References: G.S. 115C art. 9; 115C-36, -81(e1); State Board of Education Policies GCS-D-000, GCS-F-007; *Policies Governing Services for Children with Disabilities*

Adopted:

Policy 4353: Long-Term Suspension, 365 Day Suspension, Expulsion

**As recommended to the Board Policy Committee, June 10, 2010**

This North Carolina School Board Association version of policy 4353 replaces the current Asheboro City Schools Board Policy. It provides definitions of suspension and expulsion, and outlines the steps to be taken prior to a student receiving a long-term suspension or expulsion from school. Several clarifications to the language within the policy have also been made.

# Will Replace ACS Policy 4353

## **LONG-TERM SUSPENSION, 365 DAY SUSPENSION, EXPULSION**

*Policy Code:* **4353**

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### **A. DEFINITIONS**

#### 1. Long-Term Suspension

A long-term suspension is a denial to a student of the right to attend school and to take part in any school function for any period in excess of 10 school days, up to the remainder of the school year. A long-term suspension may be imposed by the principal upon a student who willfully violates policies of conduct established by the board of education. The principal has the authority to impose a long-term suspension on a student if he or she has received prior approval from the superintendent.

#### 2. 365 Day Suspension

A 365 day suspension is a denial to a student of the right to attend school and to take part in any school function for 365 days. The superintendent may impose a 365 day suspension only for certain weapons and bomb or terrorist threat violations, as defined in policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety, or for certain types of assaults, described in policy 4331, Assaults, Threats and Harassment. Modifications to the 365 day suspension may be made by the board upon the recommendation of the superintendent.

#### 3. Expulsion

An expulsion is the permanent removal of a student from school and all the rights and privileges related to school attendance. A student who is 14 years of age or older may be expelled for misbehavior as provided in policies 4331, 4333 and 4335, Criminal Behavior. A student subject to policy 4260, Student Sex Offenders, may be expelled as provided in policy 4333. An expulsion may only be imposed by the board.

### **B. DETERMINATION OF APPROPRIATE CONSEQUENCE**

#### 1. Principal's Recommendation

The principal may impose a short-term suspension or any other consequence consistent with policies 4351, Short-Term Suspension, and 4302, School Plan for Management of Student Behavior. If the principal determines that a suspension of more than 10 days (long-term or 365 day) or expulsion is an appropriate consequence, the principal shall propose the discipline penalty based upon a review of the student's culpability and dangerousness and the harm caused by the student.

- a. Culpability of Student – In assessing the culpability of the student for his or her behavior, the principal may consider criteria such as:
  - 1) the student’s age;
  - 2) the student’s ability to form the intent to cause the harm that occurred or could have occurred; and
  - 3) evidence of the student’s intent when engaging in the conduct.
  
- b. Dangerousness of the Student – In assessing the dangerousness of the student, the principal may consider criteria such as:
  - 1) the student’s disciplinary record or criminal record related to anti-social behavior or drugs and alcohol;
  - 2) whether weapons were involved in the incident and whether the student had the ability to inflict serious injury or death with the weapon(s);
  - 3) evidence of the student’s ability to cause the harm that was intended or that occurred; and
  - 4) whether the student is subject to policy 4260, Student Sex Offenders.
  
- c. Harm Caused by the Student – In assessing the severity of harm caused by the student, the principal may consider criteria such as whether any of the following occurred:
  - 1) someone was physically injured or killed;
  - 2) someone was directly threatened or property was extorted by the use of a weapon;
  - 3) someone was directly harmed, emotionally or psychologically;
  - 4) school property or personal property of others was damaged; or
  - 5) students, school employees or parents were aware of the presence of a weapon or other dangerous behavior.

After considering the above factors, the principal shall make a recommendation to the superintendent, stating the nature of the offense, the substance of the evidence involved and the length of suspension recommended.

If a 365 day suspension for firearms and explosives is recommended, the principal must identify the type of firearm or explosive involved and the evidence that substantiates that the student brought the weapon to school grounds or a school activity or possessed the weapon on school grounds or at a school activity.

If expulsion is recommended, the principal shall identify the basis for determining that there is clear and convincing evidence that the student’s continued presence in school constitutes a clear threat to the safety of other students or employees.

The principal also must consider and make a recommendation about any alternative education, counseling or other program that should be a part of the consequence for violation of the board policy, school standards or school rules.

The principal must provide the student's parent or guardian written notice of the recommendation for long-term suspension, 365 day suspension or expulsion by the end of the workday during which the long-term suspension or expulsion is recommended, when reasonably possible, but in no event later than the end of the following workday. The written notice must contain: (1) a description of the incident leading to the recommendation; (2) the specific provisions of the student conduct policy or rule that the student allegedly violated; (3) the possible consequences that may be imposed based upon the incident; (4) the specific process by which the parent or guardian may request a hearing to contest the suspension or expulsion; (5) the process by which the hearing will be held; (6) notice of the right to retain an attorney to represent the student in the hearing process; (7) notice that an advocate, instead of an attorney, may accompany the student to assist in the presentation of the appeal; and (8) notice of the right to review the student's educational records prior to the hearing.

## 2. Superintendent's Decision

The student or his or her parent may request a hearing before the superintendent or designee within three days of receipt of notice from the principal regarding the recommendation for long-term suspension, 365 day suspension or expulsion. The superintendent or designee will notify the parent of the hearing date which will be scheduled within five days of the superintendent's receipt of the hearing request. Any hearing held will follow the hearing procedures outlined in ~~Section A~~ of policy 4370, Student Discipline Hearing Procedures.

Based upon relevant documents and any findings from a hearing, the superintendent shall determine whether to approve the long-term or 365 day suspension. The superintendent may modify the principal's recommended suspension on a case-by-case basis that includes but is not limited to consideration of whether the student has a disability. The superintendent may also provide for the student to receive alternative educational services that the superintendent deems appropriate.

The superintendent or designee shall immediately inform the principal of his or her decision with regard to the recommended disciplinary penalty of a long-term or 365 day suspension and, when applicable, of any modifications to the penalty recommended by the principal. All disciplinary penalties may be imposed immediately. The superintendent or designee shall send via certified mail to the student's parent or guardian a copy of the decision, notification about what information will be included in the student's official record, and the procedure for expungement of this information under G.S. 115C-402.

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If the superintendent or designee determines that expulsion is appropriate, the superintendent or designee shall submit a recommendation and the basis of the recommendation to the board with any proposal for alternative education. The superintendent shall provide a written copy of the recommendation to the parent or guardian in person or by certified mail.

3. Hearings Before the Board
  - a. Long-Term or 365 Day Suspensions

A student or his or her parent or guardian may appeal an imposed long-term or 365 day suspension. The student or his or her parent or guardian must appeal to the board in writing within three days of receiving the superintendent's decision. The superintendent shall inform the board chairperson of the request for an appeal and arrange in a timely manner a hearing before the board. The suspension need not be postponed pending the outcome of the appeal. The hearing will be conducted pursuant to ~~Section B~~ of policy 4370.

- b. Expulsions

The student or his or her parent or guardian may request a hearing within five days of receiving notice that the superintendent is recommending that the student be expelled. The hearing will be scheduled with the board within five days of the superintendent's receipt of the hearing request. The superintendent or designee shall notify the parent or guardian of the date, time and place of the hearing. Any appeal of a long-term suspension will be addressed in the same hearing. The hearing will be conducted pursuant to ~~Section B~~ of policy 4370.

If a hearing is not requested by the parent or guardian or student, the superintendent will then submit written evidence to support the recommendation to the board. The board may elect to request a hearing or request additional records and documents.

When the board decides to expel a student, the board will document the basis for the board's determination that there is clear and convincing evidence that the student's behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or employees. The board also will consider and make a written determination of whether alternative educational services are to be provided for any expelled student. Regardless of whether alternative educational services are provided by the school system, the board expects the school system to work with other agencies to help the student and parent identify other types of services that may be of assistance to the

student. The board will send via certified mail to the student's parent or guardian a copy of the decision, notification about what information will be included in the student's official record, and the procedure for expungement of this information under G.S. 115C-402.

**C. EDUCATIONAL SERVICES FOR STUDENTS WITH DISABILITIES DURING LONG-TERM SUSPENSION, 365 DAY SUSPENSION OR EXPULSION**

Students with disabilities recognized by the Individuals with Disabilities Education Act will receive educational services during periods of suspension or expulsion to the extent required by *Policies Governing Services for Children with Disabilities* and state and federal law.

**D. REDUCING SUSPENSION AND EXPULSION RATES**

Though the board believes that suspension or expulsion may be an appropriate and necessary consequence in certain situations, the board also recognizes that excessive use of suspension and expulsion may have a negative impact on academic achievement and graduation rates. Thus, the board encourages school administrators to find ways to reduce suspension and expulsion rates in the schools.

Legal References: U.S. Const. amend. XIV, § 1; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; N.C. Const. art. I, § 19; G.S. 14-208.18; 115C, art. 9; 115C-47(55), -276(r), -288, -391, -402; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy GCS-D-000

Cross References: Student Sex Offenders (policy 4260); School Plan for Management of Student Behavior (policy 4302), Drugs and Alcohol (policy 4325), Theft, Trespass and Damage To Property (policy 4330), Assaults, Threats and Harassment (policy 4331), Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333), Criminal Behavior (4335), School-Level Investigations (policy 4340), Student Discipline Records (policy 4345), Short-Term Suspension (policy 4351), Student Discipline Hearing Procedures (policy 4370)

Adopted:

Policy 6150: Head Lice

**As recommended to the Board Policy Committee, June 10, 2010**

This new policy expresses the Board's commitment to maximizing students' academic opportunities and preventing unnecessary absences while providing a safe and healthy learning environment. It specifically directs the superintendent to limit school exclusion of students for head lice as much as possible and requires that parents, guardians, and staff receive educational information on the topic.

The district is committed to maximizing students' academic performance, preventing unnecessary absences, and providing a healthy and safe environment for learning. The Board recognizes that head lice infestations do not pose a health hazard, are not a sign of uncleanliness, and are not responsible for the spread of any disease. The Board directs the superintendent to develop administrative policies that will limit school exclusion for head lice and provide educational information to parents, guardians, and staff.

References:

American Academy of Pediatrics. (2002). Head lice. *Pediatrics*. 110(3). 638-643.

CSNO Position Statement. Pediculosis (2005). Retrieved November 10, 2008, from California School Nurses Organization website: <http://www.csno.org>

Harvard School of Public Health.

Website:<http://www.hsph.harvard.edu/headlice/liceNO.pdf>

NASN Position Statement. Pediculosis in the school community (2004). Retrieved November 10, 2008, from National Association of School Nurses website: <http://www.nasn.org>

Adopted:

## Policy 4335: Criminal Behavior

**As recommended to the Board Policy Committee, May 13, 2010**

This policy provides an official statement that prohibits criminal or other illegal behavior on school premises and at school activities. Anyone who is found in violation will be subject to appropriate disciplinary action as stated in applicable board policies and may also be criminally prosecuted. Along with formatting changes to provide clarity to the policy, a new provision required by the State Board of Education has been added that requires the principal or designee to notify the parents or guardians of students who are alleged to be victims of any of the seventeen reportable offenses.

Criminal or other illegal behavior is prohibited. Any student who the principal reasonably believes to have engaged in criminal behavior on school premises or at school activities will be subject to appropriate disciplinary action as stated in applicable board policies and may be criminally prosecuted as well.

School officials will cooperate fully with any criminal investigation and prosecution. School officials will independently investigate any criminal behavior that also violates school rules or board policy.

**A. STUDENTS CHARGED WITH OR CONVICTED OF CRIMINAL BEHAVIOR**

If necessary, the superintendent and principal may take reasonable measures to preserve a safe, orderly environment when a student has been charged or convicted with a serious crime, regardless of whether the alleged offense was committed on school grounds or related to school activities. Depending upon the circumstances, including the nature of the alleged crime, the child's age, and the publicity within the school community, reasonable efforts may include changing a student's classroom assignment or transferring the student to another school. Transfer to the alternative school may be made in accordance with the criteria established in board policy 3470/4305, Alternative Schools. The student will continue to be provided with educational opportunities unless and until the student is found to have violated board policy or school rules and is suspended or expelled in accordance with procedures established in board policy.

**B. REPORTING CRIMINAL BEHAVIOR**

The principal must report immediately to law enforcement officers and the superintendent the following acts when the principal has personal knowledge or actual notice from others that such acts occurred on school property, regardless of the age or grade of the perpetrator or victim: (1) assault resulting in serious personal injury; (2) sexual assault; (3) sexual offense; (4) rape; (5) kidnapping; (6) indecent liberties with a minor; (7) assault involving the use of a weapon; (8) possession of a firearm in violation of the law; (9) possession of a weapon in violation of the law; and (10) possession of a controlled substance in violation of the law. The superintendent must inform the board of any such reports. In addition, the principal or designee must notify the parents or guardians of students who are alleged to be victims of any of the above-mentioned acts.

- ~~assault resulting in serious personal injury;~~
- ~~sexual assault;~~
- ~~sexual offense;~~
- ~~rape;~~

- ~~kidnapping;~~
- ~~indecent liberties with a minor;~~
- ~~assault involving the use of a weapon;~~
- ~~possession of a firearm in violation of the law;~~
- ~~possession of a weapon in violation of the law;~~
- ~~possession of a controlled substance in violation of the law;~~
- ~~assault on school officials, employees and/or volunteers;~~
- ~~homicide, including murder, manslaughter and death by vehicle;~~
- ~~robbery; or armed robbery.~~

The principal must also report immediately to law enforcement officers the following additional acts occurring on school property: (1) assault on school officials, employees and/or volunteers; (2) homicide, including murder, manslaughter and death by vehicle; (3) robbery; (4) robbery with a dangerous weapon; (5) unlawful, underage sales, purchase, provision, possession or consumption of alcoholic beverages; (6) making bomb threats or engaging in bomb hoaxes, possession of explosives or abetting a minor to possess explosives; and (7) willfully burning a school.

Legal References: Gun-Free Schools Act, 20 U.S.C. 7151; G.S. 14-17, -18, -27.2 to -27.5, -32, -33, -34 to -34.2, -41, -60, -69.1, -69.2, -87, -87.1, -132, -132.2, -202.1, -269.2; ch. 90 art. 5; 115C-288(g); State Board of Education Policy HRS-A-000

Cross References: Alternative Learning Programs/Schools (policy 3470/4305), Theft, Trespass and Damage to Property (policy 4330), Assaults, Threats and Harassment (policy 4331), Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333), School-Level Investigations (policy 4340)

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

Updated: May 11, 2000; September 9, 2004, March 12, 2009

## Policy 7410: Career Status

**As recommended to the Board Policy Committee, May 13, 2010**

This policy establishes the standard along with the procedure for attaining career status. An addition has been made that provides information stating that a teacher has the right to a hearing before the Board of Education if the superintendent recommends that career status should not be granted. Other formatting changes have been made for clarification purposes.

The board recognizes that an effective staff is critical to the smooth operations of the school district and to creating a learning environment where students can succeed. The board further believes that students will not excel in performance unless those who most directly affect students, including school administrators, teachers and other licensed professionals, excel in their performance.

**A. STANDARD FOR CAREER STATUS**

Career status with this district should be reserved for individuals of proven ability who strive for excellence. It is the intent of the board to grant career status only to those teachers who, based upon the superintendent's recommendation, exhibit a pattern of teaching behavior that exemplifies above average performance at the end of the probationary period. The superintendent must be able to substantiate any recommendation for career status with evaluation data, as described in board policy 7815. Career status will not be granted unless the board is satisfied that the probationary employee has met the standards established by the board. Career status may be denied on any legally permissible basis following statutorily prescribed procedures.

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

**B. ELECTION OF A TEACHER TO CAREER STATUS**

~~A teacher who has obtained career status in any North Carolina public school district, and either changes school districts or returns to teaching after leaving the profession, will be required to serve a one-year probationary period, except where the board determines that a shorter probationary period is more appropriate to meet the needs of the district.~~

When a teacher has been employed in the school system for four consecutive years, the board, near the end of the fourth year, will vote on whether to grant the teacher career status. At least 30 days prior to the board meeting in which career status will be considered, the superintendent will submit to the board a list of the names of any teachers who are eligible for career status. The superintendent also will make the list available to teachers and the public. Any teacher who believes he or she should be included on the list but whose name does not appear on the list should notify the superintendent immediately,

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but must notify the superintendent no later than six days before the board meeting. For a teacher who has already obtained career status in any North Carolina public school system and who either changes school systems or returns to teaching after leaving the profession, the board will either grant career status immediately upon employing the teacher or vote on whether to grant career status after the teacher's first year of employment. The board shall vote on whether to grant career status to a teacher and shall give the teacher written notice of the decision by June 15 or such later date as provided in G.S. 115C-325(m)(7).

For all proceedings initiated after August 31, 2010, all teachers eligible for career status have the right to a hearing before the board if the superintendent recommends that the board not grant the teacher career status for any reason other than a reduction in force. By no later than May 15, the superintendent shall provide written notice to the teacher of the superintendent's intent to recommend not granting career status and of the teacher's right, within 10 days of receipt of the superintendent's recommendation, (1) to request and receive written notice of the reasons for the superintendent's recommendation and the information that the superintendent may share with the board to support the recommendation; and (2) to request a hearing if the superintendent recommends not to grant career status for any reason other than a reduction in force. The failure to file a timely request within the 10 days shall result in a waiver of the right to this information and any right to a hearing. If a teacher who is entitled to a hearing files a timely request, the superintendent shall provide the requested information and arrange for a hearing. At the hearing the teacher shall be permitted to submit supplemental information to the superintendent and board prior to the board making a decision or holding a hearing.

~~An employee who has obtained career status with the school district is expected to continue to strive for excellence, meet all performance standards established by the board, and pursue professional development as provided in board policy 1610/7800. Any employee who is unable or unwilling to meet reasonable standards of the board may be subject to demotion or dismissal, as provided in board policy 7930.~~

Legal References: G.S. 115C-47(18), -325

Cross References: Professional and Staff Development (policy 1610/7800), Evaluation of Licensed Employees (policy 7810), Professional Personnel Reduction in Force (policy 7920), Professional Employees: Demotion and Dismissal (policy 7930), Probationary Teachers: Nonrenewal (policy 7950)

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

Updated: April 8, 1999, February 12, 2009

## Policy 7950: Probationary Teachers: Non Renewal

**As recommended to the Board Policy Committee, May 13, 2010**

This is a new policy designed to address statutory changes regarding probationary teacher non renewals. In summary, it states that upon recommendation of the superintendent, the Board of Education may refuse to renew the contract of a probationary teacher or to reemploy any teacher for any cause that it deems sufficient as long as the cause is not arbitrary, capricious, or discriminatory or is for political or personal reasons. The policy also outlines the procedure that will be implemented.

# NEW

## **PROBATIONARY TEACHERS: NONRENEWAL**

*Policy Code:*

**7950**

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The board, upon recommendation of the superintendent, may refuse to renew the contract of any probationary teacher or to reemploy any teacher who is not under contract for any cause it deems sufficient, so long as the cause is not arbitrary, capricious or discriminatory or for personal or political reasons.

By no later than May 15, the superintendent shall provide written notice to the probationary teacher of the superintendent's intent to recommend nonrenewal and the teacher's right, within 10 days of receipt of the superintendent's recommendation, to request and receive written notice of the reasons for the superintendent's recommendation for nonrenewal and the information that the superintendent may share with the board to support the recommendation for nonrenewal. The failure to file a timely request within 10 days shall result in a waiver of the right to this information. If a teacher files a timely request, the superintendent shall provide the requested information, and the teacher shall be permitted to submit supplemental information to the superintendent and board prior to the board's decision.

A probationary teacher, whose contract is not in the final year before the probationary teacher is eligible for career status, has the right to petition the board for a hearing regarding the superintendent's recommendation for nonrenewal. The board will notify the probationary teacher of its decision whether to grant a hearing. For all proceedings initiated after August 31, 2010, teachers eligible for career status have the right to a hearing before the board if the superintendent recommends that the board not grant the teacher career status for any reason other than a reduction in force (see policy 7410, Career Status).

The board will notify the probationary teacher whose contract will not be renewed for the next school year of its decision by June 15. If, however, a teacher submitted a request for information or a hearing, the board shall provide the nonrenewal notification by July 1 or a later date upon the written consent of the superintendent and teacher.

Probationary teachers during the term of their contract shall be demoted or dismissed only in accordance with policy 7930, Professional Employees: Demotion and Dismissal.

Legal References: G.S. 115C-45(c), -325

Cross References: Career Status (policy 7410), Professional Employees: Demotion and Dismissal (policy 7930)

Adopted:

## Policy 9205: Pest Management

**As recommended to the Board Policy Committee, May 13, 2010**

As a result of recent legislative action, this newly proposed policy is required and must be in effect by January, 2011. It ensures that the Board of Education is committed to maintaining a safe educational environment while also protecting the physical aspects of school facilities. It provides an overview of integrated pest management that includes a description of considerations that will be used in facilities planning and maintenance. The final two sections of the policy require that 1) staff, students, pest managers, parents, and the public receive information that relates to achieving pest management objectives, and 2) detailed records of pest management activities must be maintained in order to meet the requirements of the state regulatory agency and the school board.

## PEST MANAGEMENT

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Pests are significant problems for people and property. The pesticides that are commonly used in pest control may pose a potential risk to human health and the environment. The board is committed to maintaining a safe educational environment while also protecting the physical conditions of school facilities. To this end, the board will utilize Integrated Pest Management (IPM) programs or incorporate IPM procedures into the maintenance program conducted by the school system. The superintendent will appoint an IPM contact person to facilitate the use of IPM techniques. As necessary, the superintendent will develop administrative procedures for the IPM program.

### A. OVERVIEW OF INTEGRATED PEST MANAGEMENT

IPM is a comprehensive approach that combines effective, economic, environmentally sound and socially acceptable methods to prevent and solve pest problems. IPM emphasizes pest prevention and provides a decision-making process for determining if, when and where pest suppression is needed and what control tactics are appropriate.

The school system's IPM program will strive to do the following:

1. Minimize any potential health, environmental and economic risks from pests or from the use of pest control methods;
2. Minimize loss or damage to school structures or property from pests or from the use of pest control methods;
3. Minimize the risk of pests spreading into the community; and
4. Enhance the quality of facility use for the school and community.

Pesticides will not be used based *solely* on a schedule. School personnel in charge of pest management will consider how and when pesticides need to be used to achieve the pest management goals.

### B. USE OF IPM IN FACILITY AND MAINTENANCE OPERATIONS

The school system shall include pest management considerations in facilities planning and maintenance. The IPM contact person, in conjunction with the school system's contracted pest management professional, will recommend to the superintendent any landscaping changes, structural modifications and sanitation changes needed to reduce or prevent pest problems. The superintendent will review such recommendations and may authorize action to address necessary minor changes in a timely manner, as the budget permits. For significant changes or changes that require a significant expenditure of funds, the superintendent will recommend changes to the board for approval.

### C. PROVIDING INFORMATION ON IPM TO THE SCHOOL COMMUNITY

Staff, students, pest managers, parents and the public will be informed about potential school pest problems, school IPM policies and procedures, and their respective roles in achieving the desired pest management objectives. Each year, the principal or designee will ensure that the student handbook includes the schedule of anticipated pesticide use on school property and a notice to parents of their right to request notification of nonscheduled pesticide use. Notice of nonscheduled pesticide use should be made at least 72 hours in advance, to the extent possible.

**D. RECORDKEEPING**

Records of all pest management activities must be maintained, including inspection records, monitoring records, pest surveillance data sheets or other indicators of pest populations, and a record of structural repairs and modifications. If pesticides are used, records must be maintained on site to meet the requirements of the state regulatory agency and school board.

Legal References: G.S. 115C-12(34)(d) and (e), -36, and -47(45)

Cross References: School Safety (policy 1510/4200/7270), Planning to Address Facility Needs (policy 9000), Care and Maintenance of Facilities (policy 9200)

Adopted:

Planning for Excellence  
Asheboro City Schools Strategic Plan Milestones  
2010-2013

Goals and Objectives	Annual Milestones		
	2010-11	2011-12	2012-13
<b>GOAL 1: Asheboro City Schools will produce globally competitive students.</b>			
1. Every student graduates college and career ready. (Baseline: 2008-09 graduation cohort rate (4-year) --76.9%) (Note: Future milestones to determine college and career readiness are being developed by State Board of Education; may include ACT and Work Keys assessments for AHS students)	Graduation Rate 80% (5-year cohort)	Graduation Rate 82% (5-year cohort)	Graduation Rate 84% (5-year cohort)  State Board of Education new accountability model implemented
2. Every student uses technology to access and demonstrate new knowledge and skills.	Implement 1:1 transformation in grades 9-12; Increase access in grades 4-8; demonstrate student projects		
3. Expand opportunities for and increase student access to small learning communities.	Continue planning for future Health Sciences SLC with Randolph Community College and Randolph County Schools	Prepare for implementation of Health Sciences SLC	Implement Health Sciences SLC
4. Increase number of students reading on grade level by Grade 3. (Baseline: 2009-10 percent proficient—51.3%)	58%	64%	70%

Goals and Objectives	Annual Milestones		
	2010-11	2011-12	2012-13
5. All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.	Use DPI individual growth model to determine student growth; Progress monitor students using Scholastic Reading Inventory (Lexile level) and Scholastic Mathematics Inventory (Quantile level)		
6. Implement innovative after school enrichment and intervention programs.	Identify needs at elementary and middle schools; involve community partners such as Arts Guild, Asheboro City Parks and Recreation, Randolph County Cooperative Extension		
7. Establish a rigorous and relevant CTE Program	Develop CTE Strategic Plan	Begin implementation of CTE Strategic Plan; aligning CTE Plan with district 2010-2013 Strategic Plan	

Goals and Objectives	Annual Milestones		
	2010-11	2011-12	2012-13
<b>GOAL 2: Asheboro City Schools will be led by 21<sup>st</sup> Century professionals.</b>			
<p>1. Every teacher and administrator will have the skills to deliver 21<sup>st</sup> Century content in a 21<sup>st</sup> Century context with 21<sup>st</sup> Century tools and technology that guarantee student learning.</p>	<ul style="list-style-type: none"> <li>• Provide ongoing professional development support in grades 6-12 mathematics</li> <li>• Provide ongoing professional development support in using technology to support learning</li> <li>• Develop and implement preK-12 literacy framework</li> </ul>		
<p>2. Every teacher and administrator will use a 21<sup>st</sup> Century assessment system to guide instruction and measure 21<sup>st</sup> Century knowledge, skills, performance, and dispositions.</p>	<ul style="list-style-type: none"> <li>• Continue to use and refine formative assessments (NC FALCON), including performance assessments</li> <li>• Introduce student-led conferences</li> <li>• Implement RTI in grades pk-8</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use and refine formative assessments, including performance assessments</li> <li>• Implement student-led conferences</li> <li>• Implement RTI in grades 9-12</li> <li>• Develop standards-based grading and report card processes</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use and refine formative assessments, including performance assessments</li> <li>• Implement student-led conferences</li> <li>• Refine RTI interventions</li> <li>• Implement standards-based grading and report card processes</li> </ul>

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Goals and Objectives	Annual Milestones		
	2010-11	2011-12	2012-13
3. Build leadership skills and capacity among all teachers and administrators, improve professional practice and develop a culture of shared accountability and responsibility for the success of the district.	<ul style="list-style-type: none"><li>• Implement Teacher Leadership Academy</li><li>• Implement new teacher evaluation system</li><li>• Teachers will participate, plan and lead professional learning communities (collaborative conversations)</li></ul>		Teacher Leadership Academy graduates develop and lead professional development

Goals and Objectives	Annual Milestones		
	2010-11	2011-12	2012-13
<b>GOAL 3: Asheboro City Schools will provide a safe and nurturing learning environment.</b>			
1. Every learning environment will be safe, inviting, respectful, supportive, inclusive and flexible for student success.	All schools complete Level 1 Positive Behavior Support Training and score > 80 on school inventory	All schools complete Level 2 Positive Behavior Support Training and score > 80 on school inventory	All schools complete Level 3 Positive Behavior Support Training and score > 80 on school inventory
2. Every school provides an environment in which each child has positive, nurturing relationships with caring adults.	<ul style="list-style-type: none"> <li>• Increase number of students with mentors through CIS</li> <li>• Every student has a caring adult among staff; Every student's passion is known by the caring adult</li> </ul>		
3. Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.	Enter HealthierUS School Challenge Program; provide nutrition education to parents	Each school certified by HealthierUS at the Bronze, Silver or Gold level	
4. Every school focuses on developing strong student character, personal responsibility, and community/world involvement.	Each school conducts at least one service and/or academic project with community/global connections		

Goals and Objectives	Annual Milestones		
	2010-11	2011-12	2012-13
<b>GOAL 4: Asheboro City Schools will collaborate with parents, community and higher education partners to promote student success.</b>			
1. Provide web based parent portal to access grades, attendance, and other student data.	Research plans and procedures and develop policies for 2011-12 implementation	Implement parent portal	
2. Increase communication and outreach to parents.	<ul style="list-style-type: none"> <li>• Use electronic paperless communication for newsletters, etc.</li> <li>• Implement use of social media</li> <li>• Increase number of home visits</li> </ul>		
3. Collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students and staff.	<ul style="list-style-type: none"> <li>• Partner with High Point University for Master's in School Administration cohort</li> <li>• Continue partnerships with UNCG (TESOL and dual licensure for elem ed and excep ed)</li> <li>• Continue partnership with UNC-Pembroke to offer gifted education licensure courses</li> <li>• Continue student teacher partnership with Baldwin Wallace</li> <li>• Continue iSchool partnership with UNCG for online courses for</li> </ul>		

	<p>high school juniors and seniors</p> <ul style="list-style-type: none"><li>• Continue RCC partnership for Huskins, College Transfer, and Learn and Earn courses for AHS students</li><li>• Hold winter Board Retreat at High Point University; explore possible partnerships</li></ul>		
<p>4. Expand parent education opportunities through Family Alliance Network (FAN).</p>	<ul style="list-style-type: none"><li>• Research and communicate community hot spots</li><li>• Hold at least 2 community FAN workshops</li></ul>		

Goals and Objectives	Annual Milestones		
	2010-11	2011-12	2012-13
<b>GOAL 5: Asheboro City Schools facilities will be a point of pride.</b>			
1. Implement Long Range Facilities Plan.	Continue to work with Randolph County Board of Commissioners to fund ECDC replacement		

School/Location	Date	Event	Time
	July 12-30, 2010	Summer Academy	
PDC	Thursday, July 15, 2010	Board of Education Meeting	7:30pm
PDC	Thursday, August 12, 2010	Board of Education Meeting	7:30pm
	Wednesday, August 18, 2010	Teachers Return	
AHS	Friday, August 20, 2010	Breakfast and Convocation	7:30am
AHS	Friday, August 20, 2010	AHS vs. Providence Grove (endowment game)	7:30pm
AHS Zoo School	Monday, August 23, 2010	AHS Zoo School Orientation	9:00-11:00am
All Elementary Schools	Monday, August 23, 2010	Back to School Open House	4:00-6:00pm
AHS	Monday, August 23, 2010	Grades 10-12 Open House	5:00-7:00pm
NAMS and SAMS	Monday, August 23, 2010	Grade 6 Open House	6:30-8:00pm
AHS	Tuesday, August 24, 2010	Freshman Fan Fare	9:00-11:30am
NAMS and SAMS	Tuesday, August 24, 2010	Grades 7 and 8 Open House	6:30-8:00pm
ALL	Wednesday, August 25, 2010	First Day of School	
ECDC	Thursday, August 26, 2010	Open House	5:00-7:00pm
AHS	Saturday, August 28, 2010	Parent FAN Fair	9:00am - Noon
AHS	Friday, September 03, 2010	AHS vs. Randleman	7:30pm
PDC	Thursday, September 09, 2010	Board of Education Meeting	7:30pm
AHS	Friday, September 10, 2010	AHS vs. Eastern Randolph (middle school night)	7:30pm
AHS	Friday, September 17, 2010	AHS vs. Trinity (Hall of Fame night)	7:30pm
PDC	Thursday, October 14, 2010	Board of Education Meeting	7:30pm
AHS	Friday, October 15, 2010	AHS vs. North Forsyth HS (Homecoming)	7:30pm
AHS	Friday, November 05, 2010	AHS vs. Southern Guilford (Senior Night)	7:30pm