

ASHEBORO CITY BOARD OF EDUCATION

September 9, 2010

7:30 p.m.

Asheboro High School

Professional Development Center

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

***Finance Committee Meeting – 6:30 p.m.** – NOTE EARLIER TIME: The Finance Committee Meeting will begin at 6:30p.m. instead of 6:45 p.m.

I. Opening

- A. Call to Order
- B. Invocation – Joyce Harrington
- C. Pledge of Allegiance – Olivia Gaccioni and Chloe Rich, Early Childhood Development Center students
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Community Spotlight – Girl Scout Troop 40746, sponsored by First United Methodist Church
- B. Board Spotlight – Conscious Discipline, Early Childhood Development Center
- C. Summer GEAR UP Experience – Monica Alfaro Cuadra

III. Public Comments

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

IV. *Consent Agenda

- A. Approval of Minutes – August 12, 2010
- B. Personnel
- C. Overnight Out-of-State Field Trip Request

V. Information, Reports and Recommendations

- A. 1:1 Initiative Update – Kemper Fitch
- B. Teacher Turnover and Recruitment
- C. Update to Title I Plan
- D. Web 2.0 On-line Communication

VI. Action Items

- *A. Policy 7730 – Employee Conflict of Interest
- *B. Policy 7820 – Personnel Files
- *C. Policy 7821 – Petition for Removal of Personnel Records
- *D. Policy 7900 – Resignation

VI. Action Items continued

- *E. Policy 7910 – Retirement
- *F. 2010-2011 Budget
- *G. 2010-2011 Sodexo Amendment
- *H. Principal Leadership Academy Proposal

VII. Superintendent’s Report/Calendar of Events

- A. Calendar of Events

VIII. Board Operations

- *A. Raleigh Dingman Nominee
- B. Important Dates to Remember:
 - NCSBA District V Meeting – September 22, 2010, Eastern Guilford High School, 4:00 p.m. to 8:00 p.m.
 - NCSBA Law Conference – October 20, 21, and 22, Renaissance Asheville
 - NCSBA Annual Conference, Sheraton Four Seasons/Koury Convention Center – November 15, 16 and 17

IX. Adjournment

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

**Asheboro City Board of Education
September 9, 2010
7:30 p.m.**

Addendum

- I. **Opening**

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

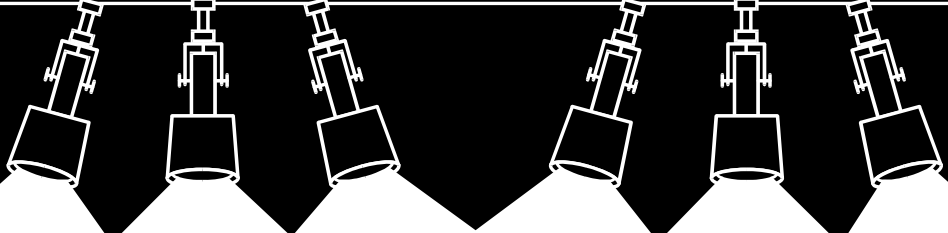
- VII. **Superintendent's Report**
 - B. Membership and Class Sizes
 - C. Board Goals 2010-2011

- 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.

September 9, 2010



Community Spotlight: Tonight we are proud to recognize Girl Scout Troop 40746 sponsored by First United Methodist Church. Members of Troop 40746 have participated in our two Saturday parent FAN Fair events, providing craft activities for children while their parents attended workshops. We thank them for volunteering their time, demonstrating good citizenship and being good role models.

Board Spotlight: Creating a safe, positive environment for our students is a priority for all members of the Asheboro City Schools community. Tonight we will hear about an approach to positive discipline that has been implemented by the Early Childhood Development Center. This approach, known as Conscious Discipline, ensures that adults help students of all ages understand behavioral and social expectations through the use of developmentally appropriate strategies.

Special Presentation: Monica Alfaro Cuadra, senior at Asheboro High School was selected to participate in the Global Public Service Academy for Health during the summer of 2010. The Global Public Service Academy partners with Duke University, MIT and Florida Gulf Coastal to provide unique volunteer opportunities for high school and college students. Monica spent four weeks in Calhuitz, Guatemala, living with a host family and working in a health clinic. Monica conducted health screenings, research, shadowed health professionals and assisted with disabled needs identification. This close connection to the people of Calhuitz inspired Monica. She collaborated with her peers to assist families and contributed to a society in a way that very few young people ever get to experience.

Minutes of the Asheboro City Board of Education August 12, 2010

Board of Education

Opening

The Asheboro City Board of Education met in regular session at 7:30 p.m. at Balfour Elementary School in the Multipurpose Room with the following members present:

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

Archie Smith, Jr., Attorney

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

Chairman Kidd called the meeting to order. Ms. Cranford gave the invocation and led the pledge of allegiance.

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

Special Recognition and Presentations

Dr. Harper recognized Susan Shumaker, North Asheboro Middle School mathematics teacher, as Asheboro City Schools' winner of the North Carolina Council of Teachers of Mathematics Outstanding Secondary Mathematics Teacher.

Balfour School's faculty and staff were honored for their hard work and dedication to their students as they exit School Improvement Status.

Public Comments

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

Upon motion by Mr. Priest, 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 – July 15, 2010

Personnel

Resignations/Retirements/Separations

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Eason, Maria	North Asheboro/English as a 2 nd Language	7/30/10
Chapman, Chris	Asheboro High/Instructional Assistant	7/15/10

Isenhour, Udenia	Teachey/Instructional Assistant	7/16/10
Kenan, Kimberly	Lindley Park/Speech Therapist	7/16/10
Collins, William	Donna L. Loflin/Head Custodian	7/30/10
Haga, Pam	Asheboro High/English	7/23/10
LaClair, Peter	Asheboro High/Social Studies	7/27/10
McClain, Samuel	Asheboro High/Special Education	7/26/10
Young, Shatara	Central Office/Bus Driver	7/28/10
Sockwell, Shervawn	North Asheboro/Assistant Principal	8/5/10
Hash, Rebecca	Balfour/1 st Grade	8/6/10
Whitaker, Keisha	North Asheboro/Business Education	8/11/10

Appointments

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Cagle, Sharon	Loflin/Instructional Assistant	8/18/10
Marsh, Michelle	Loflin/Instructional Assistant	8/18/10
Collins, Chandra	North Asheboro/Lang. Arts/Social Studies	8/18/10
Carroll, Jennifer	McCrary/Instructional Assistant	8/18/10
Lawrence-Smith, Venise	McCrary/Pre-Kindergarten	8/18/10
Kilby, Kelley	Balfour/Kindergarten	8/18/10
Matthews, Jesse	Loflin/Custodian (Part-Time)	7/29/10
Hynes, Brenda	McCrary/Custodian (Part-Time)	7/26/10
Patterson, Matthew	Asheboro High/Special Education	8/18/10
Alston, Penelope	Central Office/Bus Driver	8/25/10
Summerlin, Shannon	Central Office/Bus Driver	8/25/10
Etheridge, Angel	Central Office/Secretary	8/9/10
Heckethorn, Benjamin	Asheboro High/Social Studies	8/18/10
Domally, Marc	Asheboro High/Instructional Assistant	8/18/10
Needham, Georgie Ann	McCrary/Instructional Assistant	8/18/10
Wright, Paul	Asheboro High/Instructional Assistant	8/18/10
Walker, William Scott	Asheboro High/Mathematics	TBD
Lanier, Sarah	McCrary/5 th Grade	8/18/10
Hernandez, Nicole	South Asheboro/Lang. Arts/Soc. Studies	8/18/10
Brooks, Krista	North Asheboro/English as a 2 nd Language	TBD
Craven, Kevin	Teachey/Instructional Assistant	8/18/10
Borchert, Cheryl	Teachey/Instructional Assistant	8/18/10
Bartlett, Sarah	Balfour/1 st Grade	8/18/10

Leaves of Absence

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Kern, Ella	Asheboro High/Instructional Assistant	8/18/10 – 11/5/10
Hamm, Jennifer	Balfour/Kindergarten	8/18/10 – 6/14/11

Transfers

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Ritter, Debora	Central Office/Secretary to Central Office/ Administrative Assistant	8/9/10
Henderson, Tammy	McCrary/Instructional Assistant to McCrary/Data Manager/Treasurer	8/2/10
Clippinger, Teresa	South Asheboro/Instructional Assistant to Asheboro High/Instructional Assistant	8/18/10
Jones, Jasmin	Lindley Park/Instructional Assistant to	8/18/10

Covey, Walter to South Asheboro/Instructional Assistant
Loflin/Custodian to Loflin/Head Custodian 7/26/10

Administrative Contract

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Thompson, April	North Asheboro/Assistant Principal	8/16/10 – 6/30/12

Dr. Frost introduced Ms. April Thompson and congratulated her as she becomes the assistant principal of North Asheboro Middle School beginning 8/16/10.

Title I Plan for 2010-2011 (A copy of the plan will become a part of these minutes.)

Signature Card for McCrary School (A copy of the Signature Card will become a part of these minutes.)

Information, Reports and Recommendations

Dr. Frick reviewed the Adequate Yearly Progress (AYP) school status and ABC results for 2009-2010. Four out of the eight schools met adequate yearly progress: Balfour, Donna L. Loflin Elementary, Lindley Park Elementary, and South Asheboro Middle School. Seven of the eight schools made expected or high growth: Balfour, Loflin, Lindley Park, McCrary, Teachey, South Asheboro Middle School and North Asheboro Middle School.

Dr. Harper reported on procedures for Asheboro City Schools' *No Child Left Behind* School Choice Plan for the 2010-2011 school year and presented public school choice options. The two schools offering school choice will be McCrary Elementary and Donna L. Loflin Elementary. The choice transfer schools will be Balfour Elementary and Teachey Elementary.

Dr. Frick presented the following policies for 30-day review: Policy 7910, *Retirement* – An addition has been made to require the anticipation of notification of retirement from 90 days to 120 days; Policy 7000, *Resignation* – A section has been included which ensures that an employee who is resigning may request an exit conference with a director, supervisor, or administrator to discuss reasons for leaving and/or practices that the individual feels may be detrimental to the objectives of the school district; Policy 7821, *Petition for Removal of Personnel Records* – The present policy is in compliance with legal requirements. The only amendment to the policy is changing the name, Director of Personnel to Assistant Superintendent of Human Resources; Policy 7820, *Personnel File* – As updates to the policy, several sections have been added that include specific records that must be filed separately (pre-employment information, criminal record check, and medical information); information available to parents of students attending Title I schools and public information; Policy 7730, *Employee Conflict of Interest* – Updates have been made to establish the expectation that employees will avoid engaging in any conduct that might create a conflict of interest within job responsibilities.

Action Items

Following a 30-day review, a motion was made by Mr. Jones and seconded by Mr. Cheek, to approve the following policies: Policy 3540 – *Comprehensive Health Education Program*; Policy 4353 – *Long-Term Suspension, 365 Day Suspension, Expulsion*; and Policy 6150 – *Head Lice*. (A copy of the policies will become a part of these minutes.)

Superintendent's Report/Calendar of Events

Dr. Frost invited board members to attend Convocation on August 20th and reminded them of the NCSBA District V meeting to be held at Eastern Guilford High School in Gibsonville on September 22, 2010.

Ms. Freemyer shared the Calendar of Events highlighting the following dates: Parent FAN Fair, August 28; McCrary PTO meeting, September 16 at 6:00 p.m.; Loflin PTA meeting, September 16 at 6:30 p.m.; GEAR UP College Week Kick Off with Coach Boone at Asheboro High School, September 27; and Math Curriculum Night at Lindley Park, November 2.

Board Operations

A motion was made by Mr. Yow, seconded by Ms. Harrington, and unanimously approved by the Board to move two board meeting dates: November 11, 2010 to November 9, 2010 and June 9, 2011 to June 16, 2011.

Chairman Kidd provided board members with school assignments for the 2010-2011 school year and urged them to attend events at their designated schools as well as other schools throughout the school year.

Upon motion by Ms. Cranford, seconded by Mr. Jones, and unanimously passed, the Board entered closed session at 8:20 p.m. to discuss the Superintendent's Annual Performance Evaluation.

Executive Session

A motion was made by Dr. Harris, seconded by Mr. Cheek, and unanimously approved to adjourn from executive session and convene in open session at 9:45 p.m.

Board Operations

A motion was made by Ms. Cranford and seconded by Mr. Cheek, to approve the Superintendent's contract as agreed renewing the contract, extending it to 2014, and approving the compensation package per her contract. Motion passed 7-3 with Mr. Robbins, Mr. Lamb, and Mr. Cheek voting no. (Mr. Priest did not vote due to being called away from the meeting before the vote.)

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 9:50 p.m.

Chairman

Secretary

**Asheboro City Schools
Personnel Transactions
September 9, 2010**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Abbott, Sandra	AHS/Instructional Management Coordinator	8/31/10
Boone, Angela	GBT/Instructional Assistant	8/9/10
Pollard, Dianna	GBT/Instructional Assistant	8/17/10
Smith, Nichole	SAMS/Media Coordinator	8/27/10

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Dawson, Julia	SAMS/Media Coordinator	8/30/10
Faircloth, Nicole	GBT/Instructional Assistant	8/30/10
Keeter, Marc	CO/Technician	9/20/10
Leitinger, Daniel	LP/Custodian (PT)	8/17/10
O'Briant, Lynda	NAMS/Business Education	8/23/10
Peterson, Joanna	AHS/Instructional Management Coordinator	TBD
Richau, Kim	GBT/Instructional Assistant	8/18/10
Slate, Amy	ECDC/Pre-Kindergarten	8/23/10
Thompson, Amanda	AHS/Special Education	TBD

C. TRANSFERS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Carson, Tammy	ECDC/Daycare to ECDC/Instructional Assistant	8/18/10

**Asheboro City Schools
Personnel Transactions
September 9, 2010
Addendum**

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

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Fleming, Carol	CWM/LP/Art Teacher	9/9/10

***B. APPOINTMENTS**

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Brewer, Amy	Substitute - \$69/day	8/25/10
Bristow, Kimberly	Substitute - \$69/day	8/25/10
Bynum, Tony	Substitute - \$69/day	8/25/10
Coble, Amber	Substitute - \$69/day	8/25/10
Dunker, Mary "Kisha"	Substitute - \$69/day	8/25/10
Erickson, Dainya	Substitute - \$69/day	8/25/10
Ireland, Sarah	Substitute - \$69/day	8/25/10
Nance, Jeffrey	Substitute - \$69/day	8/25/10
Neely, Anne	Substitute - \$69/day	8/25/10
Roessing, Carly	Substitute - \$69/day	8/25/10
Spivey, Rebecca	Substitute - \$90/day	8/25/10
Thompson, Amanda	AHS/Special Education	9/7/10
Todd, Karen	Substitute - \$90/day	8/25/10

**Asheboro City Schools
Certified Appointments
September 9, 2010**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Dawson, Julia	University of South Florida B: Elementary Education	Elementary Education Media

Julia Dawson is recommended to be the Media Coordinator at South Asheboro Middle School. Mrs. Dawson is an Asheboro resident who has served Balfour School as an Instructional Assistant since 2005. She is enrolled currently in a Master's program in Media at East Carolina University. Before moving to Asheboro, Mrs. Dawson taught kindergarten in Union County Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
O'Briant, Lynda	Appalachian State University B: Business Education	Business Education

Formerly a teacher at Asheboro High School, Lynda O'Briant is recommended to teach Business Education at North Asheboro Middle School. Mrs. O'Briant taught at AHS for thirteen years before moving out-of-state for several years. After returning to Asheboro last year, Mrs. O'Briant taught at Eastern Guilford High School. She is excited about returning to Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Peterson, Joanna	UNC - Greensboro B: Family and Consumer Science	Family and Consumer Science Reading

A veteran educator with more than twenty years of teaching experience, Joanna Peterson is recommended to be the Instructional Management Coordinator for Career and Technical Education. Ms. Peterson's experience includes stints in High Point City Schools and Randolph County Schools. In addition to her classroom experience, Ms. Peterson served as a teacher leader in the role of Instructional Lead Teacher at Trinity High School.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Slate, Amy	Coastal Carolina (SC) University B: Birth to Kindergarten	Birth - Kindergarten

Amy Slate is recommended to teach pre-kindergarten at the Early Childhood Development Center. Mrs. Slate has been teaching since graduating from Coastal Carolina in 2000. She taught in Lexington City Schools for six years, Randolph County Schools for one year, and taught most recently at Village Kids Childcare in Greensboro. Mrs. Slate will serve students with disabilities and their families.

NAME

Thompson, Amanda

COLLEGE/DEGREEUNC - Greensboro
B: Interior Design**LICENSURE**

Special Education

A resident of Randleman, Amanda Thompson is recommended to teach Special Education at Asheboro High School. After working for six years as a designer, Ms. Thompson served ACS for a year as a substitute teacher and worked last school year as an Instructional Assistant in a Special Education classroom at SAMS. She has answered the call to teach and is anxious to serve the students at AHS.

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

Group Making Request: AHS Chorus School: Asheboro High School

Destination: New York City, NY Date of Trip: April 14-18, 2011

Number of Students Involved: 75 Percent of Total Group: 100%

Reasons for Students Not Attending: None

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

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

Number of Vehicles Needed (to be secured by the Central Office): None

Number of Drivers Needed (to be secured by the Central Office): None

Departure Time: Thursday, April 14 2:00 PM Return Time: Monday, April 18 8:00 PM Round Trip Miles (estimated): _____

Estimated Cost to the Student: \$700.00

Purpose(s) of the Field Trip: Students will attend Broadway shows, participate in tours, participate in a workshop, and perform while in New York.

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

Undecided - But parents will serve as group chaperones; the ratio will be 1 parent for every 5 or 6 students.

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

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

Delores B. Crutcher Sponsor 8-19-2010 Date

Approved: Ken Fites Principal 8/20/2010 Date

Approved: Bud Rai Superintendent or Designee 8/23/10 Date

Transportation Scheduled: [Signature] Transportation Supervisor 8-23-10 Date

Special Comments/ Response: Please see attached request/proposal.

To: Mr. Kemper Fitch, Principal, Asheboro High School (AHS)
Cc: Dr. Diane Frost, Superintendent, Asheboro City Schools (ACS)
The Asheboro City Schools Board of Education
From: Delores Crutchfield, Choral Director, Asheboro High School
Re: AHS Chorus Trip to New York City, Spring 2010-2011

The students and teacher of the Park Street Vocal Ensemble and the Concert Chorus of Asheboro High School request permission to travel to New York City in April, 2011.

Proposal:

The students will travel to New York City via motor coach. Motor coaches will be arranged through an ACS Board-approved company. The length of stay will be four nights and four days. Students will depart on Thursday, April 14, at 2:00 P.M. and return by 8:00 P.M. on Monday, April 18, 2009.

The trip will be contracted through the Triad Travel Club of Greensboro. Accommodations for the first night of travel will be at a 3-star hotel in Hanover, Maryland. Accommodations while in the New York City area will be at a 3-star hotel in Newark, New Jersey, for two nights in proximity to New York City. Rooms will be reserved with 4 people per room. Lodging in New Jersey provides a more economical and affordable trip, which in turn provides opportunity for more students to participate.

While in New York City, students will attend two or three Broadway shows. Students will participate in a Broadway workshop that focuses on vocal preparation and production and/or audition preparation. Students will participate in several tours, such as a tour of the Metropolitan Museum of Art, the NBC Studios, and/or Madam Tussaud's Wax Museum.

The AHS Park Street Ensemble has been invited to perform as the featured choir for Palm Sunday Mass on Sunday, April 17, at St. Paul's Cathedral in New York City. The Ensemble, as well as the AHS Concert Chorus, will also present a concert immediately following Mass.

Student safety will be first and foremost throughout the trip. Buses will take students to all activities. Students will be assigned in groups with a parent/adult chaperone; a chaperone will typically supervise only 5 or 6 students. Students will be assigned to the same bus as their chaperone. Students will be required to be with their group/chaperone at all times. No student may go sightseeing or exploring on his/her own. An evening curfew will be in place. No student may leave his/her room after curfew except

with a chaperone. A security guard will be provided at night in the hotel to further enhance a feeling of safety for the students (and for parents peace of mind, as well).

Financial regards:

The total cost of the trip is expected to be approximately \$680.00 to \$700.00 per person. The cost of the trip includes all show and tour tickets, Broadway workshop, lodging for 4 nights, transportation, and seven meals. Those meals included in the trip, are: breakfast each morning at both of the hotels and 2 dinners at restaurants such as Hard Rock Café and Mama Sbarro's, and a dinner cruise aboard Spirit Cruises.

Other expenses that a student might incur during the trip would include some meals, snacks, souvenirs, and incidentals. Students will participate in a fund-raiser to help defray a portion of or the entire cost of the trip. A non-refundable deposit of \$125.00 will be required of each person participating in the trip. This amount is necessary to secure tickets to the very popular Broadway show "Lion King". The remaining trip cost of approximately \$575.00 will be paid in installments.

For students who have financial circumstances/hardship that would prevent them from participating in the trip because of cost, monies in the AHS choral fund will be available to help defray a portion of the cost for those students.

**Teacher Turnover Summary
Asheboro City Schools
August 2010**

(Reporting Period: March 2009 – 2010)

Number of Classroom Teachers Employed	348
Number of Classroom Teachers Leaving	40
Rate of Teacher Turnover	11.5

<u>Reasons for Leaving</u>	<u># Teachers</u>
Retirement – Re-employed Retiree	11
Retirement – Full Benefits	4
Resigned – Teach in another NC LEA	8
Resigned – To Teach in another State	4
Resigned – In Lieu of Non-Renewal	4
Resigned – Career Change	3
Resigned – To Continue Education	1
Moved to Non-Teaching Position in ACS	4
Deceased	1

**Teacher Turnover
Asheboro City Schools
November 2010**

(Reporting Period: March 2009 – March 2010)

Retirement – Re-Employed Retiree (11)

1. Baxter, Vickie
2. Brown, Roberta
3. Coltrane, Maxine
4. Graham, Pam
5. Isbell, Linda
6. Lahr, Anita
7. Lamb, Jeanne
8. Lewis, Charles
9. Mackie, Angela
10. McCullah, Sue
11. Watson, Sarah

Retirement – Full Benefits (4)

1. Butler, Jacqueline
2. Gardner, Ann
3. Greene, Linda
4. Hurley, Stephanie

Resigned – Teach in another NC LEA (8)

1. Black, Kim (Randolph)
2. Cudd, Michele (Pamlico)
3. Davis, Debbie (Guilford)
4. Early, Dawn (Moore)
5. McKee, Gina (Randolph)
6. McNeill, Julie (Moore)
7. Smith, Labreeska (Guilford)
8. Turney, Shea (Alamance-Burlington)

Randolph County – 2

Guilford County – 2

Moore County – 2

Alamance-Burlington – 1

Pamlico County – 1

Resigned – To Teach in another State (4)

1. Clark, Nathan (Michigan)
2. Reagan, Rachel (Florida)
3. Taylor, Sarah (New York)
4. Williams, Todd (Indiana)
- 5.

Resigned – Career Change (3)

1. Card, Craig (Education Technology)
2. Robbins, Sherrie (Nursing)
3. Tysinger, Brent (Ministry)

Moved to Non-Teaching Position in Asheboro City Schools (4)

1. Foster, Missy (Teacher to Instructional Facilitator)
2. McClosky, Joel (Teacher to Instructional Facilitator)
3. Whigham, Johnnie (Teacher to Special Education Facilitator)
4. Wisnasky, Sheena (Teacher to Instructional Facilitator)

Resigned – To Continue Education or Sabbatical (1)

1. Hall, Rachel

Deceased (1)

1. Bagge, Anne

Turnover – By School

Balfour	11.9 %	
McCrary	5.8 %	
Loflin	18.1 %	
Teachey	5.0 %	
Lindley Park	6.3 %	
NAMS	10.5 %	
SAMS	24.4 %	
AHS	10.2 %	
ECDC	0.0 %	(Not included in State report)

Turnover – By Experience Level

0 – 5 Years	19 teachers	47.5 %
6 – 10 Years	2 teachers	5.0 %
11 – 15 Years	2 teacher	5.0 %
16 – 20 Years	1 teacher	2.5 %
20 – 25 Years	1 teachers	2.5 %
26 + Years	15 teachers	37.5 %

Turnover – Historical

2000-2001	15.6 %
2001-2002	9.8 %
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 %
10-Year Average	13.5 %
5-Year Average	14.7 %

Teachers Leaving By School:

<u>BAL</u>	<u>CWM</u>
Brown, Roberta	Foster, Missy
Coltrane, Maxine	Graham, Pam
Early, Dawn	
McClosky, Joel	
Taylor, Sarah	
<u>DLL</u>	<u>GBT</u>
Lahr, Anita	Gardner, Ann
Lamb, Jeanne	Mackie, Angela
Turney, Shea	
Williams, Todd	
Wisnasky, Sheena	

<u>LP</u>	<u>NAMS</u>
Isbell, Linda	Card, Craig
McCullah, Sue	Greene, Linda
	Kubik, Chris
<u>SAMS</u>	Watson, Sarah
Baxter, Vickie	
Clark, Nathan	<u>AHS</u>
Hurley, Stephanie	Bagge, Anne
Kemp, Jimmy	Black, Kim
McKee, Gina	Buckner, Taylor
McNeill, Julie	Butler, Jackie
Reagan, Rachel	Cudd, Michele
Smith, Labreeska	Davis, Debbie
Tysinger, Brent	Hall, Rachel
Whigham, Johnnie	Lewis, Charles
	Robbins, Sherrie

**New Teachers
"Recruiting Class of 2010"**

Number of teachers hired for the 2010-11 school year (February – August)		37
➤ Pre-Kindergarten	2	
➤ Elementary	15	
➤ Middle	10	
➤ High	8	
➤ Special Support	2	

Teachers hired from North Carolina	34	
Teachers hired from outside North Carolina	3	(2 OH; 1 IL)
(21 teachers hired were residents of Asheboro/Randolph County)		

Teachers hired graduated from the following colleges/universities (Bachelor's/Master's)

➤ UNC-Greensboro	12
➤ Appalachian State	5
➤ East Carolina	3
➤ UNC-Chapel Hill	2
➤ Elon	2
➤ UNC-Pembroke	2
➤ UNC-Wilmington	1
➤ Guilford	1
➤ High Point	1
➤ North Carolina State	1
➤ Johnson C. Smith	1
➤ Greensboro	1
➤ Berry (GA)	1
➤ Niagara (NY)	1
➤ Ashland (OH)	1
➤ Youngstown State (OH)	1
➤ South Florida (FL)	1
➤ Institutio Saenz (Argentina)	1
➤ St. Xavier (IL)	1
➤ Governor's State (IL)	1
➤ Coastal Carolina (SC)	1

Teaching Experience Level

Beginning Teachers	19
Experienced Teachers	18

Teachers Degree Level

Bachelor's	29
Master's	9

Recruiting Strategies – First Contact with Asheboro City Schools

- **Word of mouth (ACS employees)**
- **Recruitment Fairs on college/university campuses**
- **Regional Recruitment Fair in metropolitan area**
- **Web site vacancy posting**
- **NC Application System**
- **Current ACS employee (“Grow our own”)**
- **Former employee returns**
- **E-mail**
- **Student teaching in ACS**

The No Child Left Behind Act of 2001 (P.L. 107-110)
Title I, Part A: Application 2010-2011
Improving the Academic Achievement of the Disadvantaged
Executive Summary – August 12, 2010
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 35% 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 1 Planning Allotment for: district administration, parental involvement, prekindergarten programs, professional development, School Improvement, District-wide instructional initiatives, support of homeless students, and 'other' (we are including 'unbudgeted reserve from AARA funds'). Title 1 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.

We continue to emphasize our balanced literacy initiative in the 2010-11 Title I Application for Asheboro City Schools. Other initiatives noted in the plan are: math content/concept development; parent outreach; and our elementary grades technology initiative.

Staffing:

We have designated district-level Title I dollars to fund a literacy lead teacher, a math lead teacher, and an interpreter. We have also included a number of additional teacher and teacher assistant positions that: 1) are important to our efforts to increase professional collaboration, and 2) protect positions that would have been cut by the State. The two lead teachers collaborate with the regular classroom teachers to assess, plan, and implement effective instruction, model demonstration lessons, participate in peer coaching and provide professional development for teachers K-5.

Additional staff positions are paid for through school-level allocations. School-based Title 1 positions include: reading facilitators at each school and parent coordinators at two schools.

Note - August 2010 addendum to application: School Leadership Teams at the three elementary schools that do not currently have parent coordinators have built part-time parent outreach coordinators into their budgets using discretionary Title 1 funds allotted to those schools. The goals for these positions include: increasing parental involvement, increasing community partnerships, increasing mentors/tutors, and increasing student learning by working with/through parents.

Continuous Improvement Plans:

School-wide program services are built upon school-wide reform strategies. The Continuous Improvement Plan for each elementary school incorporates the ten components of Title I, including 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, coordination and integration of Federal, State, and local services.

School Improvement:

The No Child Left Behind act includes sanctions for schools and districts that do not meet Adequate Yearly Progress. Schools that do not meet AYP for two consecutive years go into School Improvement status. During the 2009-2010 school year, Balfour and McCrary Elementary Schools were in School Improvement Status 2 (Choice and SES). Loflin Elementary School was in School Improvement Status 1 (Choice). We allotted \$40,000 in Title I funds to support School Choice for parents of Balfour, McCrary and Loflin students who wished to move their children to Teachey or Lindley Park. We also allotted \$450,000 for students who applied for Supplemental Education Services (SES) at Balfour and McCrary.

This year, Balfour exited School Improvement status. We continue to plan to provide transportation to support Choice for McCrary, and Loflin students. We are also planning to provide SES services at McCrary. We are allocating \$10,000 and \$50,000 to these efforts respectively. If these contingency funds for School Improvement are not needed, they can be reallocated to the schools.

Budget

Planning Allotment	\$ 2,172,576.00
Expected Carryover	\$ 1,791,809.00
District Set-Asides	
Parental involvement	\$ 21,730.00
Pre-kindergarten	\$ 176,120.00
School Improvement	\$ 60,000.00
District-wide Instructional Initiative	\$ 348,730.00
Homeless student support	\$ 5,000.00
Other: Unbudgeted Reserve (ARRA)	\$ 350,000.00
Administrative and indirect costs	\$ 192,000.00
Total Set-Asides	\$1,153,580.00
Allotment to Schools	\$2,810,805.00

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 1705 students in grades K-5 who qualified for Free/Reduced Lunch in January of this year. This gave us a per pupil allocation of \$1,648.56. 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 2010-2011

Balfour Elementary	\$ 743,501.00
McCrary Elementary	\$ 497,865.00
Loflin Elementary	\$ 484,677.00
Teachey Elementary	\$ 534,133.00
Lindley Park Elementary	\$ 550,619.00

Evaluation

The effectiveness of the Title I, Part A grant is evaluated in a variety of ways. Formal evaluation is made in grades K-2 through the Literacy and Math Portfolio results for each school. District-level benchmark assessments have been developed for grades 3-5 in math and reading and are administered quarterly. End of Grade Tests in reading and mathematics provide quantitative data for comparison of results. Formal running records, given three times per year, are analyzed to track student growth. Daily running records provide formative assessment for guiding instruction. A fourth grade writing assessment is administered according to NCDPI guidelines. Collaboration during “data wall” meetings helps teachers visualize the level of student progress and pinpoint necessary interventions for struggling students.

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.

Asheboro City Schools – Web 2.0 On-line Communication

Parents and our community at large are turning to Web 2.0 tools to acquire critical answers, form coalitions, and make sense of the world. Web 2.0 tools include, among others, social networking (e.g. Facebook, LinkedIn), wikis, blogging, microblogging (e.g. Twitter), podcasts, and RSS feeds. The aim of using Web 2.0 tools is to facilitate communication, collaborate, exchange information, streamline processes, foster productivity, and gather ideas.

Goal 4 of Asheboro City Schools 2010-2013 Strategic Plan reads:

Asheboro City Schools will collaborate with parents, community and higher education partners to promote student success.

Objective 2 states: Increase communication and outreach to parents.

2010-11 Board Goal strategy – implement social media.

Asheboro City Schools is preparing to engage our parents and community by establishing Facebook and Twitter accounts to expand our communication reach. We will continue to use traditional communication methods, such as: district and school newsletters, website, press releases, AlertNow messages, parent nights, face-to-face meetings and conferences, annual report and various brochures and publications about special programs and our strategic plan.

Our goal is to post information two to three times a week and more frequently as needed. The types of communication we plan to include are: special announcements of upcoming school or district events; recognitions of awards and honors; press releases; emergency information as needed; messages to link audience to website for additional information on various topics. Due to the evolving nature of social networking sites, we will monitor activity on a daily basis and respond as needed.

Proposed Launch – September 16, 2010

Communication Plan:

- Notify staff via Monday Musings
- AlertNow message to all families
- Article in Courier-Tribune
- Article in Connection Newsletter
- Website

Policy 7730: Employee Conflict of Interest

As recommended to the Board Policy Committee, July 15, 2010

This policy establishes the expectation that employees will avoid engaging in any conduct that might create a conflict of interest within job responsibilities. The Board provides directives specific to financial interests including contracts with the Board and non-school employment as well as those related to receipt of gifts. These updates bring our board policy into compliance with all legal requirements found within North Carolina General Statute.

Employees are expected to avoid engaging in any conduct that creates or gives the appearance to the public of creating a conflict of interest with job responsibilities with the school system. While there may be other conflicts of interests, employees must follow board directives in the following areas.

A. FINANCIAL INTERESTS

An employee shall not engage in selling goods or services to the board and shall not engage in or have a financial interest, directly or indirectly, in any activity that conflicts with duties and responsibilities in the school system.

1. Contracts with the Board

An employee shall not do any of the following:

- a. obtain a direct benefit from a contract that he or she is involved in making or administering on behalf of the board, unless an exception is allowed pursuant to G.S. 14-234 or other law;
- b. influence or attempt to influence anyone who is involved in making or administering a contract on behalf of the board; or
- c. solicit or receive any gift, reward or promise for recommending, influencing or attempting to influence the award of a contract.

An employee is involved in administering a contract if he or she oversees the performance of the contract or has authority to interpret or make decisions regarding the contract. An employee is involved in making a contract if he or she participates in the development of specifications or terms of the contract or participates in the preparation or award of the contract. An employee derives a direct benefit from a contract if the employee or his or her spouse does any of the following: (1) has more than a 10 percent ownership or other interest in an entity that is a party to the contract; (2) derives any income or commission directly from the contract; or (3) acquires property under the contract.

2. Non-School Employment

The board recognizes that some employees may, in their own time, pursue additional compensation. Any such employee shall not engage in the following:

- a. non-school employment that adversely affects the employee's availability or effectiveness in fulfilling job responsibilities;
- b. work of any type in which the sources of information concerning

customer, client or employer originate from any information obtained through the school system;

- c. work of any type that materially and negatively affects the educational program of the school system;
- d. any type of private business using system facilities, equipment or materials, unless prior approval is provided by the superintendent; or
- e. any type of private business during school time or on school property.

The superintendent may grant prior approval for work performed under subsections d and e above if such work enhances the employee's professional ability or professional growth for school-related work. The superintendent may establish reporting procedures to require employees to notify the school system of any non-school employment.

B. RECEIPT OF GIFTS

No gifts from any person or group desiring or doing business with the school system may be accepted by a school employee, except for instructional products or advertising items of nominal value that are widely distributed.

Legal References: G.S. 14-234 and -234.1; 115C-47(18); 133-32

Cross References: Board Member Conflict of Interest (policy 2121)

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

Revised:

Policy 7820: Personnel Files

As recommended to the Board Policy Committee, July 15, 2010

As required by law, personnel files are maintained in the personnel office. It is the responsibility of the superintendent 1) to ensure that all appropriate employment-related information is placed into the files, and 2) to regulate access to these files. Each employee is provided procedural protections regarding this procedure. The policy provides a list of records that must be maintained within personnel files. As updates to the current policy, several sections have been added that include the following: 1) specific records that must be filed separately (pre-employment information, criminal record check, and medical information), 2) information available to parents of students attending Title I schools, and 3) public information.

Personnel files will be maintained in the personnel office for all employees as provided by law. The superintendent and all supervisors are directed to ensure that all appropriate employment-related information is submitted to the files. Employees will be provided with all procedural protections as provided by law.

The superintendent has overall responsibility for granting or denying access to personnel records consistent with this policy.

A. RECORDS MAINTAINED

The following records must be maintained in the personnel file:

1. evaluation reports made by the administration;
2. commendations for and complaints against the employee (see Section C);
3. written suggestions for corrections and improvements made by the administration;
4. certificates;
5. employee's standard test scores;
6. employee's academic records;
7. application forms; and
8. other pertinent records or reports.

B. CERTAIN EMPLOYEE RECORDS MAINTAINED SEPARATELY

The following employee information must be kept separate from the employee's general personnel information, in accordance with legal and/or board requirements:

1. Pre-Employment Information

Letters of reference about an employee obtained before his or her employment by the board and, for teachers, any other pre-employment information collected, must be filed separately from the employee's general personnel information and must not be made available to the employee.

2. Criminal Record Check

Data from a criminal history check must be maintained in a locked secure location separate from the employee's personnel file. The superintendent shall designate which school officials have a need to know the results of the criminal history check. Only those officials so designated may obtain access to the records.

3. Medical Information

Employee medical information, including the following, must be kept in a separate confidential file and may be subject to special disclosure rules:

- a. health certificates (see policy 7120, Employee Health Certificate);
- b. drug test results, except that drug use or alcohol use contrary to board policy or law also may be documented in the personnel file (see policy 7241, Drug and Alcohol Testing of Commercial Motor Vehicle Operators);
- c. information related to an employee's communicable disease/condition or possible occupational exposure to bloodborne pathogens (see policies 7260, Occupational Exposure to Bloodborne Pathogens, and 7262, Communicable Diseases – Employees);
- d. medical information related to leave under the Family and Medical Leave Act (see policy 7520, Family and Medical Leave); and
- e. genetic information, as defined by the Genetic Information Nondiscrimination Act of 2008.

4. Complaints/Reports of Harassment or Sexual Harassment

The superintendent or designee shall maintain records of all reports and complaints of discrimination and the resolution of such complaints. Allegations of harassment must be kept confidential to the extent possible. Employees involved in the allegations will be identified only to individuals who need the information to investigate or resolve the matter or to ensure that due process is provided to the accused employee (see policies 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying, and 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure).

If the allegations are substantiated through investigation, the superintendent or designee shall ensure that the provisions of Section C, below, are followed to the extent that they do not conflict with the rights of any individual.

C. PLACEMENT OF RECORDS IN PERSONNEL FILE

All evaluations, commendations, complaints or suggestions for correction or improvement must be placed in the central office personnel file after the following requirements are met:

1. the comment is signed and dated by the person making the evaluation, commendation, complaint or suggestion;
2. the supervisor has attempted to resolve the issue raised in a letter of complaint, and documentation of such efforts is attached with the supervisor's recommendation to the superintendent as to whether the complaint contains any invalid, irrelevant, outdated or false information; and
3. the employee has received a copy of the evaluation, commendation, complaint or suggestion five days before it is placed in the file.

All written complaints that are signed and dated must be submitted regardless of whether the supervisor considers the complaint to be resolved.

The supervisor is expected to use good judgment in determining when documents should be submitted to the file immediately and when a delay is justified, such as when there exists a plan of improvement that is frequently revised. However, all evaluations, commendations, complaints or suggestions for correction or improvement should be submitted by the end of the school year or in time to be considered in an evaluation process, whichever is sooner. The supervisor or principal should seek clarification from the ~~associate~~ Assistant Superintendent of Human Resources as necessary to comply with this policy.

The employee may offer a denial or explanation of the evaluation, commendation, complaint or suggestion, and any such denial or explanation will become part of his or her personnel file, provided that it is signed and dated.

The superintendent may exercise statutory authority not to place in an employee's file a letter of complaint that contains invalid, irrelevant, outdated or false information or a letter of complaint in situations when there is no documentation of an attempt to resolve the issue.

D. ACCESS TO PERSONNEL FILE

1. Every employee has the right during regular working hours to inspect his or her personnel file, provided that three days' notice is given to the personnel office.
2. Access to a personnel file may be permitted to the following persons without the consent of the employee about whom the file is maintained:
 - a. those school officials involved in the screening, selection or evaluation of the individual for employment or other personnel action;

- b. members of the board of education, if the examination of the file relates to the duties and responsibilities of the board member;
 - c. the board attorney;
 - d. the superintendent and other supervisory personnel;
 - e. the case manager in a demotion or dismissal procedure regarding the employee; and
 - f. law enforcement and the school system attorney to assist in the investigation of a report made to law enforcement pursuant to G.S. 115C-288(g) or regarding an arson; an attempted arson; or the destruction of, theft from, theft of, embezzlement from, or embezzlement of any personal or real property owned by the board. Five days' written notice will be given to the employee prior to such disclosure.
3. No other person may have access to a personnel file except under the following circumstances:
 - a. when an employee gives written consent to the release of his or her records, which specifies the records to be released and to whom they are to be released;
 - b. when subpoenaed or pursuant to court order; or
 - c. when the board has determined and the superintendent has documented that the release or inspection of information is essential to maintaining the integrity of the board or the quality of services provided by the board.
 4. Each request for consent to release records must be handled separately.
 5. It is a criminal violation for an employee or board member to do either of the following:
 - a. knowingly, willfully and with malice permit any unauthorized person to have access to information contained in a personnel file; or
 - b. knowingly and willfully examine, remove or copy a personnel file that he or she is not specifically authorized to access pursuant to G.S. 115C-321.

E. INFORMATION AVAILABLE TO PARENTS OF STUDENTS ATTENDING TITLE I SCHOOLS

The following information about a student's teacher(s) or paraprofessional(s) providing services to a student must be provided upon request to the parent of a student attending a

Title I school:

1. whether the teacher has met North Carolina qualification and licensing criteria for the grade level(s) and subject area(s) in which the teacher provides instruction;
2. the teacher's baccalaureate degree major and any post-graduate certification or degree held;
3. whether the teacher is teaching under emergency or other provisional status through which North Carolina qualification or licensing criteria have been waived; and
4. the qualifications of any paraprofessional providing services to the student.

F. PUBLIC INFORMATION

1. The following information contained in an employee's personnel file is public record and may be released to members of the general public upon request:
 - a. name;
 - b. age;
 - c. date of original employment or appointment;
 - d. the terms of any past or current contract by which the employee is employed, whether written or oral, to the extent that the board has the written contract or a record of the oral contract in its possession;
 - e. current position;
 - f. title;
 - g. current salary (includes pay, benefits, incentives, bonuses, deferred compensation and all other forms of compensation paid to the employee);
 - h. date and amount of most recent increase or decrease in salary;
 - i. date of most recent promotion, demotion, transfer, suspension, separation or other change in position classification; and
 - j. current assignment.
2. The name of a participant in the North Carolina Address Confidentiality Program is not a public record, is not open to inspection, and must be redacted from any records released.

3. Volunteer records are not considered public records.
4. Unless an employee submits a written objection to the personnel office, the board also may make the following information available about each employee as part of an employee directory:
 - a. address;
 - b. telephone number;
 - c. photograph;
 - d. participation in officially recognized activities and sports; and
 - e. degrees and awards received.
5. Employees will be notified of their right to object before any such directory is compiled or revised.
6. Under no circumstances will the following be released pursuant to a public records request or as part of an employee directory:
 - a. personal identifying information, as defined in policy 4705/7825, Confidentiality of Personal Identifying Information; or
 - b. name, address or telephone number of a participant in the North Carolina Address Confidentiality Program.

G. REMOVAL OF RECORDS

An employee may petition the board of education to remove any information from his or her personnel file that the employee deems invalid, irrelevant or outdated.

Legal References: No Child Left Behind Act of 2001, 20 U.S.C. 6311(h)(6); Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff *et. seq.*; G.S. 114-19.2; 115C-36, -47(18), -209.1, -319 to -321, -325(b); 16 N.C.A.C. 6C .0313

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Confidential Information (policy 2125/7315), North Carolina Address Confidentiality Program (policy 4250/5075/7316), Confidentiality of Personal Identifying Information (policy 4705/7825), Public Records – Retention, Release and Disposition (policy 5070/7350), Employee Health Certificate (policy 7120), Drug and Alcohol Testing of Commercial Motor Vehicle Operators (policy 7241), Occupational Exposure to Bloodborne

Pathogens (policy 7260), Communicable Diseases – Employees (policy 7262), Family and Medical Leave (policy 7520), Petition for Removal of Personnel Records (policy 7821)

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

Updated: April 8, 1999, April 19, 2007

Policy 7821: Petition for Removal of Personnel Records

As recommended to the Board Policy Committee, July 15, 2010

This policy is in compliance with all legal requirements. The only update is the replacement of the title, "Director of Personnel," with "Assistant Superintendent of Human Resources."

PETITION FOR REMOVAL OF PERSONNEL RECORDS

Policy Code:

7821

Any employee may petition the board of education to have removed from his or her personnel file any information that the employee believes to be invalid, irrelevant or outdated. The board may order the superintendent to remove said information if it finds the information is invalid, irrelevant or outdated.

1. The petition will be in writing, signed by the employee and submitted to the ~~Director of Personnel~~ Assistant Superintendent of Human Resources.
2. The petition will identify the specific information in question and the reasons for claiming it is invalid, irrelevant or outdated.
3. The written petition and the information in question, together with a recommendation from the superintendent or his or her designee, will be submitted by the administration to a panel of the board consisting of not less than two members appointed by the chairperson.
4. The board panel will review the petition and the information in question and may make a decision including, but not limited to, the following:
 - a. deny the request for removal;
 - b. make a specific finding that the information in question is “invalid, irrelevant or outdated” and instruct the superintendent to remove the information in question from the employee’s personnel file;
 - c. make a specific finding that the information in question is “invalid, irrelevant or outdated”, but decide to leave the information in question in the employee’s personnel file and add to the personnel file a copy of the petition, the superintendent’s recommendation and the panel’s findings;
 - d. request more written information from the petitioner and/or the person who submitted the information in question for placement in the petitioner’s personnel file;
 - e. schedule a hearing to allow both parties to present additional information; or
 - f. such other appropriate action as the panel may deem proper.

5. The decision of the panel will constitute the position of the full board.

Legal References: G.S. 115C-36, -47, 325(b)

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

Administrative Procedure: None

Policy 7900: Resignation

As recommended to the Board Policy Committee, July 15, 2010

A section has been added to this policy which ensures that an employee who is resigning may request an exit conference with a director, supervisor, or administrator to discuss reasons for leaving and/or practices that the individual feels may be detrimental to the objectives of the school district. Otherwise, the policy is in compliance with all legal requirements.

A. PROFESSIONAL EMPLOYEES

Professional employees who for any reason intend to resign are encouraged to indicate their plans in writing at as early a date in the school year as possible, such as when plans become firm and/or the decision to leave the school district is made.

Resignations become effective at the end of the school year in which they are submitted. Resignations for any other time require a 30 day notice unless the superintendent consents to a shorter notice period. If the notice requirements are not met by a teacher and the superintendent does not consent to a waiver of notice, the superintendent will inform the board and recommend to the board whether or not a request should be made to the State Board of Education to revoke the teacher's license for the remainder of the school year.

B. ALL EMPLOYEES

Letters of resignation will be submitted to the superintendent. Resignations may be accepted, on behalf of the board, by the superintendent or his or her designee. To help ensure smooth operations of the schools, a 30 day notice is requested whenever possible.

The Assistant Superintendent of Human Resources will discuss reasons for leaving with all employees who resign. In addition, each employee who is leaving the school system may arrange to meet with any director, supervisor or administrator to discuss the reasons for leaving and to identify any practices or policies that he or she feels are detrimental to the objectives of the school system. To the extent possible, statements made by employees will be confidential.

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

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

Administrative Procedure: None

Policy 7910: Retirement

As recommended to the Board Policy Committee, July 15, 2010

Updates to this policy include the replacement of the title, “Director of Personnel,” with “Assistant Superintendent of Human Resources,” and a change from 90 to 120 days, the required notice that must be given in anticipation of retirement. Exceptions may be made when health issues or other extenuating circumstances make a shorter notice necessary.

Retirement will be in accordance with the Teacher's and State Employees' Retirement System of North Carolina. No employee will be required to retire at any age.

Any employee who anticipates retirement will notify ~~Director of Personnel~~ Assistant Superintendent of Human Resources at least ~~90~~ 120 days prior to his or her intended retirement date, except in cases where health or other extenuating circumstances make shorter notices necessary.

Legal References: 29 U.S.C. 621-634; G.S. 135, art. 1

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

Administrative Procedure: None

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2010 - 2011
Adopted September 9, 2010**

Be it resolved by the Board of the Asheboro City Schools Administrative Unit that for the fiscal year beginning July 1, 2010 and ending June 30, 2011:

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

Instructional Services	
5100 - Regular Instructional Services	\$ 1,863,205
5200 - Special Populations Services	251,200
5300 - Alternative Programs and Services	173,700
5400 - School Leadership Services	690,048
5500 - Co-Curricular Services	4,800
5800 - School-Based Support Services	257,400
System-wide Support Services	
6100 - Support and Development Services	104,200
6200 - Special Population Support and Development Services	147,600
6400 - Technology Support Services	137,689
6500 - Operational Support Services	2,455,200
6600 - Financial and Human Resource Services	451,400
6700 - Accountability Services	154,200
6800 - System-wide Pupil Support Services	213,200
6900 - Policy, Leadership and Public Relations Services	532,800
 Total Local Current Expense Fund Appropriation	 <u>\$ 7,436,642</u>

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

County Appropriation	\$ 4,291,642
Voted Supplement	2,920,000
Local Revenues	225,000
 Total Local Current Expense Fund Revenue	 <u>\$ 7,436,642</u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2010 - 2011
Adopted September 9, 2010**

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

Instructional Services	
5100 - Regular Instructional Services	\$ 761,289
5200 - Special Populations Services	7,700
5300 - Alternative Programs and Services	743,300
5500 - Co-Curricular Services	201,600
5800 - School-Based Support Services	149,700
 System-wide Support Services	
6200 - Special Population Support and Development Services	47,300
6400 - Technology Support Services	108,711
 Total Local Grant Fund Appropriation	<u>\$ 2,019,600</u>

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

State and Federal Funds	\$ 929,700
Local Revenues	639,900
Fund Balance Appropriated	450,000
 Total Local Grant Fund Revenue	<u>\$ 2,019,600</u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2010 - 2011
Adopted September 9, 2010**

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

Instructional Services	
5100 - Regular Instructional Services	\$ 14,957,792
5200 - Special Populations Services	4,053,646
5300 - Alternative Programs and Services	565,045
5400 - School Leadership Services	1,511,149
5800 - School-Based Support Services	1,637,543
System-wide Support Services	
6100 - Support and Development Services	195,700
6200 - Special Population Support and Development Services	73,500
6400 - Technology Support Services	292,900
6500 - Operational Support Services	1,343,300
6600 - Financial and Human Resource Services	288,200
6700 - Accountability Services	102,900
6800 - System-wide Pupil Support Services	42,500
6900 - Policy, Leadership and Public Relations Services	282,978
Non-Programmed Charges	
8400 - Interfund Transfers	45,000
Total State Public School Fund Appropriation	\$ 25,392,153

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

Total State Public School Fund Allocation	\$ 25,392,153
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**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2010 - 2011
Adopted September 9, 2010**

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

Instructional Services	
5100 - Regular Instructional Services	\$ 1,679,163
5200 - Special Populations Services	1,824,504
5300 - Alternative Programs and Services	3,491,887
5800 - School-Based Support Services	2,652,095
System-wide Support Services	
6100 - Support and Development Services	318,065
6200 - Special Population Support and Development Services	230,612
6500 - Operational Support Services	36,530
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	456,263
Total Federal Grants Fund Appropriation	<u><u>\$ 10,689,119</u></u>

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

Total Federal Allocation	<u><u>\$ 10,689,119</u></u>
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**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2010 - 2011
Adopted September 9, 2010**

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

Ancillary Services	
7200 - Nutrition Services	\$ 2,471,400
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	220,000
Total Child Nutrition Fund Appropriation	<u>\$ 2,691,400</u>

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

Federal Allocation	\$ 1,835,000
Local School Child Nutrition Fund	856,400
Total Child Nutrition Fund Revenue	<u>\$ 2,691,400</u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2010 - 2011
Adopted September 9, 2010**

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

9000 - Capital Outlay	\$	1,076,225
Total Capital Outlay Projects	\$	<u>1,076,225</u>

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

County Appropriation		803,694
Fund Balance Appropriated		272,531
Total Capital Outlay Fund Revenue	\$	<u>1,076,225</u>

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

Local Current Expense Fund	\$	7,436,642
Local Grant Fund		2,019,600
State Public School Fund		25,392,153
Federal Grants Fund		10,689,119
Child Nutrition Fund		2,691,400
Capital Outlay Fund		1,076,225
	\$	<u>49,305,139</u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2010 - 2011
Adopted September 9, 2010**

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

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

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

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

Adopted the 9th day of September, 2010

ASHEBORO CITY BOARD OF EDUCATION

CHAIRMAN

SECRETARY



School Services
Asheboro City Schools

September 1, 2010

Board of Education
Asheboro City Schools
1126 South Park Street
Asheboro, NC 27203

The Child Nutrition contract amendment, for the 2010-2011 school year, between Asheboro City Schools and Sodexo School Services is being presented for approval by the Asheboro City Schools Board of Education. For the past sixteen years, we have had a wonderful working partnership that has been mutually beneficial and rewarding.

Two years ago, the North Carolina Department of Public Instruction (NCDPI), Child Nutrition Section, required any future Request for Proposals be a Fixed Price Cost type contract compared to the Cost of Operations which we operated under for 15 years. This type contract requires Food Service Management Companies to submit a fixed cost per meal each June. Unfortunately, the amendment has to be submitted before the Final Audit is conducted in Child Nutrition and before the Indirect Costs rate is determined by NCDPI.

Our original response to the Request for Proposal in the spring of 2009 used the financial data provided by the school district for the 2007-2008 school year. At that time, Indirect Cost was \$130,961. In our proposal we budgeted \$150,056 for the 2009-2010 based on historical trends. In late August/early September NCDPI informed Asheboro City Schools that they could charge over 19% for Indirect Costs for 2009-2010. This equates to an approximate 40% increase or \$219,000, after we had already submitted our proposal. Historically, the rate has never fluctuated more than 1.0% up or down.

Based on the unaudited results for the 2009-2010 school years, we request our liability for this past year be limited to \$175,000. This is \$25,000 more than we budgeted. We also like to request our liability for Indirect Costs to \$190,000 and \$60,000 for Depreciation for the 2010-2011 school year. This year our Fixed Price Cost per Meal is \$1.24 based on the Consumer Price Index.

As in the past, we pledge to work with Dr. Frost and Mr. Harold Blair to make this new contract format favorable to both parties.

Thank you in advance for your consideration of this contract amendment.

Sincerely,

Deborah McLaughlin
District Manager
Sodexo School Services



AMENDMENT

ASHEBORO CITY SCHOOL DISTRICT

AND

SODEXO MANAGEMENT, INC.

THIS AMENDMENT, dated September 2, 2010, is between ASHEBORO CITY SCHOOL DISTRICT ("SFA" or "District") and SODEXO MANAGEMENT, INC. ("FSMC" or "Sodexo").

WITNESSETH:

WHEREAS, FSMC submitted a proposal on April 7, 2009 ("Proposal") in response to SFA's Request for Proposal ("RFP") dated May 12, 2009; and

WHEREAS, SFA and FSMC entered into a certain Management Agreement, dated July 1, 2009 ("Agreement"), whereby FSMC manages and operates SFA's Food Services operation in Asheboro, North Carolina;

WHEREAS, the parties now desire to amend the aforesaid Agreement;

NOW, THEREFORE, in consideration of the promises herein contained and for other good and valuable consideration, the parties hereto agree as follows:

1. As per Section P.1 of the Request for Proposal and Contract, the Term of the Agreement is hereby extended to cover the period July 1, 2010 to June 30, 2011.
2. Any and all references to the "2009-2010" school year shall be changed to "2010-2011".

3. Attachment B is amended to reflect the following:

Maximum Allowable Charge Per Meal	\$ 1.20
Management Fee Per Meal	<u>\$.04</u>
Total Firm, Fixed Price Cost	\$ 1.24

4. Break-even Guarantee If Food Service program result in a Deficit during the 2010-2011 school year, the following shall apply:

(i) Sodexo shall reimburse District for the Food Service program Deficit in an amount not to exceed One Hundred Thousand Dollars (\$100,000).; and

(ii) Food Service program Deficit in excess of Sodexo's Share shall be borne by the District.

Amounts pursuant to this Section, shall be paid within thirty (30) days after the final audited Surplus/Deficit is released.

For purposes of calculating the Surplus/Deficit as it relates to the Break-even Guarantee the following definition shall apply:

Surplus/Deficit. The Surplus/Deficit shall be defined in accordance with the Audited financial Statements as Income/(loss) before transfers plus Transfers In

5. Assumptions. Financial terms of the Agreement are based upon existing conditions and the following assumptions. If there is a change in conditions, including, without limitation, changes to the following assumptions, the financial terms of the Agreement, including the Guarantee, shall be adjusted to compensate for such change at the District's discretion.

A) Prices to be charged for meals during the 2010-2011 academic year shall be as follows:

	Elementary	Middle	High
Breakfast:			
Paid:	\$.80	\$.80	\$.80
Reduced:	\$.30	\$.30	\$.30
Lunch:			
Paid:	\$1.90	\$2.00	\$2.00
Reduced:	\$.40	\$.40	\$.40
Milk:			
Paid:	\$.40	\$.40	\$.40
Reduced:	\$.40	\$.40	\$.40

B) The projected number of full feeding days shall remain at
Elementary 179
Middle 179
High School 178

C) There shall be no competitive sales during all service hours.

D) Ala Carte sales shall be permitted at all locations for the term of the contract.

- E) The District shall not inhibit Sodexo from being able to serve hot breakfasts.
- F) Allowable cost for Indirect Cost shall not exceed \$190,000.00.
- G) Allowable cost for Depreciation shall not exceed \$60,000.00.

6. This Amendment is effective July 1, 2010, and thereafter, unless amended. All other terms and conditions contained in the Agreement shall remain unchanged and in full force and effect, except by necessary implication.

IN WITNESS WHEREOF, the duly authorized officers of the parties have executed this Amendment, as of the date indicated in the first paragraph of this Amendment.

ASHEBORO CITY SCHOOL DISTRICT

By: _____
Name (printed): _____
Title: _____

SODEXO MANAGEMENT, INC.

By: _____
Scott Loretan
Senior Vice President

Alternative Licensure Principal Leadership Academy Proposal

Preparing Aspiring Principals Who Will Serve in High Needs Schools

The North Carolina State Board of Education and the Z. Smith Reynolds Foundation (ZSR) have partnered to use federal Race to the Top funds and ZSR funds to establish two alternative principal leadership academies in North Carolina. A third academy has been recently established (fall of 2010) in the northeast region of NC as an MSA program designed by NCSU to serve a cluster of low-achieving rural schools. These academies will be designed to offer initial administrative licensure to aspiring principals who will serve in high needs schools.

This project is intended to follow successful research-based models such as the New York City Leadership Academy and the New Leaders for New Schools programs, and will include the following components:

- Rigorous recruitment and selection
- Cohort-based experiences
- An action-research, case-study curriculum focus
- Full-time, year-long clinical residency experience
- Multi-faceted support structure, including a mentor with extensive successful school leadership experience
- Job placement and induction support
- Dynamic feedback and improvement loops

The application process is open to collaboratives of LEAs who can demonstrate the need for a yearly cohort of 20-25 members. The LEA collaborative may involve a partnership with an Institution of Higher Education and/or a Regional Education Service Association.

Five LEA's in the Piedmont Triad Education Consortium (PTEC) have expressed interest in pursuing this application (Guilford, Winston-Salem/Forsyth, Alamance, Asheboro, and Stokes) in partnership with UNCG and the PTEC.

The proposal requires that the Board of Education vote to accept and submit the proposal and implement if awarded.

Timeline:

- September 13—Technical Assistance Meeting (will be attended by Dr. Tim Allgood and all partners represented)
- October 15—Principal Leadership Academy application due
- Leadership Academies fully operational by 2011-2012

Public Schools of North Carolina

State Board of Education

Department of Public Instruction



Z. Smith Reynolds

2010

REQUEST FOR PROPOSALS

Principal Leadership Academies

I. Background Information

Effective school leadership is the key to school improvement. (Fuller, Baker, Young, 2007; Waters, Marzano, McNulty, 2003). With an estimated 50% of NC's current school leaders becoming eligible for retirement in the next four years, policymakers have recognized a window of opportunity and have zeroed in on improving school leadership as a crucial step toward improving student achievement. In order to effect systemic change, NC is prepared to address school leadership on three major fronts: Master's of School Administration (MSA) programs within the public university system, alternative licensure Leadership Academies, and high-impact professional development for existing principals. Action on all three fronts is mutually reinforcing, aligned with the newly adopted North Carolina Standards for School Executives, and driven by a commitment to improving school leadership as a means to facilitating student learning. This request for proposals addresses the creation and implementation of alternative licensure Principal Leadership Academies.

Principal Leadership Academies

NC is committed to providing new and alternative pathways to school leadership. The NC *RttT/ZSR* Leadership Academies (LAs) will serve collaboratives of partnering LEAs and directly address the need to recruit, prepare, and support leaders of transformational change in challenging school contexts.

The first LA, the Northeast Leadership Academy (NELA), will begin during the fall of 2010 in NC's northeast region and will be a MSA program designed by NCSU to serve a cluster of low-achieving rural schools. The locations of the other two *RttT* LAs will be determined through this RFP process, and will be designed to prepare principals to lead low-performing and other high needs schools. When fully operational by 2011-12, these Academies will prepare about 75 new principals each year. These LAs will be demonstration sites that will both serve as models for additional LAs and inform program development and improvement in other university-LEA partnerships.

The LA project is undergirded by the following beliefs about effective leaders. An effective principal:

1. is a leader of learning in the school (all decisions and resources are aligned to the goal of improving student outcomes);
2. develops the staff and promotes a culture of continuous, reflective professional learning;
3. cultivates distributive leadership so that authority and accountability are linked;
4. is a systems-thinker and is able to frame problems and potential problems by being a reflective practitioner;

5. is able to identify leverage points within the system to push change efforts that improve school outcomes;
6. understands, reads, predicts, and prevents challenges to the school climate; and
7. uses multiple forms of data to inform all decisions.

The LAs are designed to be consistent with literature on executive development, adult learning theory and educational leadership (*e.g.*, Davis *et al.*, 2005; Hale & Moorman, 2003; New Leaders for New Schools, 2008). Therefore, aspiring principals will be led through a preparation program (aligned to the NC Standards for School Executives) that includes the following components:

- ***Rigorous recruitment and selection***, leveraging lessons learned from the NYC Leadership Academy, the New Leaders for New Schools programs, and other programs;
- ***Cohort-based experiences***, with aspiring school leaders participating in cohorts of 20-25 peers, to enable the development of a meaningful professional learning community. Evidence of the advantages of cohort models is provided by Davis *et al.*, 2005; Dorn *et al.*, 1995; Muth & Barnett, 2001; and other researchers;
- ***An action-research, case-study curriculum focus***, which will engage participants in addressing issues similar to those they will face on the job, working through relevant data, problem identification, consideration of alternative solutions, and decision-making. The action-research projects and cases will be aligned with the NC Standards for School Executives and will be tied to educational leadership literature and research. This instruction will occur in an intensive summer program designed to be delivered over one or two summers. Such summer programs may be individually or collaboratively developed or may depend on currently available models as demonstrated by organizations such as the New York Academy or New Leaders for New Schools.
- ***Full-time, year-long clinical residency experience***, which will engage participants in meaningful activities under the direction of an on-site principal mentor, a Leadership Academy supervisor, and an executive coach. As a primary component of the LA experience, supervised clinical residencies will allow aspiring school leaders to solidify their knowledge by applying it to authentic situations (Cordeiro & Smith-Sloan, 1995; Murphy, 1992, 2002).
- ***Weekly full-cohort, continued learning during the residency year*** that will provide just-in-time learning for immediate problems and continue to develop aspiring leaders' skills';
- ***Multi-faceted support structure***, involving a mentor with extensive successful school leadership experience, an LA supervisor, and potentially, an executive coach. Although the roles may be blended or otherwise modified according to the plan, all coaches, mentors, and supervisors will be carefully selected and provided with initial training and ongoing support;

- ***Job placement and induction support***, with the LA working with the participating school districts to ensure appropriate matches of aspiring leaders to the schools in which they are placed and to continue professional development through a two-year induction period, during which LA principals continue to engage with their cohort, mentor and coach in furthering their leadership skills. Support may result in district changes in the manner in which principals are supervised and may result in varying levels of individual autonomy in order for the new leaders to be successful. It is the strong expectation that successful candidates will be placed and serve in high needs schools.
- ***Dynamic feedback and improvement loops***, involving a systematic evaluation of programs, coursework, mentors, supervisors, coaches and student outcomes to ensure continuous and evidence-driven improvement.

II. Program Eligibility Criteria

The following guidelines define the eligibility criteria for interested applicants:

- A collaborative may consist of multiple districts united by proximity (geography) or a common shared need or issue (school district size, urban, high poverty, etc.) that collectively can demonstrate the need for enough new principals to support a leadership academy collaborative. The size of the collaborative must be sufficient to support candidate cohort of 20-25 to maintain cost effectiveness.
- A single large district may apply individually as long as it can justify a sufficient cohort size based on need and define sustainability measures.
- A Principal Leadership Academy may involve a partnership with an external partner such as an IHE, RESA or other intermediary, but is not required to do so.
- A Principal Leadership Academy may partner with an IHE to combine the licensure development with a Masters of School Administration (MSA) program, but is not required to do so.
- Principal Leadership Academies seeking alternative licensure must obtain approval from the North Carolina State Board of Education

III. Funds Available

Funds available through the grant will not exceed \$XXX per Leadership Academy. The applicant must demonstrate how any additional necessary funds will be supplied or raised.

IV. Overview of the Application Process

Following is a brief overview of the LA application process.

1. Getting Started

All interested applicants should first thoroughly review the information provided including:

- Background information and purpose of the program

- Eligibility guidelines
- Required and competitive priorities
- Budgetary requirements
- Due dates
- Application submission instructions

2. Completing and submitting your application

A complete application consists of the following components:

Part A: Application narrative

- Project Abstract
- Project Narrative
- Budget Narrative
- Appendix (as appropriate)

Part B: Forms

- Budget summary – submitted with Budget Narrative (Form 301)
- Line item Budget form - submitted with Budget Narrative (Form 302)
- Leadership Academy Partner Profile (Form 303)
- Leadership Academy Personnel Chart (Form 304)
- Project Activities/Timeline Chart (Form 305)
- Assurances (Form 306)
- MOU, if applicable
- Support letters (optional)

- **SUBMISSION:** Each component is discussed in detail in the following pages of this application package. Once the application is complete, it must be submitted electronically to _____.
- **DUE:** All Leadership Academy applications must be received on or before October 15, 2010.

3. Addressing your questions/Technical Assistance

- Questions regarding the application should be addressed to _____ at _____.
- A technical assistance session for entities who are considering applying will be offered. Technical assistance grants for assistance in detailed program development will be available to collaboratives that attend the technical assistance session and submit a Leadership Academy proposal.

A. Application Narrative Instructions:

- Project Abstract Narrative
- Project Narrative

- **Budget Narrative (includes line item budget form)**
 - **Appendix**
1. **Project Abstract Narrative** is where you attach your one-two page project abstract including:
 - a. Project Title, if applicable
 - b. Partners in the submitting collaborative or title of single LEA applicant, including official contact for any application
 - c. Brief statement of need (number of high needs schools, low income students, expected principal vacancies or difficulty in recruiting qualified candidates)
 - d. Brief description including project components and activities
 - e. Summary of project objectives and expected outcomes
 - f. Target number of potential principal candidates to be served
 - g. Target number of students potentially impacted
 - h. Any special project features
 - i. Commitment to participating in program evaluation and ongoing improvement of the program
 2. **Project Narrative** should include, **in detail**, the eligible applicant’s response to the Required and Competitive priorities. Eligible applicants should address each of the Required and Competitive priorities as appropriate since the application will be evaluated and scored against these criteria.
- **Required and Competitive Priorities**
 - a. Evidence supporting need for project
 - b. Demonstration of partner buy-in including resources obtained from other sources (including in-kind support and additional outside technical support)
 - c. Evidence of collaborative capacity to plan and implement project proposal including demonstrated support of local boards of education and county commissioners.
 - d. Commitment to and plan for project sustainability beyond funding period
 - e. Comprehensive program including all research-based defined program elements listed on pages 3-4 above.
 - f. Evidence of knowledge and skill in the area of adult learning
 - g. Clear scope of work with program definition, activities, timelines and deliverables as well as defined LA personnel roles/responsibilities
 - h. Demonstration of best practice in teaching and learning as evidenced by problem-based teaching and learning in project design.
 - **Formatting**
 - A “page” is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides. Page numbers and an identifier may be within the 1" margin. Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, captions, as well as all text in charts, tables, and graphs. Use a font that is 12-point or larger. Use one of the following fonts: Times New

Roman, Courier, Courier New, or Arial. Other fonts submitted will not be accepted.

- **Page Limits**

- Eligible applicants are strongly encouraged to limit the project narrative to twenty pages.

3. Budget Narrative includes the Budget Summary form (Form 301) and the detailed line item budget form (Form 302) AND the accompanying detailed budget narrative justification. Funds should be budgeted for the course of the grant. Eligible applicants must also provide a detailed budget narrative that describes their proposed multiyear project activities and the costs associated with those activities as well as all costs associated with carrying out the proposed project. The budget should include only costs that are allowable, reasonable, and necessary for the carrying out the objectives of the LA project. In addition to the grant budget, the narrative should describe sources of funding to be used in addition to the grant funds.

4. Appendix. Eligible applicants are encouraged to follow guidelines below in attaching Appendices to the project proposal

Appendix A: Leadership Academy Profile document for each proposed collaborative (Form 303)

Appendix B: Resumes of Key Personnel in each partner organization

Appendix C: Leadership Academy Personnel Chart (Form 304)

Appendix D: Letters of Support, optional

Appendix E: MOU, if applicable

Appendix F: Assurances (Form 306)

Appendix G: Other, if applicable

Application Narratives:

1. Project Abstract Narrative – see earlier guidelines

2. Project Narrative

- **Address the Eight Required and Competitive Priorities in your Project Narrative as described above, page 6.**

- **In addition, in your narrative, respond to the questions/directions listed below:**

2a. Describe the evidence that supports your need for this collaborative. What need are you trying to fill? What is the rationale behind your collaborative? If you are a single district, what is your justification for establishing a leadership academy as a single district? Include district data in your argument (number of principals, turnover, etc.)

2b. Readiness is considered as a measure of the partners' individual track records; **buy-in** as an actual statement of willingness to commit to the project (as evidenced by the support of district and collaborative contributions in human, fiscal and time resources); and **capacity** as evidence of the districts'/collaborative's ability to both plan and implement the plan, With those definitions in mind, describe evidence of your readiness, buy-in and capacity as it relates to this project.

2c. How will you use Technical Assistance in your planning and implementation process?

2d. Describe your collaborative's governance structure.

2e. How will you sustain this project after the grant funding ends?

2f. How do you define this project's success? What will your on-going evaluation process look like? What data will you collect and how will you use it for continuous improvement?

2g. If seeking alternative licensure authority, demonstrate a clear pathway to licensure, to be granted by the NC State Board of Education: addressing all required program components and a detailed narrative on how you will address the seven administrator standards and twenty-one competencies. Inclusion of a chart reflecting a 'standards crosswalk' showing how each standard and dispensation will be addressed is encouraged. Additionally, describe how the different program elements are aligned and coordinated. Required program components (see earlier descriptions) include:

- ***Rigorous recruitment and selection***
- ***Cohort-based experiences***
- ***An action-research, case-study curriculum focus delivered in an intensive summer program designed for one or two summers***
- ***Full-time, year-long clinical residency experience including the recruitment, training and supervision of candidate mentors and coaches.***
- ***Weekly full-cohort, continued learning during the residency year***
- ***Multi-faceted support structure***
- ***Job placement and induction support***
- ***Dynamic feedback and improvement loops***

3. Budget Narrative/Summary Budget (Form 301) and Line Item Budget (Form 302). Budget Narrative includes the Budget summary form, detailed line item budget form AND the accompanying detailed budget narrative justification. Funds should be budgeted for the course of the grant.

Budget Summary Request

Program Name _____

Collaborative/Partners _____

Lead Contact Partner _____

Address : _____

City _____, NC Zip _____

Contact person _____ Telephone _____

Fax _____ E-mail _____

Name of Fiscal Agent with responsibility for program: _____

Authorized signature: _____ Title _____

Date _____ **Total Amount Requested** _____

Proposed Line Item Budget

Project Name _____

Description Example	Grant Year One	Grant Year Two	Post-grant Year Three	Post-grant Year Four	Budget Amount
Director					
Site Coordinator					
Instructors					
Coaches					
Fringe Benefits					
Supplies & Materials					
Office Supplies					
Instructional Supplies					
Equipment					
Professional Development					
Support services					
Contracted Services					
Telephone					
Travel					
Advertising/Recruitment					
Printing					
New Administrator Support	X				
Other (specify)					
Total Amount Requested					

Leadership Academy Partner Profile

Provide program information for each LEA partner of the collaborative:

Site/Project Name: _____

Number of students in district	
Number of principals in district	
Average number of principal vacancies per year	
Average number of assistant principal vacancies per year	
Average percentage of administrator turnover per year	
Certification goal each year	

Proposed Leadership Academy Personnel (expand as needed)

Title	Responsibilities

Assurances

An official Board of Education vote to accept and submit the proposal and implement if awarded is required by each partner LEA in the collaborative.

School District	Date of BOE vote	Board Chair signature/date	Superintendent Signature/date

School/Location	Date	Event	Time
PDC	Wednesday, September 08, 2010	New Employee Reception	4:00pm
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	Wednesday, September 15, 2010	Blue Comet Academy Open House	3:45 to 5:45pm
CWM	Thursday, September 16, 2010	PTO Meeting - BOE presentation	6:00pm
DLL	Thursday, September 16, 2010	PTA Meeting - BOE presentation	6:30pm
AHS	Friday, September 17, 2010	AHS vs. Trinity (Hall of Fame night)	7:30pm
DLL	Tuesday, September 21, 2010	Grandparents Day Breakfast	7:30am
Guilford County	Wednesday, September 22, 2010	NCSBA District V Conference	4:00-8:00pm
AHS	Monday, September 27, 2010	GEAR UP College Week Kick Off with Coach Boone	9:30am
PDC	Tuesday, September 28, 2010	PAGE Meeting/Trip sign up	7:00pm
SWRHS	Monday, October 04, 2010	Randolph County Marching Band Invitational	6:00pm
PDC	Monday, October 04, 2010	FAN - Understanding your child's report card	6:30pm
AHS/PAC	Tuesday, October 05, 2010	AHS Chorus Concert	7:30pm
PDC	Wednesday, October 06, 2010	Student Advisory Council	7:30am
AHS	Thursday, October 14, 2010	Open House and Report Card Pick Up	4:00-7:00pm
PDC	Thursday, October 14, 2010	Board of Education Meeting	7:30pm
AHS	Friday, October 15, 2010	AHS vs. North Forsyth HS (Homecoming)	7:30pm
CO	Monday, October 18, 2010	Superintendent's PTO/PTA Round Table	6:30pm
PDC	Tuesday, October 19, 2010	CIS Reality Store (9th grade)	8:30am to 3:00pm
DLL	Tuesday, October 19, 2010	Project Fit Dedication	1:15pm
Asheville	October 20-22, 2010	NCSBA Law Conference	
AHS/PAC	Thursday, October 21, 2010	NCTC One-Act Play Performances	7:30pm
NAMS	Monday, October 25, 2010	Parent Night/BOE presentation	6:00pm
AHS/PAC	Tuesday, October 26, 2010	BANDORAMA	7:30pm
LP	Thursday, November 04, 2010	Math Curriculum Night/BOE presentation	5:30pm
AHS	Friday, November 05, 2010	AHS vs. Southern Guilford (Senior Night)	7:30pm
PDC	Tuesday, November 09, 2010	Board of Education Meeting	7:30pm

	November 14-20, 2010	American Education Week	
Koury Center	November 15-17	NCSBA Annual Conference	
PDC	Monday, November 15, 2010	FAN - Preparing Financially for College	6:30pm
	Tuesday, November 16, 2010	College T-Shirt/College Application Day	
SAMS	Tuesday, November 16, 2010	Parent Night/BOE presentation	7:00pm
GBT	Wednesday, November 17, 2010	Parent Night/BOE presentation	6:00pm
AHS/PAC	Thursday, November 18, 2010	Park Street Players present <i>Phantom of the Opera</i>	7:30pm
AHS/PAC	Friday, November 19, 2010	Park Street Players present <i>Phantom of the Opera</i>	7:30pm
AHS/PAC	Saturday, November 20, 2010	Park Street Players present <i>Phantom of the Opera</i>	7:30pm
AHS/PAC	Sunday, November 21, 2010	Park Street Players present <i>Phantom of the Opera</i>	2:30pm
BAL	Monday, November 22, 2010	Parent Night/BOE presentation	5:30pm
AHS/PAC	Thursday, December 02, 2010	Middle School Band Concert	7:30pm
AHS/PAC	Tuesday, December 07, 2010	AHS Jazz Band Concert	7:30pm
PDC	Wednesday, December 08, 2010	Student Advisory Council	7:30am
DLL	Wednesday, December 08, 2010	Senior Holiday Luncheon	12noon
PDC	Thursday, December 09, 2010	Board of Education Meeting	7:30pm
AHS/PAC	Thursday, December 09, 2010	AHS Chorus Concert	7:30pm
AHS/PAC	Tuesday, December 14, 2010	AHS Band Concert	7:30pm
PDC	Thursday, December 16, 2010	Superintendent's Holiday Lunch	11:30am

ASHEBORO CITY SCHOOLS MEMBERSHIP

Day 10, September 8, 2010

Grade Level	Membership on Day 10 (September 8, 2010)	Locally Projected Membership	DPI Projected Membership
Kindergarten	364	362	397
Grade 1	353	340	352
Grade 2	424	425	434
Grade 3	366	367	387
Grade 4	368	365	358
Grade 5	400	394	397
Grades K-5	2275	2253	2325
Grade 6	388	371	379
Grade 7	347	343	341
Grade 8	340	333	337
Grades 6-8	1075	1047	1057
Grade 9	339	310	336
Grade 10	349	357	326
Grade 11	320	332	303
Grade 12	253	277	251
Grades 9-12	1261	1276	1216
Grades K-12	4611	4576	4598

(Day 10 enrollment one year ago on September 8, 2009: 4553 (+58 in 2010))

School	Membership on Day 10 (September 8, 2010)	Locally Projected Membership	Membership One Year Ago on Day 10 (September 8, 2009)
Balfour	521	522	529
McCrary	387	391	382
Loflin	356	359	369
Teachey	584	546	551
Lindley Park	427	435	442
NAMS	499	497	459
SAMS	576	550	528
AHS	1261	1276	1293

K-5 CLASS SIZE UPDATE FOR ELEMENTARY SCHOOLS

Asheboro City Schools

September 9, 2010

STATE REQUIREMENTS:

Must maintain an **LEA class size average** as follows:

Grades K-3-- 21 (Our grades K-3 LEA class size average is 18.7)

Grades 4-5-- 26 (Our grades 4-5 LEA class size average is 23.1)

The class size of an individual class may exceed the allotment ratio by three students so long as the LEA-wide average class size maximums for each grade span are not exceeded. So **individual class size maximums** are:

Grades K-3-- 24 (Our individual class size maximum is 24)

Grades 4-5-- 29 (Our individual class size maximum is 28)

	Balfour		McCrary		Loflin		Teachey		Lindley Park		LEA Average
	Individual Classes	Class Size Average	Individual Classes	Class Size Average	Individual Classes	Class Size Average	Individual Classes	Class Size Average	Individual Classes	Class Size Average	
Kinder	17 17 17 18 19	17.6	16 17 17 18	17	15 16 16 16	15.8	21 22 22 23	22	17 19 19	18.3	18.1
Gr 1	20 20 20 21	20.3	14 14 15 17	15	19 21 21	20.3	19 19 20 20	19.5	17 18 18 18	17.8	18.5
Gr 2	17 15 19 19 20	18	20 21 22 23	21.5	16 16 16 17	16.3	22 22 22 22 22	22	17 17 18 18	17.5	19.1
Gr 3	20 21 22 24	21.8	18 19 19	18.7	16 16 18	16.7	18 18 18 19 20	18.6	17 19 19 21	19	19.1
Gr 4	20 21 22 22	21.3	17 17 19	17.7	24 25	24.5	25 25 26 26	25.5	24 25 28	25.7	22.9
Gr 5	21 22 23 24	22.5	21 22 24	22.3	21 23 23	22.3	24 24 24 25	24.3	23 26 27	25.3	23.4
TOTAL	521	20.0	390	18.6	355	18.7	568	21.8	425	20.2	20.0
2009-10	529	20.3	382	17.4	371	19.5	535	20.6	442	21.0	19.8
2008-09	542	19.4	423	18.4	374	18.7	528	20.3	409	19.5	19.3

Asheboro City Schools Strategic Plan Milestones

2010-2011

GOAL 1: Asheboro City Schools will produce globally competitive students.

1. Every student graduates college and career ready.
 - Graduation rate for 5-year cohort will improve from 76.9% to 80%.
2. Every student uses technology to access and demonstrate new knowledge and skills.
 - Implement 1:1 transformation in grades 9-12.
 - Increase access to technology for students 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 Small Learning Community in partnership with Randolph Community College and Randolph County Schools.
4. Increase the number of students reading on grade level by Grade 3 from 51.3% to 58%.
5. All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.
 - Use DPI individual growth model to determine percent of students demonstrating academic growth in reading and mathematics in grades 3-8.
 - Develop systematic process to monitor student progress in reading using the Scholastic Reading Inventory (lexile level) and in mathematics using the Scholastic Mathematics Inventory (quantile level).
6. Implement innovative after school enrichment and intervention programs.
 - Identify needs at elementary and middle schools.
 - Involve 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.

GOAL 2: Asheboro City Schools will be led by 21st century professionals.

1. Every teacher and administrator will have the skills to deliver 21st century content in a 21st century context with 21st century tools and technology that guarantee student learning.

- Provide ongoing professional development support in grades 6-12 mathematics.
- Provide ongoing professional development support in using technology to enhance learning.
- Develop and implement preK-12 literacy framework.

2. Every teacher and administrator will use a 21st century assessment system to guide instruction and measure 21st century knowledge, skills, performance, and dispositions.

- Continue to use and refine formative assessments (NC FALCON), including performance assessments.
- Introduce student-led conferences.
- Implement RTI (Response to Instruction) in grades preK-8.

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.

- Implement Teacher Leadership Academy.
- Implement new teacher evaluation system.
- Teachers will participate, plan, and lead professional learning communities (collaborative conversations).

GOAL 3: Asheboro City Schools will provide a safe and nurturing learning environment.

1. Every learning environment will be safe, inviting, respectful, supportive, inclusive, and flexible for student success.

- All schools will complete Level 1 Positive Behavior Support Training and score > 80 on the school inventory.

2. Every school provides an environment in which each child has positive, nurturing relationships with caring adults.

- Increase the number of students with mentors through Communities in Schools.
- Every student has a caring adult among the staff and every student's passion is known by the caring adult.

3. Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.

- Enter Healthier U.S. School Challenge.
- Provide nutrition education to parents.

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 or global connections.

GOAL 4: Asheboro City Schools will collaborate with parents, community, and higher education partners to promote student success.

1. Provide web based parent portal to access grades, attendance, and other student data.

- Research plans and procedures and develop policies for 2011-2012 implementation.

2. Increase communication and outreach to parents.

- Use electronic paperless communication for newsletters, etc.
- Implement use of social media.
- Increase number of home visits.

3. Collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students and staff.

- Partner with High Point University for Master's in School Administration cohort.
- Continue partnerships with UNCG (TESOL and dual licensure for elementary and exceptional education teacher candidates)
- Continue partnership with UNC-Pembroke to offer gifted education licensure courses
- Continue student teacher partnership with Baldwin Wallace
- Continue iSchool partnership with UNCG for online courses for high school juniors and seniors
- Continue RCC partnership for Huskins, College Transfer, and Learn and Earn courses for AHS students
- Hold winter Board Retreat at High Point University; explore possible partnerships

4. Expand parent education opportunities through Family Alliance Network (FAN).

- Research and communicate community hot spots.
- Hold at least 2 community FAN workshops.

GOAL 5: Asheboro City Schools facilities will be a point of pride.

1. Implement long range facilities plan.

- Continue to work with Randolph County Board of Commissioners to fund ECDC replacement.



PUBLIC EDUCATION: NORTH CAROLINA'S BEST INVESTMENT

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PAST PRESIDENTS'

COUNCIL

Kenneth Lanier, 2007-08

Almetta Armstrong, 2006-07

Linda Cranford, 2004-05

Larry Lancaster, 2002-03

Leonard Peace, 2000-01

Emily Manning, 1999-00

Dr. Christine Fitch, 1996-97

MEMORANDUM

TO: Board Chairs and Superintendents

FROM: Ed Dunlap

DATE: August 16, 2010

SUBJECT: NCSBA Awards

Each board of education is invited to nominate one candidate for the prestigious Raleigh Dingman Award. This award will be presented during the Awards Ceremony of the Annual Conference on Tuesday, November 16, 2010 at the Sheraton/Koury Convention Center in Greensboro. The Raleigh Dingman winner serves as an ex officio member of the State Board of Education and represents NCSBA and the 115 local boards of education. Nominees for this award **must** be able to attend the monthly meetings of the State Board of Education. Nominations must be by official board action and should be accompanied by an essay of up to two pages in length outlining the nominee's contribution to the Association, the cause of boardsmanship, and public education. Up to five letters of support also may be included. A PHOTOGRAPH MUST ACCOMPANY THE NOMINATION. Photographs must be print quality. Digital pictures should be emailed to pclack@ncsba.org

Individuals for the honorary All State School Board will be selected from the nominees for the Raleigh Dingman Award. The All State School Board is composed of eight board members from across the state.

Boards are also invited to nominate their board of county commissioners for the NCSBA County Commissioners Award. This award recognizes a board of county commissioners for service to the local community through outstanding support of public elementary and secondary education. Boards of education may nominate their local board of county commissioners by submitting a one-page essay describing the reasons their board should be selected. This award will be presented at the Awards Ceremony at the annual conference. The chairman of the recipient board of county commissioners will be invited to accept the award.

Nominations for these awards should be sent to the NCSBA offices prior to **October 8, 2010**. If you have any questions, please call Patsy Clack.

ED:pc

cc: Board of Directors