

ASHEBORO CITY BOARD OF EDUCATION

August 12, 2010

7:30 p.m.

**Balfour Elementary School
Multipurpose Room
2097 North Asheboro School Road
Asheboro, NC 27203**

***No policy or finance committee meetings**

***Tour of NAMS Concession Stand and Restroom Facilities – 6:30 p.m.**

***Balfour Celebration – 7:00 p.m.**

I. Opening

- A. Call to Order
- B. Invocation and Pledge of Allegiance – Linda Cranford
- *C. Approval of Agenda

II. Special Recognition and Presentations

- A. Special Recognition – Asheboro City Schools' NCCTM Math Teacher of the Year
- B. Special Recognition – Balfour School

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 – July 15, 2010
- B. Personnel
- C. Title I Plan for 2010-2011
- D. Signature Card for McCrary Elementary School

V. Information, Reports and Recommendations

- A. AYP/ABC's Status for 2009-2010
- B. Title I School Choice Plan
- C. Policy 7730 – Employee Conflict of Interest
- D. Policy 7820 – Personnel Files
- E. Policy 7821 – Petition for Removal of Personnel Records
- F. Policy 7900 – Resignation
- G. Policy 7910 - Retirement

VI. Action Items

- *A. Policy 3540 – Comprehensive Health Education Program
- *B. Policy 4353 – Long-Term Suspension, 365 Day Suspension, Expulsion
- *C. Policy 6150 – Head Lice
- *D. 2010-2011 Sodexo Amendment

VII. Superintendent's Report/Calendar of Events

- A. Important Dates to Remember: NCSBA District V Meeting – September 22, 2010, Guilford County, 3:30pm to 7:45pm; NCSBA Law Conference – October 20, 21, and 22, Renaissance Asheville; and NCSBA Annual Conference – November 15, 16 and 17
- B. Calendar of Events

VIII. Board Operations

- *A. Board Meeting Date Changes for 2010-2011 (November, 2010 and June, 2011)
- B. School Assignments for 2010-2011

IX. Executive Session

- A. Superintendent's Annual Performance Evaluation

X. Board Operations

- *A. Superintendent's Contract

XI. Adjournment

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

**Asheboro City Board of Education
August 12, 2010
7:30 p.m.**

Addendum

- I. **Opening**
- IV. ***Consent Agenda**
 - B. Personnel
- V. **Information, Reports and Recommendations**
 - B. Title I School Choice Plan
- VI. **Action Items**
 - *D. 2010-2011 Sodexo Amendment (Remove from Agenda until September Meeting)
- XI. **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.

August 12, 2010



Community Spotlight: None

Board Spotlight: None

Special Recognition:

Tonight we recognize our winner of the North Carolina Council of Teachers of Mathematics Outstanding Secondary Mathematics Teacher Award. Sue Shumaker, veteran teacher with 15 years of experience, ensured that 100% of her Algebra 1 students at North Asheboro Middle School scored proficient the past two years. She did this, in part, by encouraging students to work cooperatively, to lead discussions, and to ask the questions 'why?' and 'how?'

**Minutes of the Asheboro City Board of Education
July 15, 2010**

Policy Committee

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

Gidget Kidd
Phillip Cheek

Jane Redding
Linda Cranford

Committee members absent were Dr. Kelly Harris and Archie Priest, Jr.

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

Chairman Kidd called the meeting to order and Dr. Allgood reported on the following personnel policies:

- Policy 7720 – Employee Political Activities. Dr. Allgood shared there are no required revisions at this time.
- Policy 7730 – Employee Conflict of Interest. Dr. Allgood reviewed additions to sections regarding financial interests of employees. The additional specifics will bring the policy in compliance with General Statute.
- Policy 7820 – Personnel Files. Dr. Allgood reported additional information has been added to pre-employment information, criminal record checks, medical information of employees, Title 1 school information, and additional details concerning confidentiality of records.
- Policy 7821 – Petition for Removal of Personnel Records. Dr. Allgood indicated a technical change has been made to personnel title. The policy is in compliance with all other requirements.
- Policy 7900 – Resignation. Dr. Allgood shared revisions have been made to bring the policy in compliance with General Statute. A section has been added to address employee exit conferences.
- Policy 7910 – Retirement. Dr. Allgood reported technical changes have been made to personnel title and the required notice of intent to retire from 90 days to 120 days.

The above polices will go to the full Board for 30-day review at its August meeting.

There being no further business, the meeting adjourned at 6:30 p.m.

Finance Committee

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

Kyle Lamb, Committee Chairman
Jane Redding
Joyce Harrington

Gidget Kidd
Chris Yow
Derrick Robbins

Board member absent was Steve Jones.

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

The meeting was called to order and Mr. Blair addressed the following topics: School Treasurers for 2010-2011; Child Nutrition Food Bids for 2010-2011; and Child Nutrition Beverage Bids for 2010-2011.

There being no further business, the meeting adjourned at 7:10 p.m.

Board of Education

Opening

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

Gidget Kidd, Chairman	Kyle Lamb
Phillip Cheek	Jane Redding
Derek Robbins	Chris Yow
Joyce Harrington	Linda Cranford
Archie Smith, Jr., Attorney	

Board members absent were Archie Priest, Jr., Dr. Kelly Harris, and Steve Jones.

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

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

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

Public Comments

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

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

Consent Agenda

The following Consent Agenda items were approved:

Approval of Minutes – June 10 & 29, 2010

Personnel

Resignations/Retirements/Separations

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Burns, Rachel	Asheboro High/Child Nutrition	5/18/10
Flowers, Angela	Balfour/2 nd Grade	6/11/10
Morton, Joanna	Balfour/2 nd Grade	6/14/10
Gulcin, Rebecca	McCrary/5 th Grade	6/15/10
Routh, Nellie	Loflin/Custodian (part-time)	6/18/10
Cox, Heather	Asheboro High/Special Education	6/23/10
Ross, Nathan	Asheboro High/Mathematics	7/6/10
Bullins, Nancy	Central Office/Administrative Assistant	7/9/10
Weinheimer, Lauren	Teachey/3 rd Grade	7/23/10
Roth, Amy	North Asheboro Middle/Literacy Coach	7/12/10
Bryant, Jill	McCrary/2 nd Grade	7/13/10
Kauffman, Jacob	McCrary/4 th Grade	7/13/10

Appointments

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Covington, Crystal	Central Office/Bus Driver	8/12/10
Simpson, Crystal	Teachey/3 rd Grade	8/18/10
Howell, Myra	Balfour/2 nd Grade	8/18/10
Shelby, Lloyd	Teachey/2 nd Grade	8/18/10
Speer, Jennifer	Balfour/2 nd Grade	8/18/10
Everett, Elizabeth	South Asheboro/Lang. Arts/Social Studies	8/18/10
Prohoniak, Melanie	Teachey/Pre-Kindergarten	8/18/10
Foscue, Tracey	Teachey/3 rd Grade	8/18/10
McClain, Samuel	Asheboro High/Special Education	8/18/10
Seabrease, Zachery	Asheboro High/Science	8/18/10
Aguero, Veronica	Lindley Park/English as a Second Language	8/18/10
Spangler, Elizabeth	Teachey/3 rd Grade	8/18/10
Clarett, Adriane	South Asheboro/Social Studies/Science	8/18/10
Poteat, Brandon	South Asheboro Middle/Teacher Assistant	8/18/10
Taylor, Marian	McCrary/4 th Grade	8/18/10

Transfers

<u>Name</u>	<u>School/Subject</u>	<u>Date</u>
Covey, Walter	Cen. Office/Bus Driver to Loflin/Custodian	7/6/10
Burian, Johanna	Balfour/Interpreter to Loflin/Interpreter	8/18/10
Loechle-Yuzzely, Lizbel	Teachey/Translator/Interpreter to Asheboro High/Translator/Interpreter	8/18/10
Sheppard, Maria	North Asheboro/District Interpreter to Teachey/District Interpreter	8/18/10
Cranford, Cindy	McCrary/EC Facilitator/Visually Impaired To McCrary/Visually Impaired	8/18/10
Davis, Lois	North Asheboro/Special Education to North Asheboro/Special Ed/EC Facilitator	8/18/10
Fitch, Cameron	South Asheboro/Teacher Assistant to Asheboro High School/Special Education	8/18/10
Ritter, Debora	Central Office/Secretary to Central Office/ Administrative Assistant	TBD

School Treasurers for 2010-2011 (A copy of the list will become a part of these minutes.)

2010-2011 Child Nutrition Food Bids (A copy of the bids will become a part of these minutes.)

2010-2011 Child Nutrition Beverage Bids (A copy of the bids will become a part of these minutes.)

Information, Reports and Recommendations

Dr. Allgood reported on the 2009-2010 athletic program as follows: Fifteen of the twenty varsity teams qualified for the North Carolina High School Athletic Association's Scholar Athletic Team Award with a 3.10 average or better; Asheboro High School varsity teams earned a 3.18 GPA; and 238 varsity students/athletes qualified for the North Carolina High School Athletic Association's Scholar Athlete Award with a 3.50 (weighted) GPA during the 2009-2010 school year.

Dr. Frick presented the following policies for 30-day review: Policy 3540, Comprehensive Health Education Program – Asheboro City Schools' policy will be replaced by the North Carolina School Boards Association's policy. The policy allows parents to withhold consent for their child to participate in specific topics if so desired; Policy 4353, Long-Term Suspension, 365 Day Suspension, Expulsion – Asheboro City Schools' policy will be replaced with the NCSBA's policy which provides definitions of suspension and expulsion, and outlines the steps to be taken prior to a student receiving a long-term suspension or expulsion from school; and Policy 6150, Head Lice – This is a newly proposed policy that substantiates Asheboro City Schools' present practice of handling head lice.

Action Items

Following a 30-day review, a motion was made by Ms. Cranford and seconded by Ms. Redding to approve the following policies: Policy 4335 – Criminal Behavior; Policy 7950 – Probationary Teachers: Nonrenewal; and Policy 9205 – Pest Management. (A copy of the policies will become a part of these minutes.)

Following a 30-day review, a motion was made by Ms. Cranford and seconded by Ms. Redding to approve Policy 7410 – Career Status. The motion passed 6-2 with Mr. Robbins and Mr. Lamb voting no. (A copy of the policy will become a part of these minutes.)

Dr. Frost presented the 2010-2011 Board Goals for approval. Upon motion by Ms. Redding, seconded by Mr. Cheek, the 2010-2011 Board Goals were unanimously approved. (A copy of the goals will become a part of these minutes.)

Superintendent's Report/Calendar of Events

Dr. Frost reported that the preliminary AYP reviews indicate that Balfour Elementary has made AYP for the second year in a row. She suggested the Board might consider having its August meeting at Balfour School.

Ms. Freemyer shared the Calendar of Events highlighting the following dates: New Employee Reception, September 8th and Breakfast and Convocation, August 20th.

Board Operations

A motion was made by Mr. Lamb and seconded by Mr. Robbins, to adjourn from open session to enter closed session to discuss the Superintendent's annual Performance Review for 2009-2010. Motion carried.

Executive Session

Upon motion by Ms. Redding, seconded by Mr. Yow, the Board adjourned from executive session and convened in open session at 9:45 p.m. Motion carried.

Adjournment

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Robbins, and unanimously approved by the Board, to adjourn at 9:50 p.m.

Chairman

Secretary

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

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

NAME	SCHOOL/SUBJECT	EFFECTIVE DATE
Eason, Maria	NAMS/English as a Second Language	7/30/10
Chapman, Chris	AHS/Instructional Assistant	7/15/10
Isenhour, Udenia	GBT/Instructional Assistant	7/16/10
Kenan, Kimberly	LP/Speech Language	7/16/10
Collins, William	DLL/Head Custodian	7/30/10
Haga, Pamela	AHS/English	7/23/10
LaClair, Peter	AHS/Social Studies	7/27/10
McClain, Samuel	AHS/Special Education	7/26/10
Young, Shatara	CO/Bus Driver	7/28/10

*** B. APPOINTMENTS**

NAME	SCHOOL/SUBJECT	EFFECTIVE DATE
Cagle, Sharon	DLL/Instructional Assistant	8/18/10
Marsh, Michelle	DLL/Instructional Assistant	8/18/10
Collins, Chandra	NAMS/Language Arts/Social Studies	8/18/10
Carroll, Jennifer	CWM/Instructional Assistant	8/18/10
Lawrence-Smith, Venise	CWM/Pre-Kindergarten	8/18/10
Kilby, Kelley	BAL/Kindergarten	8/18/10
Matthews, Jesse	DLL/Custodian (PT)	7/29/10
Hynes, Brenda	CWM/Custodian (PT)	7/26/10
Patterson, Matthew	AHS/Special Education	8/18/10
Alston, Penelope	CO/Bus Driver	8/25/10
Summerlin, Shannon	CO/Bus Driver	8/25/10
Etheridge, Angel	CO/Secretary	8/9/10
Heckethorn, Benjamin	AHS/Social Studies	8/18/10
Domally, Marc	AHS/Instructional Assistant	8/18/10
Needham, Georgie Ann	CWM/Instructional Assistant	8/18/10
Wright, Paul	AHS/Instructional Assistant	8/18/10
Walker, William Scott	AHS/Mathematics	TBD
Lanier, Sarah	CWM/5 th Grade	8/18/10
Hernandez, Nicole	SAMS/Language Arts/Social Studies	8/18/10

C. LEAVES OF ABSENCE**NAME**

Kern, Ella

SCHOOL/SUBJECT

AHS/Instructional Assistant

EFFECTIVE DATE

8/18/10 – 11/5/10

*** D. TRANSFERS****NAME**

Ritter, Debora

SCHOOL/SUBJECTCO/Secretary to CO/Admimistrative
Assistant**EFFECTIVE DATE**

8/9/10

Henderson, Tammy

CWM/Instructional Assistant to CWM/Data
Manager/Treasurer

8/2/10

Clippinger, Teresa

SAMS/Instructional Assistant to
AHS/Instructional Assistant

8/18/10

Jones, Jasmin

LP/Instructional Assistant to
SAMS/Instructional Assistant

8/18/10

Covey, Walter

DLL/Custodian to DLL/Head Custodian

7/26/10

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

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

NAME	SCHOOL/SUBJECT	EFFECTIVE DATE
Sockwell, Shervawn	NAMS/Assistant Principal	8/5/10
Hash, Rebecca	BAL/1 st Grade	8/6/10
Whitaker Keisha	NAMS/Business Education	8/11/10

*** B. APPOINTMENTS**

NAME	SCHOOL/SUBJECT	EFFECTIVE DATE
Brooks, Krista	NAMS/English as a Second Language	TBD
Craven, Kevin	GBT/Instructional Assistant	8/18/10
Borchert, Cheryl	GBT/Instructional Assistant	8/18/10
Bartlett, Sarah	BAL/1 st Grade	8/18/10

C. LEAVES OF ABSENCE

NAME	SCHOOL/SUBJECT	EFFECTIVE DATE
Hamm, Jennifer	BAL/Kindergarten	8/18/10 – 6/14/11

*** D. ADMINISTRATIVE
CONTRACT**

NAME	SCHOOL/SUBJECT	EFFECTIVE DATE
Thompson, April	NAMS/Assistant Principal	8/16/10 – 6/30/12

**Asheboro City Schools
Certified Appointments
August 12, 2010**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Lanier, Sarah	East Carolina University B: Elementary Education M: Elementary Education	Elementary Education Academically Gifted

Sarah Lanier is a native of Randolph County who is recommended to teach fifth grade at Charles W. McCrary School. Miss Lanier completed her Master's degree program recently at East Carolina, after student teaching at Northeast Elementary in Beaufort County Schools. Part of her Master's program was work as a graduate assistant to professors in the academically and gifted program. She has tutored elementary students and worked this summer at a camp for gifted learners.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Collins, Chandra	University of North Carolina - Pembroke B: Elementary Education	Elementary Education

Chandra Collins is recommended to teach language arts and social studies to sixth graders at North Asheboro Middle School. A graduate of UNC – Pembroke in 2007, Mrs. Collins completed her student teaching internship in a fifth grade classroom at Guy B. Teachey School. She has three years of experience teaching fourth graders at Ramseur Elementary in Randolph County Schools and looks forward to teaching middle school students.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Heckethorn, Benjamin	Niagara (NY) University B: Communication Studies	Social Studies

A native of the Buffalo, New York area and an Asheboro resident since 2008, Ben Heckethorn is recommended to teach social studies at Asheboro High School. For the past two years, Mr. Heckethorn has served at AHS as an Instructional Assistant in the In-School Suspension (ISS) program. Prior to moving to North Carolina, he worked for the athletic department at Niagara University, working with the media and assisting in the production of broadcasts of athletic events.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Hernandez, Nicole	Governors State University B: Criminal Justice/Business Administration Saint Xavier (IL) University M: Elementary Education	Middle Grades Language Arts and Social Studies

Recommended to teach language arts and social studies at South Asheboro Middle School is Nicole Hernandez. Ms. Hernandez will move to Asheboro from Manteno, Illinois, a small town south of Chicago. Her first career was in banking, where she worked for ten years. More recently, she has worked as a paraprofessional in Chelsea Intermediate Schools in Illinois and in the library at Governors State University.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Patterson, Matthew	UNC - Greensboro B: History	Special Education

Matt Patterson is recommended to teach special education at Asheboro High School. Mr. Patterson is a native of Davidson County who graduated from UNC-G in 2001 and is attending High Point University. For the past five years he worked as a job coach in exceptional child services at Central Davidson High School. This experience helped him to realize his calling to be a teacher and led him to seek teacher licensure.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Walker, William Scott	East Carolina University B: Mathematics Education	Mathematics

A graduate of Asheboro High School, Scott Walker is recommended to teach mathematics at his alma mater. This "Blue Comet" has been teaching since 2002, first at Southwestern Randolph High School and since 2006 at the Randolph Early College High School. He has taught geometry, algebra, and Advance Placement Statistics. Mr. Walker earned National Board certification in 2009 and has experience as an athletic coach. Welcome home, Scott Walker!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Lawrence-Smith, Venise	High Point University B: Psychology	Birth-Kindergarten

Venise Lawrence-Smith is a resident of Asheboro who is recommended to teach pre-kindergarten at Charles W. McCrary School. Mrs. Lawrence-Smith graduated from High Point in 2004 and completed teacher licensure requirements through East Carolina University. A native of Jamaica, she has teaching experience in her home country and in private day cares and public schools in North Carolina. Most recently she taught at Trindale Elementary in Randolph County Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Kilby, Kelley	Guilford College B: Elementary Education and Psychology	Elementary Education

Kelley Kilby is recommended to teach kindergarten at Balfour School. Ms. Kilby graduated in April from Guilford College after completing her clinical experience in a second grade classroom at Northern Elementary in Guilford County Schools. Her experience working with children is extensive, as she has tutored a child with autism and provided in-home services to children with a variety of disabilities. For four years she worked with Guilford County Schools, serving a wheelchair-bound student.

**Asheboro City Schools
Certified Appointments
August 12, 2010**

NAME

Bartlett, Sarah

COLLEGE/DEGREE

UNC – Greensboro
B: Elementary Education

LICENSURE

Elementary Education

A native of Randolph County, Sarah Bartlett is recommended to teach first grade at Balfour School. Miss Bartlett graduate in May from UNC-G after completing her student teaching internship in first and third classrooms at Thomasville Primary School. While in college, she worked with children as a day care assistant in an after-school program.

**Asheboro City Schools
Certified Appointments
August 12, 2010**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Thompson, April	Greensboro College BS: Physical Education Clemson University MA: Human Resources	

April Thompson is recommended as the Assistant Principal at North Asheboro Middle School. Ms. Thompson has been serving as the GEAR UP Coordinator since January, 2006. She has done an exemplary job serving the students of Asheboro City Schools and will continue to serve our students at North Asheboro Middle School. She is currently enrolled in the Master of School Administration cohort with High Point University to obtain her administrative license. We are excited to have April in this new role with Asheboro City Schools.

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.

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.

RESOLUTION OF LODGE, ASSOCIATION OR OTHER SIMILAR ORGANIZATION

CommunityOne Bank, N.A.
 101 Sunset Avenue
 Asheboro, NC 27203

By: Charles W McCrary School
 400 Ross St
 Asheboro NC 27203-4446

Referred to in this document as "Financial Institution"

Referred to in this document as "Association"

I, DIANE FROST, NORTH CAROLINA, certify that I am Secretary (clerk) of the above named association organized under the laws of NORTH CAROLINA, Federal Employer I.D. Number 56-6000989, and that the resolutions on this document are a correct copy of the resolutions adopted at a meeting of the Association duly and properly called and held on 08/03/10 (date). These resolutions appear in the minutes of this meeting and have not been rescinded or modified.

AGENTS Any Agent listed below, subject to any written limitations, is authorized to exercise the powers granted as indicated below:

Name and Title or Position	Signature	Facsimile Signature (if used)
A. <u>JULIE G BRADY, PRICIPAL</u>	X <u>[Signature]</u>	X _____
B. <u>TAMMY S HENDERSON, SEC/TREAS</u>	X <u>[Signature]</u>	X _____
C. <u>B HAROLD BLAIR, JR DIR BUS FINANCE</u>	X <u>[Signature]</u>	X _____
D. _____	X _____	X _____
E. _____	X _____	X _____
F. _____	X _____	X _____

POWERS GRANTED (Attach one or more Agents to each power by placing the letter corresponding to their name in the area before each power. Following each power indicate the number of Agent signatures required to exercise the power.)

Indicate A, B, C, D, E, and/or F	Description of Power	Indicate number of signatures required
_____	(1) Exercise all of the powers listed in this resolution.	_____
<u>C</u>	(2) Open any deposit or share account(s) in the name of the Association.	<u>1</u>
<u>ABC</u>	(3) Endorse checks and orders for the payment of money or otherwise withdraw or transfer funds on deposit with this Financial Institution.	<u>2</u>
_____	(4) Borrow money on behalf and in the name of the Association, sign, execute and deliver promissory notes or other evidences of indebtedness.	_____
_____	(5) Endorse, assign, transfer, mortgage or pledge bills receivable, warehouse receipts, bills of lading, stocks, bonds, real estate or other property now owned or hereafter owned or acquired by the Association as security for sums borrowed, and to discount the same, unconditionally guarantee payment of all bills received, negotiated or discounted and to waive demand, presentment, protest, notice of protest and notice of non-payment.	_____
_____	(6) Enter into a written lease for the purpose of renting, maintaining, accessing and terminating a Safe Deposit Box in this Financial Institution.	_____
_____	(7) Other _____	_____

LIMITATIONS ON POWERS The following are the Association's express limitations on the powers granted under this resolution.

EFFECT ON PREVIOUS RESOLUTIONS This resolution supersedes resolution dated ALL PREVIOUS. If not completed, all resolutions remain in effect.

CERTIFICATION OF AUTHORITY

I further certify that the Association has, and at the time of adoption of this resolution had, full power and lawful authority to adopt the resolutions on page 2 and to confer the powers granted above to the persons named who have full power and lawful authority to exercise the same. (Apply seal below where appropriate.)

- If checked, the Association is a non-profit lodge, association or similar organization.
- X _____
(Secretary)
- X _____
(Attest by Other Officer)
- X _____
(Attest by Other Officer)



ABCs and AYP School Status

Asheboro City Schools
2009-2010

	NCLB Status			ABCs Status		Recognition Status
	AYP	Targets Met	% of Targets Met	Performance Composite	Growth	
Elementary Schools						
Balfour	Met	21 of 21	100.0%	63.1%	Expected	School of Progress
Charles W. McCrary	Not Met	17 of 21	81.0%	49.8%	High	Priority School
Donna L. Loflin	Met	17 of 17	100.0%	65.0%	High	School of Progress
Guy B. Teachey	Not Met	21 of 23	91.3%	71.3%	High	School of Progress
Lindley Park	Met	25 of 25	100.0%	74.2%	High	School of Progress
Middle Schools						
North Asheboro	Not Met	26 of 27	96.3%	64.0%	High	School of Progress
South Asheboro	Met	29 of 29	100.0%	74.2%	Expected	School of Progress
High School						
Asheboro High	Not Met	15 of 21	71.4%	72.7%	None	No Recognition
Asheboro City Schools	Not Met	47 of 54	87.0%	69.2%	Expected	

No Child Left Behind Public School Choice/SES Plan Procedures for Asheboro City Schools

2010-2011 School Year

GENERAL INFORMATION

Title I School Improvement is a status occurring when a Title I school does not meet Adequate Yearly Progress (AYP) in the same content area for two consecutive years. Title I schools in School Improvement exit that status only after they have made AYP in the targeted content area for two consecutive years. Schools in School Improvement must offer public school choice during their first year in School Improvement (unless they are part of a pilot program offering Supplemental Educational Services the first year). They must continue to offer Choice each year they remain in School Improvement. Beginning the second year of School Improvement in the targeted content area, schools must also offer the option of Supplementary Educational Services (SES) for students.

Current AYP Status – following the preliminary release of reading and math EOG and EOC scores for 2009-10:

- Asheboro High School – did not make AYP – met 15 out of 21 target goals
AHS missed 2 targets in number of students tested; missed 3 targets in grade 10 mathematics proficiency; and missed the target for graduation rate
- North Asheboro Middle School – did not make AYP in reading; made AYP in math – 26 out of 27 target goals
- South Asheboro Middle School – made AYP in reading and math – 29 out of 29 target goals
- Balfour Elementary School – made AYP in reading and math – 21 out of 21 target goals
This is Balfour’s second year of making AYP in reading and in math. Balfour will exit School Improvement Status.
- Charles W McCrary Elementary School – did not make AYP in reading or math – 17 out of 21 target goals
McCrary moves into the third level of sanctions in the area of math (Corrective Action, SES and Choice) and the second level of sanctions in reading (SES and Choice). McCrary will offer School Choice beginning August 2010; and will offer Supplemental Educational Services (SES) to qualifying students (i.e., those students who qualify for free/reduced meals) beginning with the second semester this school year. McCrary students will be offered the option of applying for a ‘Choice Transfer’ to Balfour or Teachey Elementary Schools.
- Donna Lee Loflin Elementary School – made AYP in reading and math – 17 out of 17 target goals
Loflin was in School Improvement (Choice) for math and will remain in first year sanction School Improvement (Choice) for math this school year. Loflin will move out of School Improvement in

reading. Students will be offered the option of applying for a 'Choice Transfer' to Balfour or Teachey Elementary Schools beginning August this school year.

- Guy B Teachey Elementary – made AYP in reading but did not make AYP in math – 21 out of 23 target goals
Teachey will be on the watch list for math
- Lindley Park Elementary – made AYP in reading and math – 25 out of 25 target goals

Eligibility for Choice

1. All students enrolled in Title I School Improvement schools are eligible for choice.
2. Under federal law, we must give transfer priority to the lowest-achieving, low-income students.
3. Any student reassigned to a public school of choice is eligible to remain at the choice school until he or she has completed the fifth grade. However, the school district is no longer obligated to provide transportation for the student after the student's school of residence is no longer identified for School Improvement. If the choice school is placed in School Improvement, the student has the option of moving again to another school of choice in a subsequent year.
4. Parents have the option of declining a school choice option and continuing at the school of residence.

Eligibility for SES

1. Students enrolled in Title I School Improvement schools that are in the 2nd level of sanctions, who are eligible for free/reduced meals, are also eligible for choice.
2. Eligible students may attend SES sessions, regardless of their performance on EOG tests (i.e., students performing at Level I, II, III, or IV may participate in SES).
3. Eligible students may choose school choice OR supplemental services, but not both. Students selecting supplemental services must be enrolled in the school in School Improvement status.

Corrective Action (Sanction Level III)

"A Title I school in Corrective Action must continue to offer public school Choice and Supplemental Educational Services. In addition, NCLB requires the school district to implement at least one of the following corrective actions:

- Provide, for all relevant staff, appropriate, scientifically research-based professional development that is likely to improve academic achievement of low-performing students.
- Align instruction with and fully implement the North Carolina Standard Course of Study, including providing appropriate professional development.

Parent Notification of No Child Left Behind Public School Choice

1. Asheboro City Schools will notify parents of students at schools in School Improvement in a timely manner after AYP results are determined.
2. Notification will be made by mailing notices directly to parents/guardians and posting announcements on our school system website.
3. Notification will be provided in both English and Spanish.
4. Included with the notification letter will be school information about the school in School Improvement, school information about the school(s) of choice, and a form to request a school transfer.
5. Parents of incoming kindergarten students will be notified of their school's Title I school Improvement status on the first day of school when students are officially enrolled in the school.
6. Students entering schools in School Improvement during the school year will be provided with the same information concerning school choice and given the choice options.

School Choice Procedures

1. Notification letters, school fact sheets, and transfer request forms mailed to parents/guardians of each student in School Improvement schools. Parents who wish to request a school choice transfer will have approximately two weeks to make their request. Requests must be submitted in writing using the form that parents receive with their notification letter.
2. *Alert Now* messages will inform each parent by telephone that the letter has been mailed and will invite them to an information session at the school of residence.
3. A parent information session will be held at each school in School Improvement status.
4. Choice option request forms will be due to the school of residence by a specified deadline.
5. The district will respond to the requests for school choice with written notice regarding the student's school assignment.
6. If approved for the School Choice option, parents must submit a final confirmation accepting the choice school assignment.
7. Students who select the public school choice are required to remain at the school of choice for the entire academic year. In the case of schools that enter school improvement due to newly released reading scores, students must remain at their school of choice for the entire second semester. A child attending a School Choice school may continue to do so until completion of the 5th grade.
8. Sixth grade middle school assignments will be based on the parent domicile and established attendance zones.

Transportation

1. The district must set aside Title I funds to be used for public school choice transportation.
2. The district will provide transportation for eligible students as long as the original school is in Title I School Improvement status. If the School exits School Improvement status, the student may continue to attend the new school, but parents will be responsible for transportation.

Students with Disabilities

Students with disabilities will have the same school choice options if the choice school has appropriate programs available to the student.

Responsibilities of Receiving Schools

Receiving schools shall enroll students in classes and other activities in the same manner as all other children in the school.

Responsibilities of Schools in Title I School Improvement

1. Schools in Title 1 School Improvement Status are required to develop a two-year plan that addresses the academic issues that caused it to be identified for school improvement. The school may develop a new plan or revise an existing one, but in either case, it must be completed no later than three months after the school has been identified.
2. The plan's design must address the following components:
 - Core academic subjects and the strategies used to teach them
 - Professional development
 - Technical assistance
 - Parent involvement
 - Measurable goals
3. The School Improvement Plan must demonstrate that the school will implement policies and practices grounded in scientifically based research designed to increase student proficiency in reading and mathematics.
4. The school must spend not less than 10% of its Title I part A funds for providing high-quality professional development to the school's teachers, principal, and, as appropriate, other instructional staff. The School Improvement Plan must provide an assurance that this expenditure will take place.
5. The school must consult with parents, school staff, the LEA and outside experts in developing or revising the Plan.
6. The Plan will undergo a peer review process involving teachers and administrators from other schools or districts similar to the one in improvement.
7. The LEA may impose conditions on the School Improvement Plan that it deems necessary to ensure the Plan's successful implementation.
8. The LEA is responsible for providing technical assistance to the school in improvement.

Under No Child Left Behind (NCLB), corrective action is a significant intervention in a school that is designed to remedy a school's persistent inability to make Adequate Yearly Progress.

WHAT CAUSES A SCHOOL TO BE IDENTIFIED FOR CORRECTIVE ACTION?

After four years (two years in a row to enter Title I School Improvement and two additional years) of not making Adequate Yearly Progress (AYP) in the same subject (reading/language arts or math), the school district must identify the school for corrective action. The chart at the bottom of this page shows how a school might enter the corrective action phase of Title I School Improvement. As illustrated in the chart, only the two years necessary to enter improvement need to be consecutive. If a Title I school makes AYP in any one year after entering Title I School Improvement, it does not move to the next level of sanctions but continues at its current level as happens in the chart from 2004-05 to 2005-06. If an improvement school does not make AYP the year after it first made AYP, however, it moves to the next level of sanctions as happens in the chart from 2005-06 to 2006-07.

WHAT IS REQUIRED OF SCHOOLS IN CORRECTIVE ACTION?

A Title I school in corrective action must continue to offer public school choice and supplemental educational services. In addition, NCLB requires the school district to implement at least one of the following corrective actions:

- Provide, for all relevant staff, appropriate, scientifically research-based professional development that is likely to improve academic achievement of low-performing students.
- Align instruction with and fully implement the North Carolina Standard Course of Study, including providing appropriate professional development.

- Extend the length of the school year or school day.
- Replace the school staff members who are relevant to the school's not making AYP.
- Significantly decrease management authority at the school.
- Appoint an outside expert to advise the school.
- Restructure the school's internal organization.

WHAT IS AYP?

Through statewide testing, AYP measures the yearly progress of different groups of students toward achieving state academic standards in reading/language arts and math. All groups of students are expected to meet the same target goals each year. For a school to make AYP, each student group in the tested grades must meet proficiency targets in reading/language arts and math and each student group must have at least a 95% participation rate in the assessments for both subjects. This represents four targets (proficiency and participation in reading/language arts and math assessments) for each student group. Detailed school AYP reports on the Web at <http://ayp.ncpublicschools.org/nclb2006/AypDetail.cgi> show school as a whole and student group performances.

WHEN IS A SCHOOL NO LONGER IN CORRECTIVE ACTION?

A school is no longer in Title I School Improvement and is no longer in corrective action after making AYP in the subject that first identified it as needing improvement for two years in a row. It is possible for a school to exit Title I School Improvement in one subject in the same year that it enters improvement or continues to be in improvement due to another subject.

Note: Corrective action is a term for districts at a certain level of Title I District Improvement as well. Corrective actions required for districts are different from those required for schools as are the criteria for entering this phase of improvement. A district can be in corrective action even if none of its schools are.

SCHOOL YEAR	TITLE I SCHOOL'S AYP STATUS
By end of 2002-03	School doesn't make AYP in reading.
By the end of 2003-04	School doesn't make AYP in reading.
Beginning of 2004-05	School enters Title I School Improvement, must offer public school choice.*
By the end of 2004-05	School doesn't make AYP in reading.
Beginning of 2005-06	School continues in improvement, must offer public school choice and SES.*
By the end of 2005-06	School makes AYP in reading.
Beginning of 2005-06	School continues in improvement, must offer public school choice and SES. (School doesn't advance in sanctions.)
By the end of 2005-06	School doesn't make AYP in reading.
Beginning of 2006-07	School enters corrective action phase of improvement while continuing to offer public school choice and SES.

* Schools entering Title I School Improvement in districts that are participating in the federal SES pilot must offer SES after not making AYP in the same subject for two years in a row and offer transfer options in the next year if they continue to not make AYP.

For more information, access the Web at <http://www.ncpublicschools.org/nclb/> or call the Communications Division at 919-807-3450



PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

In compliance with federal law, NC Public Schools administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

Inquiries or complaints regarding discrimination issues should be directed to: Dr. Rebecca Garland :: Interim Associate State Superintendent
Office of Innovation and Transformation :: 6301 Mail Service Center :: Raleigh, NC 27699-6301

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.

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

Policy 3540: Comprehensive Health Education Program

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

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

Will Replace ACS Policy 3540

COMPREHENSIVE HEALTH EDUCATION PROGRAM

Policy Code: 3540

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

A. COMPREHENSIVE HEALTH EDUCATION PROGRAM

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

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

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

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

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

C. STANDARDS FOR INSTRUCTION

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

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

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

Adopted:

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

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

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

Will Replace ACS Policy 4353

LONG-TERM SUSPENSION, 365 DAY SUSPENSION, EXPULSION

Policy Code: **4353**

A. DEFINITIONS

1. Long-Term Suspension

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

2. 365 Day Suspension

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

3. Expulsion

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

B. DETERMINATION OF APPROPRIATE CONSEQUENCE

1. Principal's Recommendation

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

- a. Culpability of Student – In assessing the culpability of the student for his or her behavior, the principal may consider criteria such as:
 - 1) the student’s age;
 - 2) the student’s ability to form the intent to cause the harm that occurred or could have occurred; and
 - 3) evidence of the student’s intent when engaging in the conduct.

- b. Dangerousness of the Student – In assessing the dangerousness of the student, the principal may consider criteria such as:
 - 1) the student’s disciplinary record or criminal record related to anti-social behavior or drugs and alcohol;
 - 2) whether weapons were involved in the incident and whether the student had the ability to inflict serious injury or death with the weapon(s);
 - 3) evidence of the student’s ability to cause the harm that was intended or that occurred; and
 - 4) whether the student is subject to policy 4260, Student Sex Offenders.

- c. Harm Caused by the Student – In assessing the severity of harm caused by the student, the principal may consider criteria such as whether any of the following occurred:
 - 1) someone was physically injured or killed;
 - 2) someone was directly threatened or property was extorted by the use of a weapon;
 - 3) someone was directly harmed, emotionally or psychologically;
 - 4) school property or personal property of others was damaged; or
 - 5) students, school employees or parents were aware of the presence of a weapon or other dangerous behavior.

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

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

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

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

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

2. Superintendent's Decision

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

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

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

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

3. Hearings Before the Board

a. Long-Term or 365 Day Suspensions

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

b. Expulsions

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

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

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

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

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

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

D. REDUCING SUSPENSION AND EXPULSION RATES

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

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

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

Adopted:

Policy 6150: Head Lice

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

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

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

References:

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

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

Harvard School of Public Health.

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

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

Adopted:

School/Location	Date	Event	Time
PDC	Thursday, August 12, 2010	Board of Education Meeting	7:30pm
	Wednesday, August 18, 2010	Teachers Return	
AHS	Friday, August 20, 2010	Breakfast and Convocation	7:30am
AHS	Friday, August 20, 2010	AHS vs. Providence Grove (endowment game)	7:30pm
AHS Zoo School	Monday, August 23, 2010	AHS Zoo School Orientation	9:00-11:00am
All Elementary Schools	Monday, August 23, 2010	Back to School Open House	4:00-6:00pm
AHS	Monday, August 23, 2010	Grades 10-12 Open House	5:00-7:00pm
NAMS and SAMS	Monday, August 23, 2010	Grade 6 Open House	6:30-8:00pm
AHS	Tuesday, August 24, 2010	Freshman Fan Fare	9:00-11:30am
NAMS and SAMS	Tuesday, August 24, 2010	Grades 7 and 8 Open House	6:30-8:00pm
ALL	Wednesday, August 25, 2010	First Day of School	
ECDC	Thursday, August 26, 2010	Open House	5:00-7:00pm
AHS	Saturday, August 28, 2010	Parent FAN Fair	9:00am - Noon
AHS	Friday, September 03, 2010	AHS vs. Randleman	7:30pm
PDC	Thursday, September 09, 2010	Board of Education Meeting	7:30pm
AHS	Friday, September 10, 2010	AHS vs. Eastern Randolph (middle school night)	7:30pm
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	Thursday, October 14, 2010	Board of Education Meeting	7:30pm
AHS	Friday, October 15, 2010	AHS vs. North Forsyth HS (Homecoming)	7:30pm
Asheville	October 20-22, 2010	NCSBA Law Conference	
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
Koury Center	November 15-17	NCSBA Annual Conference	

BOARD OF EDUCATION MEETING DATE CHANGES FOR 2010-2011

1. NOVEMBER—Recommend changing the date of the November 11, 2010, meeting. November 11 is Veteran’s Day and is a state-required holiday for all school district employees in North Carolina. We recommend changing the date of the meeting to Tuesday, November 9, 2010.

2. JUNE—Recommend changing the date of the June 9, 2011 meeting. June 9 is the last day of school, and Mr. Fitch has scheduled the AHS graduation ceremony for Thursday, June 9, at 7:00pm. We recommend changing the date of the meeting to Thursday, June 16, 2011.

School Assignments for 2010-2011

Asheboro High School – All

South Asheboro Middle – Dr. Kelly Harris, Linda Cranford, Phillip Cheek, Derek Robbins, Jane Redding

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

Balfour Elementary – Derek Robbins, Kyle Lamb

McCrary Elementary – Jane Redding, Phillip Cheek

Loflin Elementary – Linda Cranford, Joyce Harrington

Teachey Elementary – Steve Jones, Dr. Kelly Harris

Lindley Park – Chris Yow, Archie Priest

Early Childhood Development Center – Gidget Kidd